

THE PRELIMINARIES

A few opening words...

by best-selling author and speaker

JOSH McDOWELL

Thinking Like a Christian is one of the most important youth Bible studies to come out in recent years. I don't say that lightly. Let me explain why I believe that is so.

At this very moment we are in the center of one of the greatest, deepest, and most rapid cultural changes ever in history. It started when the radical students of the sixties began taking over the universities. By the 80's, things had progressed to the point that Francis Schaeffer stated we no longer live in a Judeo-Christian culture, but a *post-Christian* culture.

Cultural change is all around us. Nowhere is it more evident than on our university campuses. In the last 35 years, I've given over 23,000 talks in over 1,000 universities and 2,000 high schools in 100 countries around the world. And what I'm finding is this: universities—which once had as their purpose the passing on of God's truth and wisdom to the next generation—now have as their mission the indoctrination of young people into a wholly different view of life. It comes out of a *secular* worldview; that is, ideas about the meaning and purpose of life are based on man's perspective instead of on God's.

The challenge for you and for me is to prepare a new generation of Christians who can understand the times and who will know what to do. This means showing them that being a Christian is more than just having a personal experience with God—it means seeing all of life in light of God's truth. It means developing a consistent biblical worldview.

That is why this curriculum is so important. It is uniquely designed to guide today's student into an encounter with biblical ideas. David Noebel has spent 40 years teaching these concepts to thousands of Christians who have come through Summit Ministries' conferences each year. It has been an eye-opening experience that has changed the lives of many.

My own son was one of those who came face to face with a biblical worldview at The Summit. It was by far one of the most significant conferences he has ever attended. The impact will affect Sean the rest of his life. My seventeen-year-old daughter Katie went through Summit's worldview curriculum in her high school. This has prepared her for college—not only to survive—but also to thrive in her walk with Christ.

Now, through this new *Worldviews in Focus* series, thousands more will be challenged to understand the times in which we live. Then, like the men from the small tribe of Issachar in 1 Chronicles 12:32, they will know what they should do.

I wish you the best as you train the next generation of Christians to understand our times.



WORLDVIEWS IN FOCUS SERIES
THINKING LIKE A CHRISTIAN
Understanding and Living a Biblical Worldview

Leader's Guide for Youth

INTRODUCTION TO THE CURRICULUM

This course lays a foundation for understanding a biblical worldview. You and the students you teach will find this study an exciting adventure as a biblical Christian view of life comes into focus.

The study of worldview is an expansive one—seeking to cover ten major disciplines in a twelve-week period, but don't let the scope be intimidating. While each of the ten disciplines (theology, philosophy, biology, psychology, ethics, sociology, law, politics, economics and history) takes a life-time of study to plum the depths, the uniqueness of the text used in this course, *Thinking Like a Christian*, (based on *The Battle for Truth*, Harvest House, 2001) is its ability to summarize the essence of each discipline in a simple and understandable way.

This course lays the foundational principle upon which each discipline is built. Students will soon grasp the significance of these diverse subjects and relate each one to basic biblical principles. This foundation is necessary before an edifice can be erected for personal Christian living and practical involvement with society. As the men of the small tribe of Issachar exemplified in the Old Testament, we must first *understand the times* before we will *know what to do* (1 Chronicles 12:32).

PARENT'S UPDATE

Dear Parents:

The Christian thinker and author, late Francis Schaeffer, wrote, "The basic problem of the Christians in this country... is that they have seen things in bits and pieces instead of totals..." Therefore, we need to see the "total" picture about biblical truth and how it applies to every area of life.

For the next twelve weeks your teen will be involved in the Bible study course titled *Thinking Like a Christian: Understanding and Living a Biblical Worldview*.

This course shows how the Bible is the basis for not only a personal relationship with God (Theology), but also is foundational to other disciplines of study. Practical Christian living comes from applying biblical principles to our understanding of philosophy, biology, psychology, sociology, ethics, law, politics, even why we study history. Then, like the men of the tribe of Issachar "who understood the times and knew what Israel should do..." (1 Chronicles 12:32), our youth will have a better understanding of the times in which we live and be able to discern what *they* should do to make a positive change in our society. Examples will be found in the daily newspaper as well as current movies, popular music, and T.V. to show the relevance of thinking like a Christian in everyday living at home, in school and with their friends.

This course includes a Student Journal that guides your teenager into deeper understanding and personal application. Each exercise takes about 10-15 minutes to complete. These exercises reinforce the concepts learned during the weekly group lessons and give additional information to enhance the scope and application of the content. Encourage your teens to spend time each day in the journal.

OVERVIEW OF CURRICULUM COMPONENTS

A. **THE LEADER'S GUIDE:** Each lesson is designed to last 45-50 minutes and includes a variety of creative approaches. Activities, worksheets, and handouts are located on the CD in the document corresponding to each lesson. Permission is granted to reproduce these resources for your class members. An abbreviated TEACHING OUTLINE is also provided for each lesson to take with you as you teach. These outlines are located within the leader's information for each session.

B. **THE TEACHING TEXTBOOK:** The text on which this study is based, *Thinking Like a Christian*, is designed to give you additional background material for understanding each discipline. You should read and study the textbook each week as you prepare to teach.



C. **THE STUDENT JOURNAL:** The Student Journal is a resource to expand and enhance each student's understanding of the issues discussed in the lessons. The five short, daily exercises in the Student Journal include excerpts taken from the corresponding chapter in the text. It is arranged, however, in a creative way with different illustrations that are not in the text, giving the student a broader perspective related to that week's topic.

Note: Educational studies confirm that "spaced repetition" offers the best way to retain new information. In our secular culture, it is imperative that students learn how to navigate these important biblical concepts. For that reason, each student should have his or her own Student Journal and should be encouraged to complete it each week.

It may be best to have students bring in their journals each week to check their progress. In that way, they will be reminded to be consistent and not fall behind. To motivate students to do their journal assignments, you may want to plan a special event at the end of the course, such as a pizza party. Tell students at the beginning of the study that everyone who participates in the journal can attend the special event. Use your own discretion for ways to motivate your students to be more involved in *active* learning through using the Student Journal.



D. **THE VIDEO:** The Thinking Like a Christian video is a documentary-style learning tool that supplements the interactive lesson plans. While each lesson may be taught without showing the video segments, it is a useful tool for enhancing your teaching. The 60-minute video is divided into short segments covering each of the ten worldview disciplines and keyed to this study. Each segment runs about five minutes. Outlines for note-taking are provided within each lesson's computer file. The video may be viewed in one of three ways:

- a) **WEEKLY VIEWING:** Each lesson plan has a suggested time to view one 5-minute segment of the video that corresponds to the topic for that lesson.
- b) **WEEKLY REVIEW:** View one video segment at the beginning of the next lesson as a review of the previous week's content before asking a few review questions.
- c) **END OF COURSE REVIEW:** Set aside one or two lessons for an interactive discussion based on the video. You can stop the video after each 5-minute segment for a brief discussion of the content.

COURSE OVERVIEW

1. INTRODUCTION: Worldview Thinking
2. THEOLOGY: What about God?
3. PHILOSOPHY: What's real?
4. BIOLOGY: What about life?
5. PSYCHOLOGY: What about human nature?
6. ETHICS: What's right?
7. SOCIOLOGY: What about society?
8. LAW: Who makes the rules?
9. POLITICS: What about government?
10. ECONOMICS: What about money?
11. HISTORY: What about the past?
12. WORLDVIEWS IN CONFLICT!
13. (Optional) VIDEO REVIEW, Part 1
14. (Optional) VIDEO REVIEW, Part 2

SUGGESTIONS FOR DIGGING DEEPER

INITIAL PREPARATION

Because of the scope of this course, begin preparing well in advance of the time to teach it. This is especially true if this is the first time you are teaching these concepts. The following three suggestions will help you develop a basic background for this course:

1. **STUDY THE TEXT:** Read the entire Chapter 1 in the text. This chapter points out the importance of this study and demonstrates the significance of understanding Christianity from a worldview perspective.

Next, read the summary section of chapters 2–11 dealing with the ten disciplines: Theology, Philosophy, etc. This will give you a sense of the scope and direction of the course. It will also enable you to set up a simple filing system (see #3 below).

Finally, read the entire Chapter 12. It explains that there are other worldviews vying for our attention, namely Secular Humanism, Marxism/Leninism, and Cosmic Humanism (Pantheism and Paganism). While the purpose of this course is not to elaborate on these other worldviews, it is important to have a sense of their opposition to Christianity and their individual and collective influence as shapers of our culture.

2. **EXPAND YOUR RESOURCES:** Students want to know that the subjects they study are relevant to their lives. The best way to accomplish this is to show them examples from current events. This opens their eyes to the significance of what is being taught and heightens their interest in the ideas being presented. It also takes learning out of the monochrome dustbin of history and splashes it into the Technicolor world of the present.

In order to have current illustrations, look for articles in the daily paper or weekly magazines that relate to the ten categories of the course. Articles may either confirm the biblical view or illustrate an opposing view. It is recommended that you subscribe to a conservative or Christian source in order to gain a balanced perspective on the news. Check out the list at the end of this introduction for additional resources. Another great source for illustrations are popular movies and music.

TEACHING WORLDVIEWS E-SOURCE: We're offering additional illustrations and insights for creatively teaching worldview issues through a monthly email service. Each month, a new idea will come your way that is keyed to one of the ten worldview categories of this study. Taken from current events, popular music and movies, or quotes from famous people, each *Teaching Worldviews E-Source* comes with questions for discussion starters and links to articles that take you deeper into the issue. To receive this monthly resource, sign up at www.summit.org/twe.htm. Archived copies beginning with the January 2002 issue are also available.

- 3. SET UP A FILING SYSTEM:** A simple filing system can be started to keep track of current events and articles you find.



- Purchase a set of three-cut file folders.
- Label 10 left tab files according to the ten disciplines covered in this course, THEOLOGY, PHILOSOPHY, etc.
- As you come across an article in the newspaper that you want to save, write on the top left-hand corner of the article the discipline it corresponds to and place the article in the appropriate file. Then, for example, when you teach the lesson on Biology, you can look in that file for current examples on the creation/evolution debate.
- Once a file becomes too full, you can divide the discipline into sub-units using the middle-tabbed folders. For example, Biology can be sub-divided into Darwinism, Intelligent Design Theory, Naturalism, Environmental issues, science education, etc.
- Use the right-hand tabs for keeping track of lesson plans, talks, or sermons related to the major discipline or sub-units of study.

WEEKLY PREPARATION

- 1. PLAN AHEAD:** As you can see, this course does not lend itself to waiting until the last minute to prepare the lesson. You should set aside some time several days during the week to prepare for each week's lesson. Reading the text and reviewing this Leader's Guide are a part of that preparation.
- 2. STAY CURRENT:** Continue to search the newspaper (don't forget the comic section), magazines, movies, or popular music for current illustrations to use in class. Throughout the course of study you will be encouraging students to do the same. Each week, let them show you what they found before you bring out articles you have.

3. **STUDENT JOURNAL ASSIGNMENTS:** You will want to read and do the daily exercises along with your students. This gives you additional insights as you interact with students on what they are learning.

The above suggestions should help you be prepared and equipped. Students will pick up on your enthusiasm for the content and respond with renewed interest of their own. "Boring" will drop from their vocabulary!

We wish you the best in your efforts to prepare a new generation to understand the times and play an active role in being salt and light in our increasingly tasteless and dark society.

We're praying for you and the students you teach,

David A. Noebel
President

Chuck Edwards
Director of Bible Study Curriculum

Summit Ministries. . .

**training servant leaders in worldview analysis,
equipping them to champion the Christian faith,
inspiring them to love God with their hearts and minds.**

RESOURCE LIST

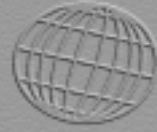
You may try one or more of the following resources. While we do not endorse everything that is printed in these resources, they generally will give a conservative, biblically oriented perspective on current events. (Note: prices are subject to change.)

