

LESSON ONE

INTRODUCTION: WORLDVIEW THINKING



OVERVIEW

KEY CONCEPT: Jesus Christ is the basis 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 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 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, we make a 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 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 they don't "get it" in the first week or two.

You are leading them up a mountain in order to give them a panorama 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. The sequence used in this course is designed to guide 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: Note: Activities, worksheets, and handouts are located in the "Lesson Resources and Handouts" folder in a document corresponding to this lesson.

- For the introductory activity (I.A.), 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 lesson outline II.A. 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. 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.
- 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 in the *TEACHING OUTLINES/TO1-Worldview Thinking* document.)
- Have a *Student Journal* available to give to each student.
- OPTIONAL VIDEO: If you are using the *Biblical Christian Worldview* video, be sure to preview the five-minute opening segment, "The Biblical Christian Worldview." This section has a brief discussion on 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, "The Biblical Christian Worldview."

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. A *TEACHING OUTLINE* TO USE IN CLASS IS PROVIDED IN THE "TEACHING OUTLINES" FOLDER ON THE CD IN A FILE CORRESPONDING TO THIS LESSON.

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: **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 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: **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 students mentally draw a line down the middle of a bulletin board (or down the middle of the floor). Let each student chose 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 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, 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 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 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, 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 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 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 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 an means of expressing ourselves in society.

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. Provide students pencils as you give them 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 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 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.**

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.