

WEEK 1: LESSON ONE

INTRODUCTION: WORLDVIEW THINKING



OVERVIEW

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

KEY VERSES: Colossians 2:6-7

So then, just as you received Christ Jesus as Lord, continue to live in him, rooted and built up in him, strengthened in the faith as you were taught, and overflowing with thankfulness.

NOTE: Each lesson includes a key verse or verses from the book of Colossians. You may want to use these as memory verses with your student. Also, these verses demonstrate that the worldview categories used in this course are found throughout the Bible.

OBJECTIVES: By the end of this lesson, the 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 the student to the whole 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, a case will be made that Christianity addresses each of these ten disciplines, and is therefore a total worldview. Most Christians have never thought of a biblical understanding of life in this way. It is truly a mind-expanding experience!

Each lesson in this study is designed to focus on a single discipline by coming at it from various angles. This approach 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 all of reality. Don't be discouraged if your child doesn't "get it" in the first week or two.

You are leading him up a mountain in order to give a panorama view of life's issues. You are introducing your teenager to a whole new way of looking at every area of life through the lens of Scripture. The sequence used in this course is designed to guide your child through the process. Continue to encourage your teen to do the daily *Journal* assignments and activities and watch the lights come on!

LESSON PREPARATION

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

CREATIVE TEACHING ACTIVITIES AND HANDOUTS: Note: Activities, worksheets, and handouts are located in the "Resources and Handouts" folder in a document corresponding to this lesson.

- For the introductory activity (I.A.), copy the puzzle located in the resources document and cut it into separate pieces and place in an envelope. Also, have another copy of the whole puzzle to use during the lesson.
- Have a copy of the lyrics to the song *My World View*. 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 or your child's CD collection!).
- Look through the newspaper and find 8 to 10 articles that deal with different topics. Review III. A.5 for examples of how these articles will be used and what you need to be able to say about each one.
- Make a copy of the worksheets, "Genesis Study" and "Categories that Make a Worldview."

LESSON OUTLINE

NOTE: Words printed in **bold type** are only suggested dialogue for the teaching parent as a model for how the lesson might be verbalized. Suggested answers to the questions are in (parentheses). DURING THE LESSON, YOU SHOULD *NOT* READ DIRECTLY FROM THE LEADER'S GUIDE. A *TEACHING OUTLINE* TO USE WITH OUR CHILD IS PROVIDED IN THE ""TEACHING OUTLINES" FOLDER ON

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THE CD IN A FILE CORRESPONDING TO THIS LESSON.

I. INTRODUCTION:

- A. PUZZLE ACTIVITY: Hand your child the 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 30 seconds to work on it.**
 2. Stop after 30 seconds and SAY: **Would it help if you had this?** Show the copy of the completed puzzle. (Yes) **Why?** (Because we know what the completed puzzle looks like.)
 3. SAY: **This picture of the completed puzzle I'll call 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 paper with the puzzle as your child responds: relationships, education, 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* SONG: Hand out a copy of *My World View* 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.

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. COLOSSIANS 2:6-8: Have your student turn in his Bible to Colossians 2:6-8 and read the verses aloud. 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: **But 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 your teen mentally draw a line down the middle of the table. Select each article, one at a time 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 what is 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, place the article on the left side of the table. If you think that the article does not relate to the Bible, then place it to the right side of the table. Allow time for your child to place each article on the table without your aid.
2. "RELATES TO THE BIBLE" SIDE: Start with one of the articles on the "Relates to the Bible" side. ASK: **What is this 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 to 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 on the "Does NOT Relate to the Bible." ASK: **What is this 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 your teenager how the general subject of each article relates to one of the categories of this course. Don't show him the handout, "Categories that make a Worldview," yet, but use it as your mental 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 can draw 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 for you to 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 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, then 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 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 on primarily 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 your child each of the ten categories that make up a total worldview

NOTE ON THE ARTS: Some may ask where the arts (the visual and performing arts, 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 an means of expressing ourselves in society. This course of study does not specifically focus on the arts, although we use examples from movies and music to illustrate the worldviews being presented. For

more information on a Christian approach to the arts, see endnote #4 in chapter 1 of the text, *Thinking Like A Christian*.

2. **SAY: Each of these 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. Give your child the worksheet, "Genesis Study." **SAY: Read the following verses silently and write in the blank which category relates to that verse.** Allow 4 or 5 minutes for writing.
2. **DISCUSS:** After 5 minutes, ask what he 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 back to God. Every area is religious, or sacred. Nothing in life is secular. The Bible presents us with a total world and life view.**

IV. PERSONAL APPLICATION:

- A. **SAY: Turn in your Bible to 1 Chronicles 12:32. Read it aloud.**
 1. **ASK: We are told that this small tribe in Israel was characterized by two things, what are they?** After he responds summarize by **SAYING: First, they understood the times. Second, they knew what their nation should do.**
 2. **SUMMARIZE: Our goal for the next 12 weeks is to show how the Bible formulates 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:** 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.

NOTE: Assignments for individual study are in the **ASSIGNMENTS** file located in the **ASSIGNMENTS AND QUIZZES** folder.

⇒ **NEWS ARTICLES:**

Keep the newspaper articles used in this lesson and have them available for the review session for your teen to tape in the appropriate sections of the worldview puzzle bulletin board.