1. *The Journal*: A monthly publication from Summit Ministries, edited by David A. Noebel, the author of *Understanding the Times*, includes excerpts from books dealing with all ten disciplines covered in this course and represents all worldviews. \$15/year donation. (719) 685-9103. www.summit.org (Note: Also available in a monthly email format. Sign up online.)
2. *Teaching Worldviews E-Source*: A monthly email featuring timely ideas for teaching a biblical worldview to students and adults. This resource creatively engages those you teach to interact thoughtfully with our culture. No charge. Sign up online at www.summit.org/twe.htm.
3. *World Magazine*: A weekly news resource from a Christian publisher, covering current local, state, national and worldwide issues in the news from a Christian perspective. \$49.95/year. 800-951-6397. www.worldmag.com
4. *Breakpoint*: A monthly commentary on faith and culture presented by Chuck Colson and an excellent, concise treatment of ideas from every area of study. \$45.00/year. 800-457-6125. www.breakpoint.org (Note: Also available in a daily email format. Sign up online.)
5. *Human Events*: A weekly conservative newspaper with articles and commentaries on national and international news is a counter-balance to the liberal press' biased reporting on current issues. \$50.00/year introductory rate. 800-787-7557.
6. *Citizen*: A monthly magazine from Focus on the Family dealing with a variety of current issues related to Christian morality, government and the family. \$20.00/year. 800-232-6459.
7. *The Real Issue*: A 10-page bulletin published five times a year by Christian Leadership Ministries, the faculty ministry of Campus Crusade for Christ. It deals with current trends on university campuses with subjects that range from the creation/evolution debate to the "politically correct" wars on campus. This is very important information for students who may attend state-supported universities. No charge. (214) 490-7770. www.leaderu.com
8. *Imprimis*: A 6-page publication from Hillsdale College featuring a monthly article from a conservative author, politician, or businessperson. A wide range of issues is covered including economics, law, politics, education, etc. No charge. 800-437-2268
9. *Campus*: Published three times a year, this conservative publication is written and edited by college students. Each issue describes current happenings on college campuses across America (everything from "Condom week" to the latest ranting of liberal professors). No charge to students and faculty. All others \$10.00/year. (800) 526-7022.

BIBLIOGRAPHY: *Understanding the Times*, David A. Noebel; *Mind Siege*, Tim LaHaye and David A. Noebel; *Against the Night and Kingdoms in Conflict*, Chuck Colson; *Children At Risk*, James Dobson; *Lifeviews*, R. C. Sproul; *Making Sense of Your World*, W. Gary Phillips & William E. Brown; *The Universe Next Door*, James Sire; *A Christian Manifesto*, Francis Schaeffer.

LESSON ONE

INTRODUCTION: WORLDVIEW THINKING



OVERVIEW

KEY CONCEPT: Jesus Christ is the basis of a Christian worldview.

KEY VERSES: Colossians 2:6-7

Therefore as you have received Christ Jesus the Lord, walk in Him, ⁷rooted and built up in Him and established in the faith, just as you were taught, and overflowing with thankfulness.

NOTE: Each lesson includes a key verse or verses from the book of Colossians (using the Holman Christian Standard Bible® translation). You may want to use these as memory verses with your students. Also, they demonstrate that the worldview categories used in this course are found everywhere in the Bible.

OBJECTIVES: By the end of this lesson, each student should be able to

- ... explain how the Bible is as current as today's newspaper—relating to all areas of life.
- ... define the term, "worldview."
- ... defend the concept that a follower of Christ considers all of life sacred.

LESSON SUMMARY

The introductory lesson is intended to orient students to the concept of thinking in terms of a worldview—understanding all of life as a connected whole. First, we define a worldview as consisting of ten categories, or disciplines of study: theology, philosophy, biology, psychology, ethics, sociology, law, politics, economics, and history.

Then, we make the case that Christianity addresses each of these ten disciplines and is therefore a total worldview. Most Christians have never thought of their Christian life in this way. It is truly a mind-expanding experience!

Each lesson in this study is designed to focus on a single issue by approaching it from various angles. This method reinforces the objectives for lasting impact.

It usually takes until the third or fourth week before most students catch the vision. Then lights start popping on as they realize that their faith is an all-encompassing view of reality. Don't be discouraged if they don't "get it" in the first week or two.

You are leading them up a mountain in order to give them a panoramic view of life's issues. You are introducing them to a whole new way of looking at every area of life through the lens of Scripture. This course guides them through the process. Just continue to encourage them to do their daily assignments and participate in each lesson. Most students respond positively as they see the relevancy of each lesson.

LESSON PREPARATION

READ THE TEXT: *Thinking Like A Christian*, Chapter 1: Thinking About Worldviews.

CREATIVE TEACHING ACTIVITIES AND HANDOUTS: Activities, worksheets, and handouts are included at the end of each lesson. Everything you need for each lesson is located in the computer folder for that lesson.

- For the introductory activity, copy enough of the puzzles so that every student (or pair) has one. Cut the puzzle into separate pieces and place each set in a separate envelope. Before the lesson, draw an outline of the completed puzzle on the board, overhead cell, or poster board and cover it with a piece of paper large enough to hide it from view.
- See the outline which accompanies this lesson to decide how you want to present the lyrics to the song *My World View*: either through handouts or by making an overhead cell. **OPTIONAL:** Secure a copy of the song *My World View* by Audio Adrenaline (from their 1993 CD, *Don't Censor Me*, available online from CDNow.com) and have a CD player available to play it in class.
- Look through the newspaper during the week and find articles that deal with different topics. Have at least one article per student. It's easier to handle if you tape each article to an 8½ X 11 piece of paper.
- Have a pencil for each student and pushpins or scotch tape for the articles.
- For each student make a copy of the worksheets, "Genesis Study" and "Categories that Make a Worldview."
- Personalize the "Parents Up-Date Letter" and make a copy for each student. (NOTE: This letter is included in this lesson's materials.)
- Have a Student Journal available to give to each student.

- ❑ OPTIONAL VIDEO: If you are using the *Thinking Like a Christian* video, be sure to preview the five-minute opening segment, "The Biblical Christian Worldview." This section has a brief discussion of the difference between the secular and sacred and then gives an overview of the history of the Bible. Stop the tape when the Theology title appears. Then, to prepare the tape for showing in class, rewind it to the opening title, Thinking Like a Christian.

**LESSON ONE: INTRODUCTION
TEACHING OUTLINE****I. INTRODUCTION****A. PUZZLE ACTIVITY**

- B. TRANSITION:** What is the big picture that gives meaning to the individual parts? What is a worldview?

II. WORLDVIEW DEFINITION**A. MY WORLD VIEW SONG**

1. How is worldview defined?
2. What is the foundation for our worldview?
 - a. COLOSSIANS 2:6-8
 - (1) What is meant by philosophy and empty deceit?
 - (2) In what ways are we captured by philosophies that stem from human tradition?
 - (3) How is Jesus the basis for building a worldview or biblical philosophy of life?
3. SUMMARY

- B. TRANSITION:** But does the Bible relate to ALL of the different issues of life?

III. THE BIBLE HAS A WORLDVIEW**A. HEADLINE NEWS**

1. SAY: Read the article and determine the general subject.
2. DISCUSS: Does the Bible have anything to say about that topic?
3. RE-ARRANGE ARTICLES
4. SUMMARY: As you can see, the Bible is as current as today's newspaper!

B. WORLDVIEW CATEGORIES

1. HANDOUT: "Categories That Make A 'Worldview.'" Read and DISCUSS.
2. SAY: If we put all of these ten areas together, we would have a total view of the world. Let's look at several chapters of the first book of the Bible, Genesis.

C. GENESIS STUDY

1. WORKSHEET: "Genesis Study."
2. DISCUSS: From this we see that every area of life relates back to God. The Bible presents us with a total world and life view.

OPTIONAL VIDEO**IV. PERSONAL APPLICATION****A. 1 Chronicles 12:32.**

1. ASK: We are told that this small tribe in Israel was characterized by two things. What are they?
2. Our goal for the next 11 weeks is . . .

B. PRAYER**V. ACTION POINTS****A. JOURNAL ASSIGNMENTS****B. LETTER TO PARENTS**

- C. FAMILY PROJECT:** Bring one article to our study next week to share with the rest of the class.

LESSON OUTLINE

NOTE: Words printed in **bold type** are only suggested dialogue for the leader as a model for how the lesson might be verbalized. Suggested answers to the questions are in (parentheses). DURING THE LESSON, THE LEADER SHOULD *NOT* READ DIRECTLY FROM THE LEADER'S GUIDE.

I. INTRODUCTION

- A. PUZZLE ACTIVITY: Give to each student, or pair, an envelope with the puzzle pieces inside.
 1. SAY: **See if you can put the pieces of this puzzle together to form a square. You'll have 1 minute to work on it.**
 2. Stop after 1 minute and SAY: **Would it help if you had this?** Show the puzzle drawn on the board, overhead, or poster. (Yes) **Why?** (Because we know what the completed puzzle looks like.)
 3. SAY: **I'll call this picture of the completed puzzle the "Big Picture." Write the words, BIG PICTURE, above the puzzle. Once you see the big picture, it's easy to see how the smaller parts fit together.**
- B. ASK: **If this whole puzzle pictured your life, what would the individual pieces represent?** List on the board as they respond: relationships, school, faith in God, family, church, etc., as you draw lines to the various pieces.
- C. SAY: **Our problem is that we tend to only think of the individual pieces, the fragmented parts of life scattered about. We don't think about how they fit into the larger picture of life. The fact is all of these ideas are interconnected, forming a larger view of life.**
- D. TRANSITION: **What is the big picture that makes sense of and gives meaning to the individual parts? In order to understand this, we need to define a new word. That word is WORLDVIEW. Write the word WORLDVIEW across the puzzle. But exactly what is a "worldview?"**

II. WORLDVIEW DEFINITION

- A. *MY WORLD VIEW*: Hand out copies of *My World View* (or display on an overhead cell) of as you SAY: **Listen to this song by Audio Adrenaline called, *My World View*. As I play the song, follow the words on your handout.** NOTE: If you don't have the music, just use the handout or put the words on an overhead.
1. ASK: **In this song, how is worldview defined?** (It's how I see the world; it's how I look at you.) Discuss these two aspects of a worldview by asking questions such as:
 - a. **What areas of your life would be included in the phrase, "it's how I see the world"?** (Various answers.)
 - b. **What would be included in the second phrase, "it's how I look at you"?** (Various answers.)
 2. ASK: **According to the words of this song, what is the basis, or foundation for our worldview?** (Jesus.)
 3. DISCUSS COLOSSIANS 2:6-8: Have students turn in their Bibles to Colossians 2:6-8. Call on someone to read the verses and discuss the following:
 - (1) ASK: **What is meant by the terms philosophy, empty deception, and human tradition?** (Various answers.)
 - (2) ASK: **In what ways are we captured by philosophies that stem from human tradition?** (Various answers.)
 - (3) ASK: **How is Jesus the basis for building a worldview or biblical philosophy of life?** (Jesus is the "root" from which we build up our understanding of the world.)
 4. SUMMARY: Summarize what has been said so far concerning a definition of worldview and how Jesus relates to developing a worldview. HINT: Do not give away the answer to the question you are about to ask next.
- B. TRANSITION: **Does the Bible relate to ALL of the different issues of life? To answer that question, lets look at this week's newspaper.**

III. THE BIBLE HAS A WORLDVIEW

- A. HEADLINE NEWS: Have students mentally draw a line down the middle of a bulletin board (or down the middle of the floor). Let each student choose one article that you have previously cut out of this past week's newspapers.
1. SAY: **Read the article and determine what the article is about, not the particular details, but the general subject.**
 - a. **For example, if the article is a wedding announcement, it doesn't matter who the two people are that are about to be married, but what we are looking for is the general idea that has to do with "marriage."**
 - b. **Next, decide whether the Bible has anything to say about that idea or subject. If it does, tape (or place) your article on the left side of the bulletin board (or floor). If you think that your article does not relate to the Bible, then tape/place it to the right side of the board/floor.** Allow time for everyone to place his article on the board.
 2. "RELATES TO THE BIBLE" SIDE: Start with one of the articles on the "Relates to the Bible" side. ASK: **Who had this article? What is your article about, what's the big idea of it?** After he/she responds, ASK: **Does the Bible have anything to say about that topic?** Continue to point out articles and ask the same questions, prompting where needed, until all the articles on that side have been discussed.
 3. "DOES NOT RELATE" SIDE: Next, discuss each of the articles under the heading "Does NOT Relate to the Bible." ASK: **Who had this article? What is your article about, what's the subject?** After he/she responds, ASK: **Does the Bible have anything to say about that topic?** (Various answers.) Lead the discussion by showing students how the general subject of each article relates to one of the categories of this course. Don't show them the handout, "Categories that make a Worldview," yet, but use it as your guide in summarizing the subject of each article.
 4. ARRANGE ARTICLES: As each article is discussed, move it over to the Relates to the Bible side. Rearrange the articles as the discussion continues until all the articles are on the Relates to the Bible side. SAY:

By placing all the articles on the Relates to the Bible side, we have drawn a very important conclusion. We have discovered that everything in life relates to ideas found in the Bible. All these topics have religious, or sacred implications. We see that there are no secular events; all are sacred because they are part of God's design for the world.

