

Teacher's Lesson 1

There is more than one way to look at your world

Scripture: Genesis 1:1, 26, 31

Psalm 148:5; Isaiah 40:26; 45:12; Colossians 1:16 (Creator)
1 Timothy 3:16; Psalm 119:142; John 1:14; 14:6; 17:17 (authority of Scripture)

Suggested memory verse (choose one):

Colossians 1:16; 1 Timothy 3:16; John 17:17

What this lesson is about:

This lesson introduces the term 'worldview.' It points to Scripture as the eyewitness to the origin of all things, and it addresses Scripture's claim to absolute truth.

Goals for the lesson: The student should

- be able to define 'worldview.'
- understand the importance of the eyewitness (Scripture).
- see Scripture's claim to truth.
- see what the eyewitness of Scripture claims regarding the creation of all things.

Preparation for lesson:

- Work through student's lesson 1.
- Read through the 'delicious cake mystery' (page T-3). Provide cake and the players necessary to perform the skit.
- Prepare word puzzle materials (page T-5). You will also need glue or tape.
- Funny eyeglasses (one pair for Biblical worldview and one for naturalistic worldview) are helpful in illustrations.

Plan for lesson:

- Begin with the 'delicious cake mystery' illustration (page T-3). The students should see that there is usually more than one reasonable explanation of the data (facts), yet both explanations can't be true. The eyewitness report can often settle the matter.
- Apply this principle to the creation of the world. Help students see the two major explanations that people have for the data. Ask, 'Are both reasonable?' (*yes*)

‘Can both be true?’ (*no*) Ask, ‘What is the eyewitness?’ (*Scripture*)

- Apply also to the creation of man. Let students see the two ways that the origin of man is explained—ask the same questions.
- Use this discussion as a springboard to introduce the concept of ‘worldview.’ Give out word puzzle pieces and ask students to arrange them to form a definition for worldview. (Correct definition: ‘A total way of looking at the world’ or ‘A way of looking at the total world.’) When they have glued the definition into their notebooks, discuss the other definitions given in the lesson and discuss the big questions that a worldview answers. Tell students that your goal this year will be to develop a Biblical worldview, with answers to all of these questions. You will also look at the other major way of looking at the world: the naturalistic worldview. (If you have two different pairs of eyeglasses, you can use them to illustrate the two different views.) Students will see which view is the most compelling and evaluate where truth lies.
- **Class work.** Ask, ‘What about this eyewitness, the Bible? Can it be trusted? How can we know what is really true?’ Have the students work through the five cross-references given in their lesson. Discuss their answers. (You can do this all together by having a student read the verse aloud and everyone discussing the answer.)
- **Class work.** Now look at the next group of cross-references. They give the Biblical worldview for how all things came to be. Have the students go through the Scriptures and instruct them to highlight or underline what the eyewitness teaches about the origin of all things. (You can have them work on their own or you can work together.)
- Conclude by discussing the final questions: Does it make a difference? How can it change what you think and how you live?

If you have additional time ...

Suggestions for augmenting lessons (home school, day school)

This lesson introduces the concept of worldviews. These are abstract concepts and will require frequent reinforcement. It would be helpful to add one more session to this lesson. It would allow more time to study the cross-references. It would also allow expanded illustration concerning what makes up a worldview.

Activity: the delicious cake mystery

This activity addresses the question ‘How can we *know* what is true?’ Children experience this confusion when they are taught Biblical principles in the home and then hear conflicting ideas outside the home. They hear opposing sides to an issue, and both seem reasonable. It is never too early to begin to teach them to question, to discern, to realize that someone who seems smart may not necessarily be speaking truth. This realization will lead into an understanding of ‘worldviews,’ which is a difficult concept for both children and adults to work into their thinking, but it is most valuable. Worldviews will be addressed at length as this course continues. The key thought to communicate in this activity is that the Bible contains absolute truth, and it is the only eyewitness report about the Creation. It must be the foundation on which we build all scientific models and answer all questions to which it speaks.

Materials needed:

A cake. (the more decorated and enticing, the better!)

Three actors. (Prompt three students before the class, or enlist helpers. For the complete conversation, see ‘Procedure’ on the next page.)

1. One will say the name of the person he thinks made the cake. (It could be the mother, the teacher or someone else whom everyone knows.)
2. The second will say, ‘No, she bought it from the bakery.’
The problem: ‘Which is true?’
3. The third will stay outside the room until the discussion of the clues (below) has finished, and will come in and reveal that he was the eyewitness, who clinches the solution to the mystery.

(Because of time constraints, you can perform one part and enlist another teacher or helper to play the other two parts.)

3x5 index cards. On each card, write a clue. (Or you can skip the cards and simply carry on a dialogue with the other teacher or helper.) You can make up your own clues, but some suggestions include the following:

[Name of the suspected cake maker] loves to cook, and she often bakes cakes.
The bakery near you home had a special sale on cakes today.
There was a mixing bowl and spoons and a pan in the dishwasher this morning.
This cake is more beautiful than the cakes she usually makes.
She has recently taken a cake-decorating course.
Ten dollars is missing from her wallet.

The flour canister is empty and some flour has been spilled on the floor.
Jerry saw her in town this afternoon, only two blocks from the bakery.
You saw a cake in the bakery yesterday that looked like this cake.

Procedure: (Note: The italic type represents what the parent or teacher may want to say to the class by way of explanation. You may simply read this to the class or rephrase it in your own words and add other explanatory information.)

1. (Present the cake to the group to admire.) *Look what I just found! Isn't it a beautiful cake? Who made this cake—does anyone know?* One student (prompted earlier by you) will say the name of someone who may have made the cake. Another will say the cake was bought at the bakery.
2. *How do we know which is true? Are there any clues?* (Pick up the stack of index cards with the clues on them.) *Scientists would call this 'data.'* *What observations can we conclude about this situation from these clue cards?*
3. Go through the index cards with the clues on them. Ask the class to say which hypothesis each clue card favors. Keep score on the board.
4. *Well, we've gone through both sets of cards and made our observations. Both choices seem plausible. How can we know?* Now your final 'planted' actor comes into the room and announces to the person who allegedly made the cake, 'It was great seeing you this afternoon when you came into the bakery and bought that yummy-looking cake. I came over for a piece of that cake.'
5. Ask them, *What is so important about this last development?* They should see that an eyewitness report (if it is a credible eyewitness) is much more valuable than a bunch of clues that can be interpreted in different ways.
6. Ask them, *What does this have to do with the creation of the world?* (Give them a chance to answer.) *When it comes to the creation of the world, we often hear more than one idea about how it happened.* (You can let them tell you what they have heard—the two basic views are that God created the world or it happened by chance through evolution.) *There is more than one story of how things got here, and each has evidence you can see, and each can be pretty persuasive. But was there an eyewitness to Creation?* (They should be able to tell you that only God would know, and He told us in the Bible.) *The only eyewitness report is found in the Bible. That should be our final evaluation of what is true. The truth is found in God's Word. It is the only truth that is fully reliable. It should settle the mystery of how the world and all that is in it came to be.*

You can then eat the cake for snack time!

Worldview puzzle template

A	WAY	OF	LOOKING
AT	THE	TOTAL	WORLD

A	WAY	OF	LOOKING
AT	THE	TOTAL	WORLD

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