5. NOTE: Try to find articles that relate to each of the ten categories of this study. It will help if you think through all the articles before teaching the lesson to make sure you can relate them to at least one of the categories. REMINDER: Do not show the ten categories to your class yet. That will come later in the lesson. The following examples may help you as you plan this aspect of the lesson:
 - a. As this lesson is being written, an F.B.I. agent was arrested for being a double agent. Since the man was caught for lying, that relates to Ethics, an area that the Bible addresses.
 - b. Another article in the news is the crash of an airliner. The question this raises is "What is the cause of the accident?" While people are looking for a direct cause, it also matters if you believe in God or not. Is God in sovereign control of everything that happens? This relates to Theology. The Bible addresses this issue. REMINDER: do not get into a discussion about God's sovereignty at this time. Stay to the point that the Bible *does* relate to the issue found in the news. Then move on to the next article.
 - c. *NOTE: Don't let the above discussion go too long.* Keep the discussion brief and to the point. The issue here is not to elaborate on each article but only to make the point that the Bible relates to the subject matter of each article. Practice this with your spouse or friends at work! It's a great mental exercise.
6. SUMMARY: **As you can see, the Bible is as current as today's newspaper! The Bible relates to ALL areas of life.**

B. WORLDVIEW CATEGORIES:

1. HANDOUT: Give each student the handout, "Categories That Make A 'Worldview.'" SAY: **Each of these categories is a major discipline of study. Even though each one takes a lifetime of study to master, they each focus primarily on one or two themes. These themes are expressed in our study by a short definition and then a key question for that category.** Review with the class

each of the ten categories that make up a total worldview. Have one student read aloud the definition and another read aloud the key question(s) for each category.

NOTE: Some student may ask where popular culture, i.e., art, literature, music, and movies come into a worldview. There are two options: you could either have an eleventh category for The Arts, or these areas can be subsumed under Sociology, as a means of expressing ourselves in society.

2. **SAY: Each of these worldview categories is like one piece of a puzzle. If we put all of these ten disciplines together, we have a total view of everything, or a worldview. The Bible has something to say about each of these ten areas. To demonstrate that, let's look at several chapters of the first book of the Bible, Genesis.**

C. GENESIS STUDY:

1. Provide students pencils as you give them the worksheet, "Genesis Study." **SAY: Read the following verses silently and write in the blank which worldview category relates to that verse.** Allow 4 or 5 minutes for writing.
2. **DISCUSS:** After 5 minutes, ask what they put in the blanks. There may be more than one category that fits. Then **SAY: The Bible presents us with a personal relationship with God. Through the application of that relationship, it shows us how we are to live in every area of life. From this we see that every area of life relates to God. Every area is religious, or sacred. Nothing in life is secular. The Bible presents us with a total world and life view.**

OPTIONAL VIDEO: To review some of the points of this lesson, introduce the video by telling students to listen carefully to the difference between the secular and the sacred and how the Bible presents a story of God's interaction with mankind throughout history.

IV. PERSONAL APPLICATION:

- A. **SAY: Turn in your Bible to 1 Chronicles 12:32.** (Call on someone to read it aloud.)

1. ASK: **We are told that two things characterized this small tribe in Israel. What are they?** After they respond summarize by SAYING: **First, they understood the times. Second, they knew what their nation should do.**
 2. SUMMARIZE: **Our goal for the next 11 weeks is to show how the Bible relates to a total way of looking at the world so that you will understand the times in which we live. Then you will know what you should do with your life. You will learn how God can use you to influence every area of society!**
- B. PRAYER: Have everyone stand in a circle and ask two or three to pray for God to increase our understanding of the times in which we are living and for God to show us what we should do.

V. ACTION POINTS

- A. JOURNAL ASSIGNMENTS: Review the importance of doing the daily exercises in the Student Journal. Explain that the five daily assignments supplement and reinforce the content of the group lessons.
- B. LETTER TO PARENTS: Tell the youth to take a copy of the Parent Update letter home and give to their parents. This will inform parents of the content of this unit of study.
- C. FAMILY PROJECT: Suggest that the youth show their parents the handouts from today's lesson and share with them what was learned about how the Bible relates to life. Suggest a Family Project to do with their family: take Sunday's newspaper and have each member of the family look for an article and see if they can relate it to one of the ten categories that make up a worldview. **Bring one article to our study next week to share with the rest of the class.**

IMPORTANT: PLAN AHEAD FOR THE NEXT LESSON

⇒ BULLETIN BOARD IDEA

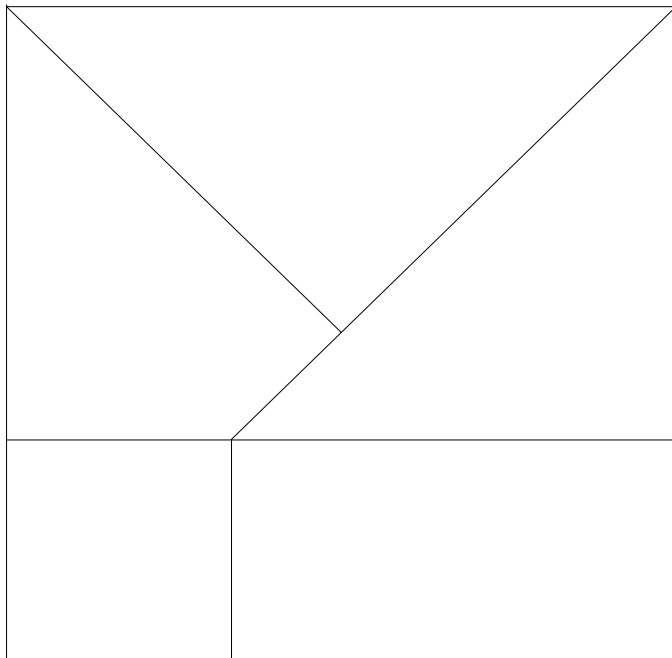
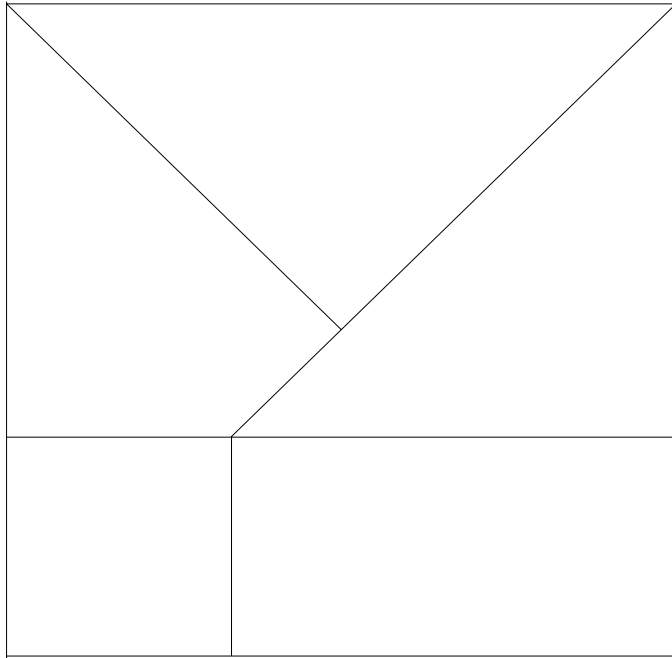
Before the next lesson use a bulletin board or large piece of paper, 4'X6', to draw a large puzzle with 11 pieces. Label each piece as one of the worldview categories, i.e. Theology, Philosophy, etc. See Sample Bulletin Board at the end of this lesson. You will use this next week to place the articles brought in by you and the students. Then, each week, encourage students to find additional articles or ideas that relate to the area being studied and tape it onto that piece of the puzzle. ***THE BULLETIN BOARD WILL SERVE AS AN OBJECT LESSON AND FOCAL POINT FOR THE ENTIRE 12-WEEK STUDY.***

⇒ **NEWS ARTICLES**

Keep the newspaper articles used this week. Have the articles available for the next lesson for students to tape in the appropriate sections of the worldview puzzle bulletin board.

PUZZLE ACTIVITY:

Make copies and cut apart all five pieces of the puzzle and place in an envelope. Two puzzles are printed on this page for faster copying. Only one puzzle should be placed in each envelope.



My World View

BY: Audio Adrenaline
don't censor me, 1993

I want to see the world through Jesus' eyes, see through Jesus' tears.
I want to see the world through Jesus' eyes, my vision's not as clear.
I want to feel the world with the hands that made it, know the pain and appreciate it,
Hear their cries and hope to understand.

chorus

My world view, it's how I see the world, it's how I look at you.
My world view, it's how I see the world, would you like to see it too?
My world view.

I want to place my foot upon the rock, the rock that doesn't move.
For upon the rock the Kingdom's built, and here's the Kingdom view.
I see creation and I see Adam's fall, I see through the years and I can see it all.
All things come together for the good.

chorus II

My world view, it's how I see the world, it's how I look at you.
My world view, it's how I see the world, would you like to see it too?
My world view, it's how I see the world, would you like to see it too?
My world view. Coming into view, coming into view, coming into full view.

chorus III

My world view, I can see, I can see it forever.
It's how I see the world, it's how I look at you.
My world view, coming into view, coming into full view, it's how I see the world,
would you like to see it too?

1993, Up In the Mix Music (BMI). All right administered by E.M.I. Christian Music Publishing.

genesis *study*

Read each of the following passages from Genesis and write in the worldview category or categories that relate to it.

1:1 - "In the beginning God..."

1:1 - "...God created the heavens and the earth..."

1:21 - "So God created the large sea-creatures of the sea and all living that move and swarm... according to their kinds."

2:7 - "...and man became a living being."

2:9 - "...the tree of the knowledge of good and evil."

2:16 - "...the Lord God commanded the man, '... from the tree of the knowledge of good and evil you must not eat..."

2:24 - "This is why a man leaves his father and his mother and bonds with his wife..."

6:9 - "This is the account of Noah..."

9:6 - "Whoever sheds man's blood, by man his blood will be shed..."

42:3 - "Then ten of Joseph's brothers went down to buy grain from Egypt."

genesis
study

Leader's Copy

GENESIS STUDY

NOTE TO LEADER: While the verses listed below do not fully develop the categories, they do relate to the categories indicated. These disciplines are expanded later in the Bible and by Christian theologians and philosophers who use principles of the Bible to elaborate and broaden these basic ideas.

Read each of the following passages from Genesis and write in the "worldview" category that relates to it.

- | | |
|---|---------------------------------------|
| 1:1 - "In the beginning God..." | <u>Theology</u> |
| 1:1 - "...God created the heavens and the earth..." | <u>Theology/</u>
<u>Philosophy</u> |
| 1:21 - "So God created the large sea-creatures and all living creatures that move and swarm... according to their kinds." | <u>Biology</u> |
| 2:7 - "...and man became a living being." | <u>Psychology</u> |
| 2:9 - "...the tree of the knowledge of good and evil." | <u>Ethics</u> |
| 2:16 - "...the Lord God commanded the man... from the tree... you must not eat" | <u>Law/Ethics</u> |
| 2:24 - "This is why a man leaves his father and his mother and bonds with his wife..." | <u>Sociology</u> |
| 6:9 - "This is the account of Noah..." | <u>History</u> |
| 9:6 - "Whoever sheds man's blood, by man his blood will be shed..." | <u>Politics</u> |
| 42:3 - "Then ten of Joseph's brothers went down to buy grain from Egypt." | <u>Economics</u> |

categories that make a **WORLDVIEW**

discipline: **definition / key question**

theology: The study of the existence, nature, and attributes of God.
What about God?

philosophy: The attempt to discover an explanation for the whole of existence or reality.
What's real?

biology: The study of the origin and development of living organisms.
What about life?

psychology: The study of the soul, mind, and spirit.
What about human nature?

ethics: The study of what is right and wrong behavior.
What's right?

sociology: The study of social institutions and society.
What about society?

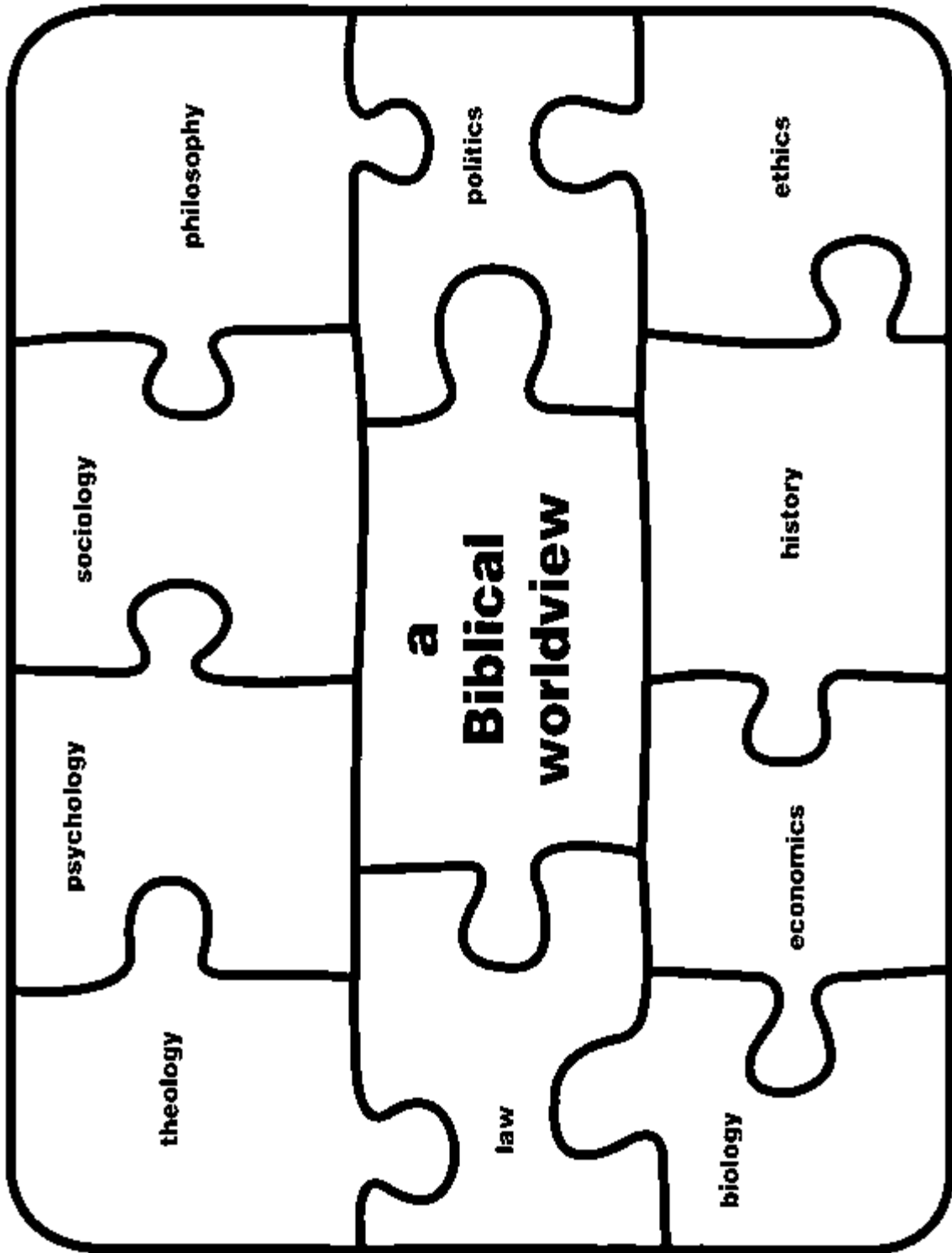
law: The study of the basic principles of nature and human conduct that are expected to be observed.
Who makes the rules?

politics: The art of governing a city, state, or nation.
What about government?

economics: The management of resources, whether by an individual or a society.
What about money?

history: The study of past places, persons and events and how they influence the present and the future.
What about the past?

Sample bulletin board idea



The Biblical Christian Worldview

Instructions: As you view the video, take notes by filling in the blanks and answering the following questions.

INTRODUCTION to a Biblical Worldview

- a. Many people believe that _____ should remain private and should have nothing to say about philosophy, politics, psychology, economics, biology, or law. Religion should be kept out of the public square.

- b. But the _____ speaks to every area of life.
 - i. Genesis 1:1 — theology, philosophy
 - ii. Genesis 2:9 — ethics
 - iii. Genesis 1:21 — biology
 - iv. Genesis 1:26-28 — psychology, sociology
 - v. Genesis 9:6 — politics and law
 - vi. Revelation 1:8 — history

- c. A Brief History of Christianity:

The Biblical Christian Worldview

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 - v. Genesis 9:6 — politics and law
 - vi. Revelation 1:8 — history

- c. A Brief History of Christianity:

LESSON TWO

THEOLOGY: WHAT ABOUT GOD?



OVERVIEW

KEY CONCEPT: Jesus Christ is the fullness of God.

KEY VERSE: Colossians 2:9

For in Him [Christ] the entire fullness of God's nature dwells bodily, . . .

OBJECTIVES: By the end of this lesson, each student should be able to

- ... relate how the foundation of a worldview depends on the nature of God (Theology).
- ... state three important characteristics of God: He rules, He relates to His creation, and He is Righteous.
- ... relate those characteristics of God to his own relationship with God.

LESSON SUMMARY

"Is there a God?" and "What is the nature of God?" are questions that have been debated for centuries. That debate continues to this day. Yet, the essential foundation of Christianity rests on the fact that "God is!" and that He has certain attributes.

In this second lesson, students are introduced to three important aspects of God's nature: He is the *ruler* of the universe; He is *relational* with mankind; He is *righteous* in all His ways. The three characteristics are easy to remember; yet they encompass all of the major attributes of God.

For example, under the concept of Ruler are the qualities of Omnipotence (all-powerful), Omnipresence (all-present), and Omniscience (all-knowing). God's Relational quality encompasses His creation of mankind to be in relationship with Him, including facets of His love, forgiveness, and grace. The fact that God is Righteous implies that He is Holy and judges sin.

Using these three attributes of God makes it easy to show how His character is consistent. For example, God sent Jesus to become a man (because God rules, He has the power to invade humanity) to die for our sins (because God is righteous, He demands payment for our sin problem) in order to restore

fellowship with those who accept His offer of forgiveness (because God is relational, He desires our fellowship).

In this lesson students are shown how these characteristics of God are essential to having a personal relationship with Him through Jesus Christ.

LESSON PREPARATION

READ THE TEXT: *Thinking Like a Christian*, Chapter 2: Theology.

CREATIVE TEACHING ACTIVITIES AND HANDOUTS: Activities, worksheets, and handouts are located at the end of this lesson.

- Put up the bulletin board idea suggested at the end of the first lesson. This will be referred to at the beginning of this lesson. It also serves as a weekly reminder of how these seemingly different ideas fit together into a unified whole. It provides a strong mental image for worldview thinking.
- Make copies for each student of the three worksheets, "What is the nature of God?," "How God Relates To Me," and "My Christian Worldview of Theology."
- Have a pencil and Bible for everyone.
- OPTIONAL VIDEO:** If you are using the *Thinking Like a Christian* video, be sure to preview the five-minute segment on Theology. This section features Dr. Norman Geisler describing three arguments for God's existence, a discussion on the difference between general and special revelation, and how the Old Testament prophecies concerning the Messiah confirm that Jesus is God in the flesh. Stop the tape when the Philosophy title appears. Then, to prepare the tape for showing in class, rewind it to the title, Theology.

LESSON TWO: THEOLOGY TEACHING OUTLINE

- I. REVIEW ARTICLES
- II. INTRODUCTION
- A. SCENARIO: **Hindu asks, "What is your God like?"**
 - B. **This question deals with which category?**
 - C. HOUSE ILLUSTRATION: **What is the most important part of a house?**
 - D. WORLDVIEW PUZZLE. **Which of the ten categories is foundational? Why?**
 - E. TRANSITION: **Theology: "What about God?"**
- III. WHAT ABOUT GOD?
- A. DIAGRAM: WHAT ABOUT GOD?
 - B. HANDOUT: "What is the nature of God?"
 1. DISCUSS
 - a. **How does a belief in God affect what you think about each category?**
 - b. **What if there is no God?**
 2. SUMMARY
- IV. GOD'S REVELATION TO US
- A. DISCUSS: General and special revelation.
 1. ASK: **How is God's character revealed through the natural world?**
 - a. ASK: **When we look at the natural world, can we know general things about God or specific things?**
 - b. ASK: **What do we need in order to find out specific things about God?**
 2. **SPECIAL REVELATION is . . .**
- OPTIONAL VIDEO
- B. TRANSITION
- V. THREE CHARACTERISTICS OF GOD
- A. DIVIDE THE CLASS: 3 groups/ one Reporter
 - B. THE THREE "R'S" WORKSHEET
- C. DISCUSSION
1. GENERAL QUESTIONS
 - a. **What is a person like who is good at relating to other people?**
 - b. **How would a righteous person act in private or in public?**
 - c. **What is a ruler like?**
 2. DISCUSS "GOD IS..."
 - a. DISCUSS: **God is Ruler**
 - (1) **What if God were ruler but not relational?**
 - (2) **What if God were ruler but not righteous?**
 - b. DISCUSS: **God is Relational**
 - (1) **What if God were relational but not righteous?**
 - (2) **Can you think of an illustration?**
 - c. DISCUSS: **God is Righteous**
 - (1) **What if God were righteous but not ruler?**
 - (2) **What if God were righteous but not relational?**
 - d. DISCUSS OTHER CHARACTERISTICS
 3. SUMMARY: **These three characteristics are reference points to understanding God's nature.**
- VI. PERSONAL APPLICATION
- A. "HOW GOD RELATES TO ME" HANDOUT
 - B. MY WORLDVIEW: Fill in the blanks
 - C. CLOSING REMARK: **In the coming weeks, we will build on our foundation of Theology as we explore the implications for each category of a worldview.**
 - D. PRAYER
- VII. ACTION POINTS
- A. EXPLORING THE WORLD OF IDEAS
 - B. ON THE STREET: **"What is your concept of God?"**
 - C. JOURNAL REMINDER
 - D. PARENT TALK

LESSON OUTLINE

NOTE: Words printed in **bold type** are only suggested dialogue for the leader as a model for how the lesson might be verbalized. Suggested answers to the questions are in (parentheses). DURING THE LESSON, THE LEADER SHOULD *NOT* READ DIRECTLY FROM THE LEADER'S GUIDE.

NOTE: As each student comes into class, ask if he or she brought an article from the newspaper. If someone does not have an article, have him pick one of the newspaper articles from last week's lesson and read it to himself while the others are coming into class. Also, you might want to have Audio Adrenalin's song, "My World View," playing in the background.

I. REVIEW ARTICLES

1. ARTICLES: Have students summarize their article before the rest of the class and place it on the bulletin board in the appropriate piece of the worldview puzzle.
2. NOTE: Articles often can fit into more than one category. Help students discern the category that best fits the big idea of the article. For example, if a man is standing trial for murdering his wife, this involves law (the law against murder and the trial process), sociology (family relationships), and ethics (murder is wrong). The best category to put this under is ethics, because if he had not committed murder, the other categories would not be affected. There is room for differences of opinion on which category is best, but having students think it through is a good exercise in critical thinking and launches them on their way to *worldview* thinking.

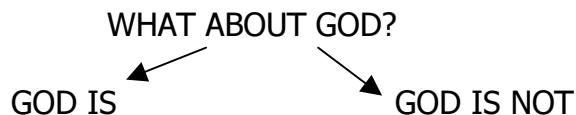
II. INTRODUCTION

- A. SCENARIO (Personalize the following scenario to fit your teaching situation) SAY: **Imagine that you are introduced to a new girl at school. During your conversation, she mentions that she is from India and is a devout Hindu. You respond that you are a Christian. She asks you a question: "What is your God like?" What do you say?** (Various answers.) Allow several to voice their ideas. Do not critique students' responses at this time.
- B. SAY: **This question, "What is God like?" is one of the most basic questions that a person can ask. In fact, it forms the basis for the rest of one's worldview. When we ask this question, we are dealing with which of the 10 worldview categories?** (Theology)

- C. HOUSE ILLUSTRATION: Draw a simple outline of a house on the board, including the foundation.
1. SAY: **Think with me about the structure of a house. What is the most important part of a house?** (The foundation.) **Why?** (If it's not stable or solid, then the whole structure will fall.)
 2. THE POINT—SAY: **In building a house, the foundation is the first and most important part. In a similar way, when we think about building a worldview, we need to start with a firm foundation.**
- D. WORLDVIEW PUZZLE: Point to the worldview puzzle on the bulletin board as you ASK: **Which of the ten categories do you think is foundational to the rest? Why?** (Theology, because how one answers the question about the existence and nature of God has implications for how he addresses every other discipline.)
- E. TRANSITION: **Today, we'll learn about the foundational area of "Theology." "Theology" comes from two Greek words, "theos" meaning "God" and "logos" meaning knowledge or study. Theology answers the question: "Is there a God and what is the nature of God?" Or, to put it simply: "What about God?"**

III. WHAT ABOUT GOD?

- A. DIAGRAM: Draw the following diagram on the board as you SAY: **Basically there are two ways that people have answered the question: "WHAT ABOUT GOD?" Either "GOD IS" or "GOD IS NOT."**



1. **People who believe "God is" are called "theists." Those who believe "God is not" are called "atheists." Surveys indicate that over 90% of Americans believe in God. Less than 10% admit to being atheists, or not believing in God. As you can imagine, the way you answer this first question will affect how you view a lot of other areas.**

- B. WORKSHEET: Give each student the worksheet, "What is the nature of God?" Have them look at the quote on the top of the sheet as you read it aloud: **"Theism, the belief that God is, and atheism, the belief that God is not, are not simply two beliefs. They are two fundamental ways of seeing the whole of existence. The one, theism, sees existence as ultimately meaningful, as having a meaning beyond itself; the other sees existence as having no meaning beyond itself."** Stephen D. Schwarz (quoted in *Thinking Like a Christian*.)
1. DISCUSS: **Think about that statement for a minute. If God is at the center, or foundation, of your worldview, how does that affect the other nine disciplines. Someone choose one of the categories from the board. How does a belief in God affect what you think about that category?** (Pause for discussion.) **And what happens if God is not the foundation? Who replaces God?** (See if there is a consensus that man would replace God as the center of knowledge. You might relate this to the passage covered in the last lesson: Colossians 2:6-8.)
 2. SAY: **Someone choose one of the other categories from our worldview puzzle on the wall and let's discuss how a view of God relates to that area.** Select a volunteer to name a category, for example Biology. Then ask for a volunteer to suggest how a theist would answer the question: What is the origin of life? This is the question taken from the first lesson's handout, "Categories that make a Worldview. Next, ask for a volunteer to suggest how an atheist might answer that same question. Then ask for another volunteer to select another category and use the handout to ask the question associated with it. Do this two or three times. You may need to prompt students if they get stuck on an answer.
 3. *NOTE: Do not get into a long discussion on any of these areas at this point.* You do not have time to cover all ten categories. The rest of the course will go into more detail. The point is to reinforce the concept that one's view of God has implications for how one thinks about every other discipline.
 4. SUMMARY: **As you can see, what you think about God relates to how you think about everything else in life. An atheist views the world differently from one who believes in God.**

- C. TRANSITION: **Since our focus during this series is on the biblical view of life, we will begin with the assumption that "God is." In your Student Journal this week you will learn three reasons why believing in God makes sense. For now let's consider the second part of the question of Theology: "What is the nature of God?"**

IV. GOD'S REVELATION TO US

- A. SAY: **The Bible tells us that God has chosen to reveal himself to us in two ways: general revelation and special revelation. Let's consider each of these for a moment.**
1. NOTE: More detail will be given in the Student Journal. This lesson simply introduces the key ideas.
 2. ASK: **GENERAL REVELATION refers to the created order, or the world of nature. How is God's character revealed through the natural world?** (Allow students to discuss the design, the orderliness, the beauty, etc. in the cosmos—all reflections of God's character.)
 - a. ASK: **When we look at the natural world, can we know general things about God or specific things about Him?** (General things.)
 - b. ASK: **What do we need in order to find out specific things about God?** (The Bible.)
 3. SAY: **SPECIAL REVELATION is another term for the Bible and what it tells us about God and about Christ. The Bible claims to be from God, so that is why we say that God is revealing Himself to us not in just a general way, but in a special and specific way.**

OPTIONAL VIDEO: If you are using the video each week, play the "Theology" segment at this time. Stop the tape at the title, "Philosophy."

- B. TRANSITION: **Now, let's turn to the Bible to see what *specific* things we can learn about God and how that relates to our understanding of the world around us.**

V. THREE CHARACTERISTICS OF GOD—SCRIPTURE SEARCH

A. DIVIDE THE CLASS

1. Divide the class into three groups. Have each group read each of the passages assigned to their group and discuss what they reveal about God. Then, summarize these ideas into one overall word that describes this characteristic of God. Each group is to choose a Reporter to report to the rest of the class what his group has discovered about each verse and the one-word summary of the passages.
2. After allowing 5-6 minutes for work in groups, call the class together and have the Reporter from each group give a summary of each verse and how his group completed the sentence: "God is _____."

B. THE THREE Rs: As each group reports its findings, show them how the *suggested* three Rs listed below *summarize* each biblical passage. Write Relational, Righteous, and Ruler on the board under the heading "God is..."

1. NOTE: The three Rs are simply a general summary of the major attributes of God. These are not exhaustive, however they do cover a wide range of characteristics that could be included in each area. *The point here is not to debate the three Rs, but to suggest that these are three major areas that summarize certain important aspects of God's character.* The practical application will come under C.2 below.
2. **GOD IS RELATIONAL**
 - a. Genesis 1:26-28 (God created mankind in His image so that we could have a relationship with Him.)
 - b. Romans 5:8 (Our relationship with God is dependent on our acceptance of Christ's work on the cross.)
 - c. Matthew 22: 37-39 (The relational character of God commands us to love Him and love our neighbor as ourselves. The relationship is both vertical and horizontal.)
3. **GOD IS RIGHTEOUS** (NOTE: All three passages mention that God is "Righteous.")
 - a. 2 Timothy 4:8
 - b. Ezra 9:15
 - c. Daniel 9:14

4. GOD IS RULER

- a. Genesis 17:1 ("Almighty" means that God has the power to rule.)
- b. Jeremiah 32:17 ("Sovereign" means that God has the ability to rule.)
- c. Matthew 19:26 ("All things are possible" means that God rules over everything.)

C. DISCUSSION: Draw the students out during this next section with leading questions to make them think about the importance and implications of God's character.

1. GENERAL QUESTIONS: As students respond to the following questions, write key words or phrases on the board under the headings of Ruler, Righteous, and Relational.
 - a. **What is a person like who is very relational, that is, one who is good at relating to other people?** (Various answers.)
 - b. **What does it mean to be righteous? How would a righteous person act in private or in public?** (Various answers.)
 - c. **What is a ruler like? Think of a king. What power does he have?** (Various answers.)
2. DISCUSS "GOD IS...": **These three characteristics—Relational, Righteous, and Ruler—as we've seen from our Bible study, are true of God. Let's think about how all three of these characteristics are important.**
 - a. ASK: **What does it mean that God is Ruler?** (He is all-powerful; He makes up the laws that rule our lives, etc.)
 - (1) **What if God were ruler but not relational?** (He would be powerful but not care for us. He may deal with us harshly or destroy us.)
 - (2) **What if God were ruler but not righteous?** (There would be no holy standards by which to live. Again, He might be cruel and unjust in His dealings with us.)
 - b. ASK: **What does it mean that God is Relational?** (He loves and cares for us)

- (1) **What if God were relational but not righteous?** (He would love us, but not care what we did. We could live as we please and not worry about what God thought.)
 - (2) **Can you think of an illustration in real life that would help us picture what this would be like?** (For example: if you are caught for speeding and given a ticket, but the judge does not impose a fine because he loves everybody and does not care about being just or making the right judgment.)
- c. ASK: **What does it mean that God is Righteous?** (He is perfectly Holy and Just. He always does the right thing. He demands that we live holy lives according to His laws.)
- (1) **What if God were righteous but not ruler?** (He would demand that we live holy lives but not be able to do anything about it if we didn't.)
 - (2) **What if God were righteous but not relational?** (He would not have sent Jesus to save us from our sins)
- d. OTHER CHARACTERISTICS: Direct students to shout out, one at a time, other characteristics that we learn in the Bible about God. As they say each one, have them decide which of the three "R's" (Ruler, Relational, Righteous) that characteristic fits under and list it under the appropriate heading on the board. Example: God is. . . loving, gracious, forgiving, merciful = Relational. God is. . . Holy, Perfect, Just, Judge = Righteous. God is . . . Omnipotent, Omnipresent, Omniscient = Ruler.
3. SUMMARY: **You can see how each of these characteristics of God is important, and how they, combined, help our understanding of His character. Just about everything that is true about God can be summarized in light of one of these three categories. These become easy reference points to understanding some things about God's nature.**

VI. PERSONAL APPLICATION

A. "HOW GOD RELATES TO ME" WORKSHEET

1. SAY: **Now let's see how God's character relates to each of us. Look on the worksheet "HOW GOD RELATES TO ME" and spend a few minutes completing the three sentences. Be as**

specific as possible. For example, in completing the sentence, "Because God is righteous, then, as His follower, I should...", write one or more specific things you should do. Don't just write, "be good." Rather, think about your life and relationships and write something like, "Stop telling crude jokes." Other examples might be "Because God is relational, then I can pray to Him about my inner struggle with impure thoughts." or "Because God is ruler, I can praise Him for His power in creating me uniquely." NOTE: The responses should be personalized to fit *their* own lives. As time permits and your group is open to sharing things from their personal lives, ask volunteers if they would like to share what they have written and use that as a point of prayer in the group.

2. SUMMARY: SAY: **These are some of the aspects that make up God's nature. You see why each of these characteristics of God is important and forms the foundation of our view of all of life. Because God is Relational, Righteous, and Ruler, He is in charge, He loves us, and He established moral standards to govern our thoughts and actions. This is the personal God of the Bible.**

- B. MY WORLDVIEW: SAY: **Using the worksheet titled "My Christian Worldview of Theology," fill in the blanks as we review together the aspects we have covered in a Christian worldview of Theology.** Help the students fill in the blanks in their paragraphs. The paragraph should read: "My Christian worldview of theology states that **God is**, that I come to know Him through **special** and **general** revelation, and that He is the God of the **Bible**. My Christian perspective of theology also insists I must know Jesus Christ as Savior and Lord of **my own** life. I should seek growth in the personal application of biblical teaching to every aspect of life. In the Bible, God is revealed as **relational, righteous, and ruler**. Theology is at the **foundation** of every worldview, and **Jesus Christ** is the foundation of a Christian worldview."

- C. CLOSING REMARK: Point to the bulletin board and SAY: **In the coming weeks, we will build on our foundation of Theology as we explore the implications for each category of a worldview.**

- D. PRAYER: SAY: **Let's pray out loud, each choosing one characteristic of God, thanking Him for who He is and how He relates to you.**

VII. ACTION POINTS

- A. EXPLORING THE WORLD OF IDEAS: SAY: **During this week, as you study, watch TV or a movie, or listen to music, think about how the ideas you are learning, watching, and hearing fit into one of these disciplines. What does the Bible say about those ideas? Then, come report to us what you are learning about a biblical worldview and our culture.**
- B. ON THE STREET: SAY: **Choose someone you don't know very well and ask the following: "I have an assignment in a class I'm taking to ask someone his opinion about something. May I ask you one question? What is your concept of God?" And then tell us about the response next week.**
- C. JOURNAL REMINDER: Remind students to spend time each day in their journals. The daily exercises reinforce the ideas from the lesson and help to cement those ideas in their minds. Then they will be prepared to "give a defense" when they are asked about their faith.
- D. PARENT TALK: SAY: **Review the major points of our group study with your parents. Ask them what they relate to God as Relational, Righteous, and Ruler?**

What is God Like?

"Theism, the belief that God is, and atheism, the belief that God is not, are not simply two beliefs. They are two fundamental ways of seeing the whole of existence. The one, theism, sees existence as ultimately meaningful, as having a meaning beyond itself; the other sees existence as having no meaning beyond itself."

- Stephen D. Schwarz

What does the Bible tell us about God? Embark on a Scripture search by reading each verse out loud and deciding what it says about the character of God. Write this summary beside the verse. Then, decide on a word or phrase that would combine the ideas of the verses and write that in the blank to describe one characteristic of God.

GROUP 1: GOD IS _____ :

Genesis 1:26-28

Romans 5:8

Matthew 22: 37-39

GROUP 2: GOD IS _____ :

2 Timothy. 4:8

Ezra 9:15

Daniel 9:14

GROUP 3: GOD IS _____ :

Genesis 17:1

Jeremiah 32:17

Matthew 19:26

How **God** Relates To Me!

*because God is **RELATIONAL**, I can...*

*because God is **RIGHTEOUS**, I should...*

*because God is **RULER**, I need to...*

SUMMARY :

"God existed as Father, Son, and Holy Spirit before His creative acts; God created the heavens and the earth; God created mankind along with the rest of his creation, and placed mankind in charge of the environment; God loved mankind in spite of man's sinful, rebellious attitude toward God; God provided a Savior in the person of Jesus Christ, who said, "I am the way, the truth, and the life. No one comes to the Father except through Me" (John 14:6); and God's purpose for redeemed mankind involves a New Heaven, New Earth, and New Jerusalem—an eternity with the triune God."

— *Understanding The Times*, p. 106.

My Christian worldview of Theology

My Christian worldview of theology states that _____, that I come to know Him through _____ and _____ revelation, and that He is the God of the _____. In order to know God, I must know Jesus Christ as Savior and Lord of _____ life. I should seek growth in the personal application of biblical teachings to every aspect of life. In the Bible, God is described as _____, and _____. Theology is at the _____ of every worldview, and _____ is the root of a Christian worldview.

The Biblical Christian Worldview

THEOLOGY: _____

a. EVIDENCES FOR THE EXISTENCE OF GOD

- i. Cosmological argument: Everything has a _____; therefore, everything has a beginner. There is overwhelming scientific evidence of a beginning.
- ii. Teleological argument: Every _____ has a designer.
- iii. Moral argument: Every _____ law has a moral lawgiver.

b. THE NATURE OF GOD: Contrary to other theistic worldviews, such as Islam or Judaism, Christians believe that God has revealed himself as _____. That is, there is _____ God who exists as _____ persons: the Father, the Son, and the Holy Spirit (e.g., 2 Corinthians 13:14). God is a unity and a community.

c. GOD'S REVELATION TO MAN: The biblical Christian worldview is founded on _____ revelation (that which is revealed in the Bible) and _____ revelation (that which is discovered throughout the created order).

- i. THE BIBLE: Fulfilled _____ is one reason to trust in the Bible as God's inspired Word.
- ii. These prophecies point to one man, _____. Jesus is the foundation stone of the Christian's faith.

The Biblical Christian Worldview

THEOLOGY: Theism

- a. EVIDENCES FOR THE EXISTENCE OF GOD
 - i. Cosmological argument: Everything has a beginning; therefore, everything has a beginner. There is overwhelming scientific evidence of a beginning.
 - ii. Teleological argument: Every design has a designer.
 - iii. Moral argument: Every moral law has a moral lawgiver.
- b. THE NATURE OF GOD: Contrary to other theistic worldviews, such as Islam or Judaism, Christians believe that God has revealed himself as triune. That is, there is one God who exists as three persons: the Father, the Son, and the Holy Spirit (e.g., 2 Corinthians 13:14). God is a unity and a community.
- c. GOD'S REVELATION TO MAN: The biblical Christian worldview is founded on special revelation (that which is revealed in the Bible) and general revelation (that which is discovered throughout the created order).
 - i. THE BIBLE: Fulfilled prophecy is one reason to trust in the Bible as God's inspired Word.
 - ii. These prophecies point to one man, Jesus Christ. Jesus is the foundation stone of the Christian's faith.

LESSON THREE

PHILOSOPHY: WHAT'S REAL?



OVERVIEW

KEY CONCEPT: Jesus Christ is the basis for philosophy.

KEY VERSE: Colossians 2:8

Be careful that no one takes you captive through philosophy and empty deceit based on human tradition, based on the elemental forces of the world, and not based on Christ.

OBJECTIVES: By the end of this lesson, each student should be able to

- . . . know why ideas have consequences.
- . . . state the biblical view of reality in contrast to naturalism and non-naturalism.
- . . . embrace and defend a biblical view of reality.

LESSON SUMMARY

Philosophy can sound like a pretty intimidating subject to some students. It seems to forebode dry and boring lectures from white-haired men in dimly lit rooms filled with musty old books. Philosophy deals with two very basic questions: What is real? and How do I know what is true? This question has many exciting implications for the way we live everyday.

In fact, philosophy should be a quest for every Christian, since Paul left us his example to "...demolish arguments and every high-minded thing that is raised up against the knowledge of God, taking every thought captive to the obedience of Christ." (2 Corinthians 10:5) Also, we are told that in Christ are hidden all the treasures of wisdom and knowledge (Colossians 2:3). As Christians, we should be true philosophers. In the Greek language this means "lovers of wisdom."

This lesson brings the question of philosophy, or wise living, down to the level that students can appreciate. It shows that reality is a topic that is very much on their minds, whether they realize it or not. For example, the reason that someone doesn't walk off the top of a tall building is because he instinctively knows something about reality—it's called the law of gravity! And since gravity is

a built-in feature of the real world, those who cooperate with that reality are living according to wisdom.

This lesson explores the idea of what is real and stresses the principle that IDEAS HAVE CONSEQUENCES. This echoes the biblical principle of "sowing and reaping." The Bible makes it clear that reality consists of two realms: the natural *and* the supernatural. Only as students understand and live according to both realms will life have true meaning and purpose.

During their daily journal entries this week, students will answer the question, "How do I know what is real?" The "How do I know?" issue will be reinforced during the review section for this lesson.

While some students tend to be wise guys, this lesson can help everyone understand the times and the need for truly "wise living."

LESSON PREPARATION

READ THE TEXT: *Thinking Like a Christian*, Chapter 3: Philosophy.

CREATIVE TEACHING ACTIVITIES AND HANDOUTS: Activities, worksheets, and handouts are located at the end of this lesson.

- For introducing the lesson, have the three pictures (A1, A2, & A3) ready to show. These could be copied onto an overhead cell or you could hold up a printed copy.
- Bring a stove top style coffeepot as an object lesson.
- Make copies for each student of the worksheet, "My Christian Worldview of Philosophy."
- Bring a 3 X 5 card and pencil for every student.
- OPTIONAL VIDEO: If you are using the *Thinking Like a Christian* video, be sure to preview the five-minute segment on Philosophy. This section has a brief discussion on the difference between naturalism, non-naturalism, and supernaturalism, and how we know things with our minds. Stop the tape when the Biology title appears. Then, to prepare the tape for showing in class, rewind it to the title, Philosophy.

LESSON THREE: PHILOSOPHY TEACHING OUTLINE

I. REVIEW

- A. EXPLORING THE WORLD OF IDEAS
- B. ON THE STREET: Who approached someone?
- C. COLOSSIANS 2:8-10

II. INTRODUCTION

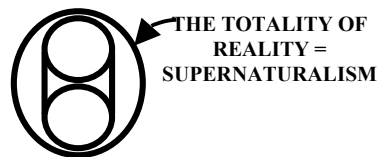
- A. PERSPECTIVE PICTURES
- B. TRANSITION

III. LIVING IN THE REAL WORLD

- A. DEBATE: Two groups
 - 1. **People can fly?**
 - 2. PRESENTATIONS
 - 3. ASK: **How can you decide?**
 - 4. OPTIONAL JOKE
- B. SUMMARY:
 - 1. BELIEF LEADS TO BEHAVIOR.
 - 2. BEHAVIOR HAS CONSEQUENCES.

IV. WHAT IS REAL?

- A. PHILOSOPHY: **"What is real, and how do I know what is real?"**
- B. THREE IDEAS
 - 1. NATURALISM: **Matter is all there is.**
 - 2. NON-NATURALISM: **Reality is the spiritual, unseen dimension.**
 - 3. SUPERNATURALISM
 - a. Genesis 1:1
 - b. Rom. 1:18-22
 - c. ASK: **How would you draw the biblical view of reality?**



C. WHICH REALITY IS REAL?

- 1. NATURALISM: Ask for a volunteer.
ASK: **Class, what would you say?**
- 2. NON-NATURALISM: Ask another volunteer.
 - a. ASK: **What could you do or say to help him/her understand that this idea does not fit what we know about the real world?**
 - b. COFFEE POT VISUAL
- 3. SUPERNATURALISM
 - a. ASK: **Do you have a mind?**
 - b. ASK: **What could have caused your mind?**
 - c. SUMMARIZE: **No neural surgeon ever cuts an idea in two! The mind demands a cause that goes beyond matter.**
- D. SUMMARY: **Therefore, reality must be a combination of (1) the physical realm and (2) the spiritual or supernatural realm. (Genesis 1)**

OPTIONAL VIDEO

V. PERSONAL APPLICATION

- A. IDEAS RULE
- B. MY WORLDVIEW WORKSHEET
- C. SCHAEFFER QUOTE
- D. WRITE-A-PRAYER

VI. ACTION POINTS

- A. JOURNAL REMINDER
- B. EXPLORING THE WORLD OF IDEAS

LESSON OUTLINE

NOTE: Words printed in **bold type** are only suggested dialogue for the leader as a model for how the lesson might be verbalized. Suggested answers to the questions are in (parentheses). DURING THE LESSON, THE LEADER SHOULD *NOT* READ DIRECTLY FROM THE LEADER'S GUIDE.

I. EXPLORING THE WORLD OF IDEAS

- A. Ask students to share the ideas they came across this past week as they studied, watched TV or movies, and listened to music. DISCUSS: **How do these ideas fit into one or more of the worldview disciplines?**
- B. ON THE STREET: Ask who approached someone with the question, What is your concept of God? Allow those who did to share their experiences.
- C. COLOSSIANS 2:8-10
 1. Have students turn in their Bibles to Colossians 2:8-10. Read the verses aloud and point out the connection made in vs. 9 and 10. DISCUSS: **Discuss the fact that Christ is the fullness of Deity and that He lives in all of us. ASK: What does that imply about our ability to live pleasing to God, resist temptation, etc.?**
 2. Next, point out the connection between v. 9—Christ is the fullness of God's nature (Theology) and v. 8—Christ is the foundation of Philosophy. This introduces today's lesson on Philosophy.

II. INTRODUCTION

- A. PERSPECTIVE PICTURES: SAY, **Perspective is very important in life. We all look at life in different ways or from different perspectives. To test your perspective, look at this picture and tell me what it represents. Remember, it all depends on how you look at it.** Show the three pictures (A1, A2, & A3), one at a time, and with each picture ASK: **What is your perspective on this picture?** Let students give various answers *before* you offer the following suggestions:
 1. A1 = **A six foot guy sleeping in a five foot tepee.**
 2. A2 = **An aerial view—you are flying overhead looking down—of someone wearing a wide-brimmed hat** (point to the circle within a larger circle)... **frying an egg** (point to the first inner circle of the

three circles)... **sunny-side up** (point to the innermost of the three circles).

3. A3 = **An aerial view of a downhill skier who failed to negotiate a tree! Ouch!**
- B. SAY: **What you see in these pictures all depends on your perspective. Each of us has a different idea about what these pictures represent. We also have different ideas about life. In looking at these pictures your perspective does not matter greatly, but the ideas you hold about life can matter quite a bit. You need to be certain that your perspective on the world is valid according to God's standard, His Word.**
- C. TRANSITION: **This week we will continue our journey along the road to developing a biblical worldview. We begin by introducing you to what it means to live in the real world.**

III. LIVING IN THE REAL WORLD

- A. DEBATE: Divide the class into two groups by drawing an imaginary line down the middle of the room. Assign the group on your left as "Group A" and the half on your right as "Group B".
1. SAY: **Let's say that group "A" has the idea, "People can fly like Superman," and group "B" has the idea that people cannot fly like Superman. What would you say to try to convince the other side that your idea is correct? See how many reasons your group can come up with to defend your view of reality. Select one person from your group to be the spokesperson. You have four minutes to discuss this in your groups.** Listen in on each group and prod them to think creatively and develop reasons for their view. Don't let them stop with just the obvious. (For example, Group A could point to the fact that we see Superman and Mary Poppins flying on T.V., so it is possible for people to fly! If Group B objects that what you see on T.V. is just made to look like he is flying, then Group B could rebut by saying that how do they know that men walked on the moon, that was shown on TV, too. Maybe it was just made up!) After four minutes of group interaction, stop the discussion.
 2. SAY: **We will first hear from Group A and then from Group B.** Have each spokesperson present the ideas from his group in turn. Allow a short time for debate if they seem eager to debate, but don't let it drag on.

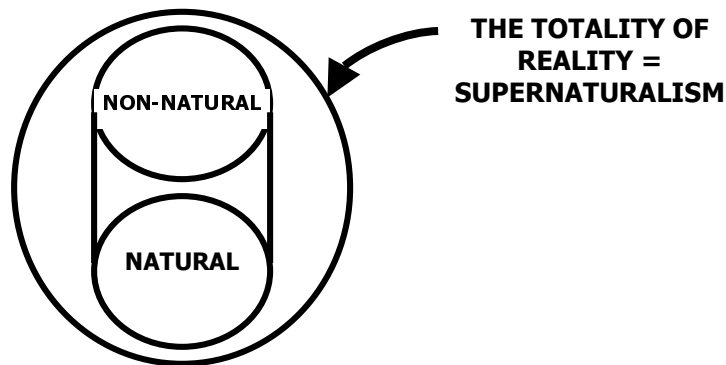
3. ASK: **How can you decide which idea is the correct view of life?** (Have somebody try it.) **The ideas we have are very important because our belief leads to our behavior. If you were convinced that you could fly, then you would try it. You might jump off the top of _____** (name a tall building that is a landmark in your area). **But if you did, you would suffer the consequences of believing something that is not true because your belief does not fit the real world.**
 4. OPTIONAL JOKE: In case you're into a little levity, SAY: **By the way, did you hear about the time that former heavyweight boxing champion, Muhammad Ali, was on a commercial plane and the flight attendant asked him to fasten his seatbelt. Ali said, "Superman doesn't need a seatbelt!" The flight attendant calmly responded, "That's true, but Superman doesn't need an airplane!"**
- B. SUMMARY: **So far then, we've determined two things:** Write on the board the words in ALL CAPS.
1. BELIEF LEADS TO BEHAVIOR. **The way you believe (ideas) determines how you are going to behave (act).**
 2. BEHAVIOR HAS CONSEQUENCES. **Your behavior leads to consequences (natural as well as spiritual). These consequences can be either good or bad. So the point is, we want to be sure to base our behavior on reality.**

IV. WHAT IS REAL?

- A. PHILOSOPHY: SAY: **This brings us to the question: What is real? Look on our worldview puzzle and tell me which piece deals with this question?** (Philosophy) SAY: **Philosophy, like Theology, is a foundational piece of the worldview puzzle.** Write the following words printed in *italics* on the board as you SAY: **Our word for *Philosophy* comes from two Greek words: *philio*, meaning *love*, and *sophia*, meaning *wisdom*. Philosophy is the love of wisdom and the attempt to discover a meaning for the whole of existence. Philosophy answers the key questions: "What is real and how do I know what is real?"**

- B. THREE IDEAS: SAY: **Let's take the first question first. Basically, there are three ways that people have answered the question, "What is real?"**
1. NATURALISM: Draw a large circle on the board and write in it the word "Natural" as you SAY: **This circle represents all of reality—everything that exists. Some people have the idea that the only things that are real are comprised of what you can see, taste, touch and hear. There is no spiritual realm, there is only the physical world made up of molecules, amoebas, mosquitoes, Michaels and Amandas (or add the names of two from your group)! This view is called naturalism. The "ism" means this is a belief, or philosophy. In this view, there is no God; matter is all there is. This is what atheists believe.**
 2. NON-NATURALISM: Above the circle you just drew, draw another circle and write in it the word "non-natural" as you SAY: **Another way of viewing reality is to say that reality is strictly non-natural. That is, the natural world that we see is in reality an illusion, it is not real. The only thing that is real is the spiritual, unseen dimension. This is the Hindu idea of reality. If you grew up in India, you would be taught non-naturalism. New Age thinking prevalent here in America has picked up this same concept. According to this view of reality, one day you will wake up in the spiritual realm and your life will have been just an illusion . . . not real!**
 3. SUPERNATURALISM: SAY, **The Bible presents a third, and different, way of understanding reality. Let's look at some verses that give the biblical view.** Call on two students to read the following verses in turn:
 - a. Genesis 1:1: ASK: **What does this verse imply about what is real?** ("In the beginning God" implies that God, a spiritual being, is real. This is in contrast with naturalism. ". . . created the heavens and the earth" means His creation, i.e., the cosmos, is real, and these two realities are not the same. This contrasts with non-naturalism.)
 - b. Rom. 1:18-22: ASK: **What can we learn about reality from this passage?** (God has revealed that certain things are true: we can learn about some of the attributes of God by studying the created world of nature—recall our study of "General Revelation" from lesson two. This contrasts with naturalism.)

- c. ASK: **How would you draw the biblical view of reality?** Draw on the board as students offer suggestions, leading them to the following illustration as you SAY: **The biblical view is that all of reality involves both the supernatural *and* the natural. This is called *supernaturalism*.** Draw the large circle around the other two circles. **The spiritual realm, including God, is not the same as the natural world. God is *distinct* from nature. He is transcendent. But God is not so *distant* that He is totally removed from the natural realm. He is also immanent—here with us.** Draw two straight lines connecting the two circles. **So the totality of reality includes both the natural and the supernatural realms.** (See the diagram below.)



- C. WHICH REALITY IS REAL? SAY: **You may be wondering how we can know which is the correct view of reality. One way to find the answer to that question is to test the alternatives to see which one fits the real world.**

1. NATURALISM: Ask for a volunteer to stand.

- a. SAY: **Let's start with the option that all is natural.**
_____ (insert the person's name) **believes that nature is all there is to reality. O.K., everyone else is going to see if they can convince you that you are wrong. Class, what would you say in this situation?** Allow a few minutes for debate/discussion.

b. Thank the student and have him/her sit down.

2. NON-NATURALISM: Ask another student volunteer to stand.

- a. SAY: _____ (say the person's name) **is like the Hindu or New Ager who believes that reality is non-natural and what**

we see in this life is just an illusion. What could you do or say to help him/her understand that this idea does not fit what we know about the real world? Let the class wrestle with this for a minute or two and offer suggestions. Have the student volunteer defend his belief in non-naturalism. Summarize comments.

- b. Offer the following as a way of evaluating the belief that "all is non-natural." Take a coffee pot and hold it over the head of your volunteer as you SAY: **What if I take a pot off the stove, held it like this, and started to pour the boiling water on your head! What would you do?** (Move out of the way.) **This demonstrates that you *really* believe there is a physical reality. So the idea that the natural world is an illusion does not stand the "reality" test.**
 - c. Thank the student and have him/her sit down.
3. SUPERNATURALISM: ASK: **What can we say to support the idea that supernaturalism best describes reality? I want to ask everyone a question. Do you have a mind?** (Yes.)
- a. SAY: **We know from observing the physical universe that as far as we can tell, everything has a cause. It's the most basic law of physics: the law of cause and effect. If that is true, then what is the cause of your mind—your mental state? How can you account for the human mind if all is just matter? In other words, if your mental state is simply a result of molecules charged with electrical impulses, what accounts for your unique personality, feelings of emotion, and your ability to make choices that effect your physical being? What in the natural world could have caused your mind?** (Pause for answers, then proceed with the next point to answer the question.)
 - b. SUMMARIZE: **You have to admit that reality is more than just matter. There is an aspect to human life, specifically the mind, which cannot be accounted for on strictly naturalistic terms. No neural surgeon ever cuts an idea in two! The mind demands a cause that goes beyond matter. There must be an intelligence that is greater than the physical world and that causes the natural order to exist. Christians believe that intelligence is God. The mind of God preceded the material universe!**

NOTE: Someone may ask, "What caused God?" The answer is that the law of causality, on which the above argument rests, states that every *event* has a cause. God is, by definition, "The Uncaused Cause." He is original! Therefore, God does not have, nor does not need to have, a cause. On the other hand, everything that we are aware of in the *natural* world has a cause. So the original question ("What caused your mind?") is instructive for leading us logically to the Uncaused Cause of the universe and our minds, i.e., God.

- D. SUMMARY: **Therefore, reality must be a combination of (1) the physical realm and (2) the spiritual or supernatural realm. In addition, reality must be understandable by the human mind; otherwise we have no assurance that our ideas are correct. This view of reality coincides with how the Bible describes the world: "In the beginning, God created the heavens and the earth . . . and God created man in His own image." (Genesis 1) This means that God is real. Nature is real. And your mind is real. Really!**

OPTIONAL VIDEO: If you are using the video each week, play the "Philosophy" segment at this time. Stop the tape at the title, "Biology."

V. PERSONAL APPLICATION

- A. IDEAS RULE: SAY: **What we are coming to understand through these lessons is that ideas rule the world. The ideas rolling around in your head determine how you act and respond to events you encounter. There are certain foundational ideas upon which people build their lives. Last week we learned that God rules over His creation. This week, we learned that, as far as it concerns ourselves and society—Ideas rule!**
- B. MY WORLDVIEW: SAY: **Using the worksheet, "My Christian Worldview of Philosophy," fill in the blanks as we review the content of our lesson.** Help the students fill in the blanks in their paragraphs. The paragraph should read: "My Christian worldview of philosophy states that God, nature and our minds are real. In other words, I recognize the supernatural as a reality. I know what truth is because the Bible is my source of truth. God's Word, the Bible, is unique, reliable, and God-breathed."
- C. SCHAEFFER QUOTE: SAY: **Take a 3 X 5 card and write this sentence on the front of it.** Write the following sentence on the board for everyone to copy. ***The truth of Christianity is that it is true to what***

***is there.* The late Francis Schaeffer wrote that statement in his book, *He is There and He is Not Silent.* We know from looking at the real world that God must be there.**

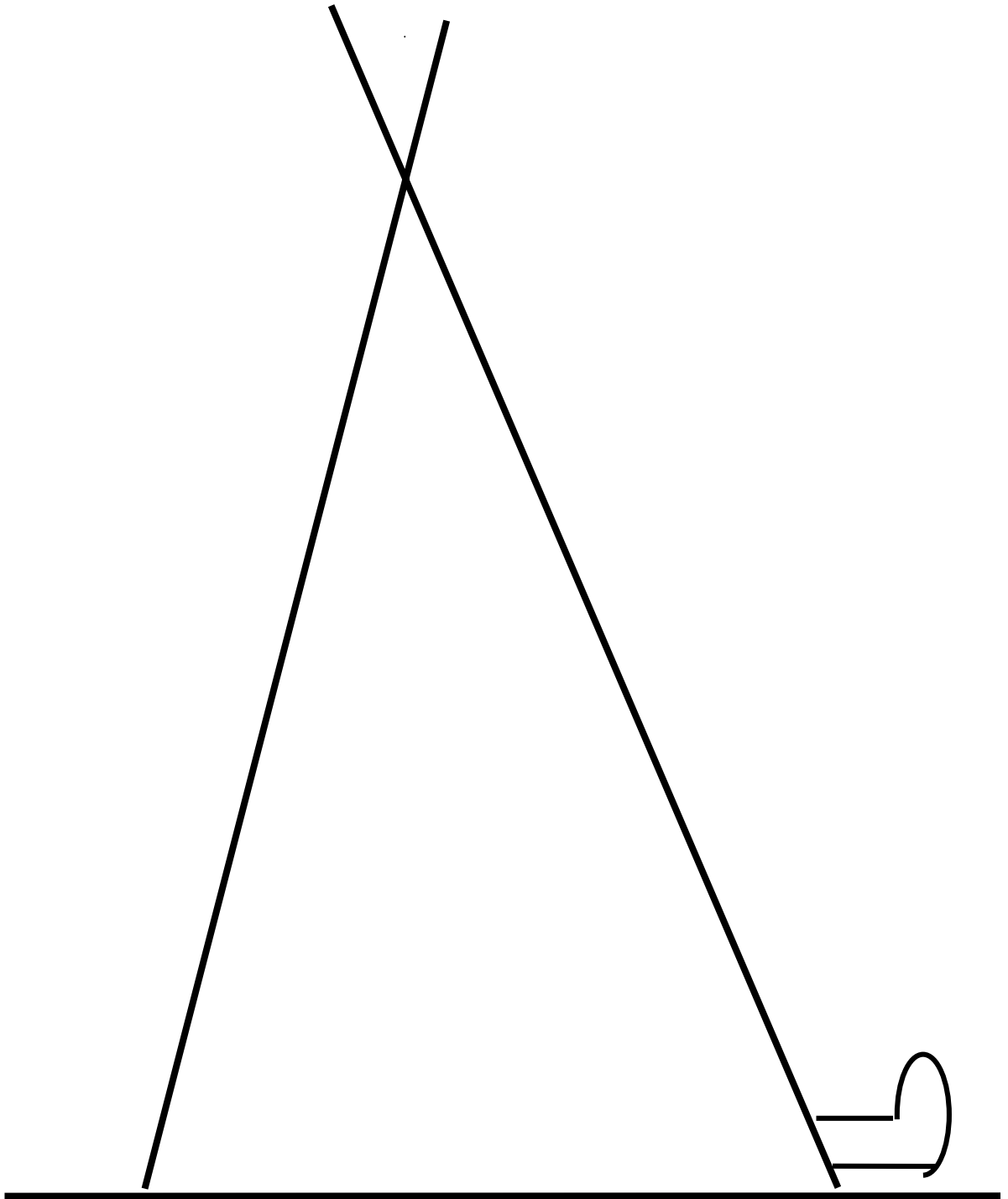
- D. WRITE-A-PRAYER: SAY: **As we close this session, turn your card over and write a short prayer thanking God for being there for you. In a few minutes, I'll pray out loud what I wrote. Several of you who want to can also pray out loud what you wrote.** Wait a few minutes and lead in prayer.

VI. ACTION POINTS

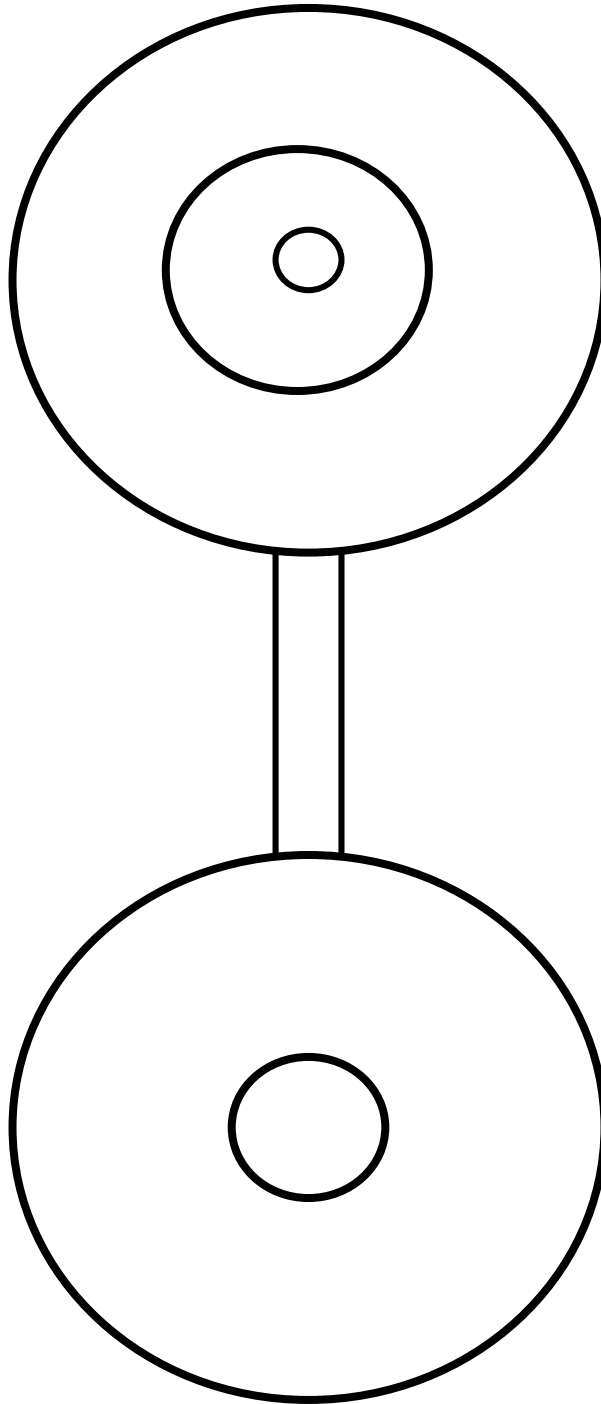
- A. JOURNAL REMINDER: SAY: **During this week in your journal you will find out that God is not silent. He has spoken! You will find answers to the second part of the question of Philosophy: "How do I know what is real?"**
- B. EXPLORING THE WORLD OF IDEAS: Challenge students to continue exploring the *World of Ideas* in popular culture. In order to conduct their search, they should look for sources of information they receive every day. Try to uncover the underlying ideas in what they study, what they read in newspapers or magazines, what they listen to in popular music, watch on T.V. or movies, even what makes them laugh in the funny papers. Bring examples to the next lesson to discuss with the group or put on the worldview puzzle to develop a visual image of a total world and life view. **Specifically for next week, look for how the question of the origin of life is treated and bring those examples to our next class.**

NOTE: The philosophy of naturalism and non-naturalism will be dealt with in more detail in upcoming units of the *Worldviews in Focus* series. Sign up on Summit's website to receive regular email announcements concerning the availability of these studies, as well as other shorter modules on important social and cultural issues. Also, check our website for other in-depth articles on a variety of issues plus ways to creatively present these lessons. Go to www.summit.org.

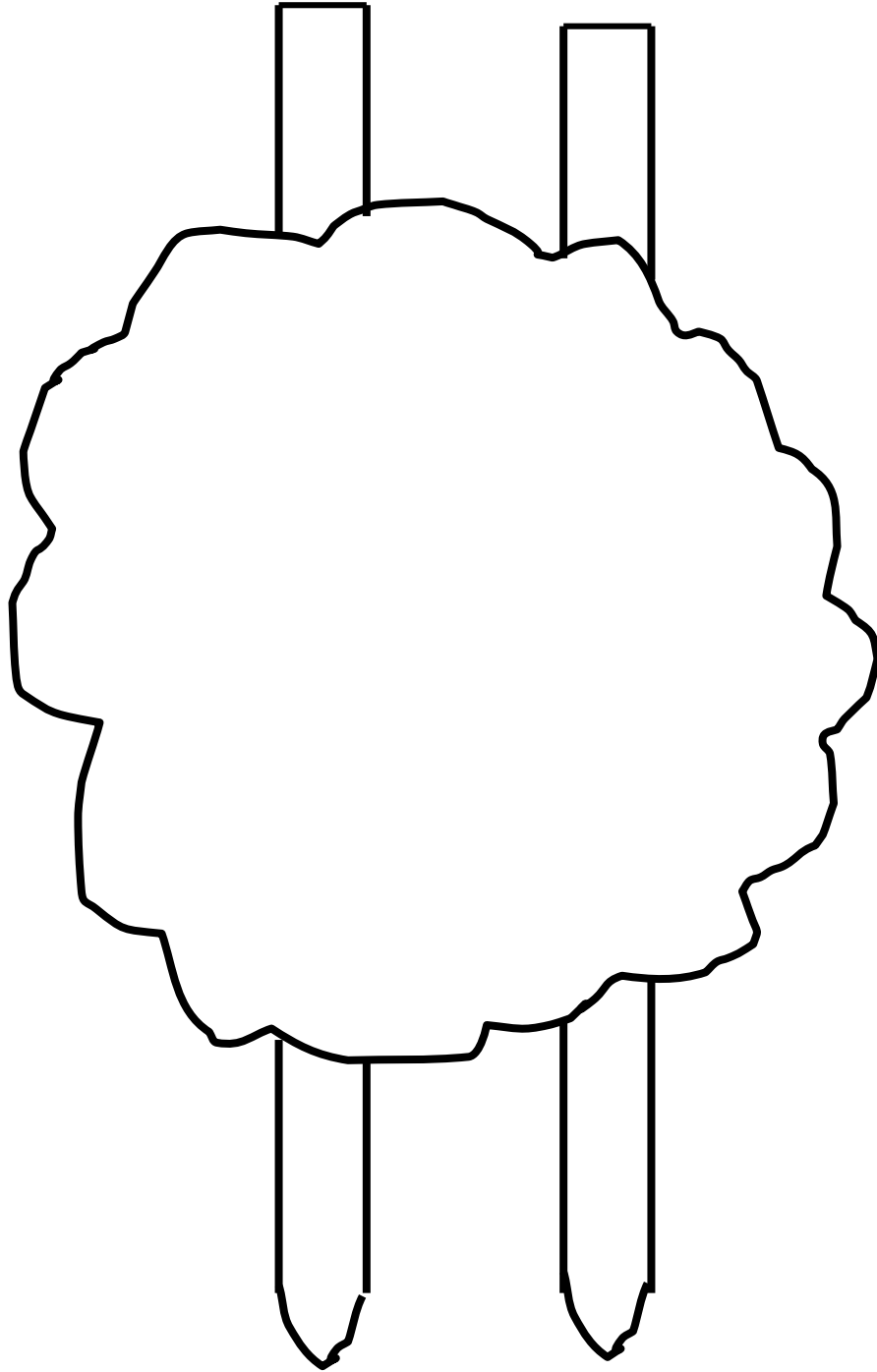
A1



A2



A3



My Christian worldview of Philosophy

My Christian worldview of philosophy states that God, nature, and our minds are _____. In other words, I recognize the _____ as a reality. I know what truth is because the _____ is my source of truth. God's Word, the Bible, is _____, and _____.

The Biblical Christian Worldview

PHILOSOPHY: _____

- a. Philosophical naturalism is the belief that only _____ , i.e., the material world, exists. Illustration: A closed box.
- b. Non-naturalism holds that everything is in essence _____ (Divine, God). This follows logically from pantheism.
- c. Supernaturalism, the belief that both nature and the _____ exist.
"In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. All things were created through Him, and apart from Him not one thing was created that has been created. In Him was life, and that life was the light of men."
—John 1:1-4 (HCSB)
 - i. The flow of this passage provides the basis of Christian philosophy. It says that _____ came before _____, God came before humans, plan and design existed before the creation.
- d. HOW WE KNOW THINGS: Epistemology is the study of how knowledge is acquired. Biblical epistemology is comprised of the following:
 - i. Our five senses
 - ii. Human reason
 - iii. Special revelation
 - iv. Natural (general) revelation
- e. THINKING IS PHILOSOPHY: Faith and _____ are not enemies. Christian philosophy is both biblical and rational.
- f. TAKING THOUGHTS CAPTIVE: The call of Christian philosophy is summed up in the words of 2 Corinthians 10:5; Christians are to be "taking every _____ captive to the obedience of Christ."

The Biblical Christian Worldview

PHILOSOPHY: Supernaturalism

- a. Philosophical naturalism is the belief that only nature , i.e., the material world, exists. Illustration: A closed box.
- b. Non-naturalism holds that everything is in essence spiritual (Divine, God). This follows logically from pantheism.
- c. Supernaturalism, the belief that both nature and the supernatural exist.
"In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. All things were created through Him, and apart from Him not one thing was created that has been created. In Him was life, and that life was the light of men."— John 1:1-4
 - i. The flow of this passage provides the basis of Christian philosophy. It says that mind came before matter , God came before humans, plan and design existed before the creation.
- d. HOW WE KNOW THINGS: Epistemology is the study of how knowledge is acquired. Biblical epistemology is comprised of the following:
 - i. Our five senses
 - ii. Human reason
 - iii. Special revelation
 - iv. Natural (general) revelation
- e. THINKING IS PHILOSOPHY: Faith and reason are not enemies. Christian philosophy is both biblical and rational.
- f. TAKING THOUGHTS CAPTIVE: The call of Christian philosophy is summed up in the words of 2 Corinthians 10:5; Christians are to "take captive every thought , making them obedient to Jesus Christ."