

Unit 1: What Is Truth?

Unit Overview

Teaching children to have a biblical worldview is essentially training them to identify and live according to the Truth while simultaneously equipping them to recognize and reject the countless lies they encounter. This first unit explores what Truth is, why knowing Truth is important, and why it can be difficult to discern between Truth and lies. This unit is designed to begin building a biblical foundation for recognizing, seeking, and living out Truth.

When children are eight to ten years of age, their concept of Truth generally doesn't go much deeper than their understanding of their responsibility to tell the Truth in any given situation. When teaching the first several lessons, you may find that students have difficulty understanding the concept of ideas being True or untrue. However, each lesson in this unit builds upon the previous lessons—giving stories, examples, and activities designed to develop and refine students' understanding of Truth. By the end of this unit, students should at least have a basic knowledge that every message they receive contains information that is either True (agreeing with, or matching, what we find in reality) or untrue (not agreeing with, or not matching, what we see in reality).

As you begin to prepare for teaching this unit, do not forget an essential element of preparation: prayer. We can present students with Truth. However, only God can soften hearts and transform minds. As you prepare for each lesson, pray that God would guide your time of teaching and strengthen you to present the material well to your students. Pray for your students by name, asking that the Holy Spirit would be at work in their hearts and minds. Pray that the Lord would give your students a clear understanding of who He is and how His Word answers "big life questions" in a way no other worldview can.

Unit Essential Questions

1. What is Truth? (Lesson 1)
2. Is knowing and following the Truth important? Why or why not? (Lesson 1)
3. What does God's Word teach us about Truth? (Lesson 2)
4. What does God's Word teach us about lies? (Lesson 3)
5. How can I figure out what is True? (Lesson 4)
6. Is the Truth True for everyone? (Lesson 5)

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Unit 1: What Is Truth? | Lesson 1

Truth Is What Is Real

Essential Questions

- What is Truth?
- Is knowing and following the Truth important? Why or why not?

Learning Outcomes

By the end of this lesson, students will be able to

- explain what it means for something to be True; and
- defend why knowing and following the Truth is or is not important.

Assessments

- Drawing and summary sentence depicting Truth
- "Are knowing and following the Truth important?" defense

What You'll Need

Materials

- Stickers or some other small prize (such as "pajama day" or "dinner with Dad" certificate)
- Sealed envelopes containing directions for where to find the sticker or certificate (see explanation in procedures)
- Student Activity sheets
- Pencils and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Post the two Learning Outcomes at the front of the room. Explain to students that by the end of this lesson they should be able to
 - explain what it means for something to be True; and
 - defend why knowing and following the Truth is or is not important.
- Based on these outcomes, have students predict the focus of today's lesson. (Truth)
- Ask students what it means to tell the Truth.

- Have students discuss this in groups of two or three and then share their responses.
- If students have difficulty answering this question, give them examples of situations in which they might be asked to tell the Truth and then ask them what it would mean to tell the Truth in that situation (Mom asks them to tell the Truth about a dispute with their sibling, etc.).
- Have students open their Student Activity sheets to What Is Truth? – Lesson 1. Have them copy the following definition into the Word to Know section: “Truth is what is real.”
 - Discuss what this means. (Truth is the way things actually are.)
 - You can ask students for examples of Truth, what is real. If students only give examples of Truths that can be seen, point to examples of Truths we know are real but we cannot see (love, wind, gravity, etc.).
- Explain to the students that you have hidden a reward (sticker, certificate, etc.) and that you will give each group a sealed envelope with instructions for where they can find this reward. In all but one envelope, the instructions should not be correct (purposely directing them to another area of the room). One envelope should include the True instructions.
 - Before this lesson, you will need to develop several sets of instructions. The purpose of the instructions that are not correct is to show students problems they encounter when using a map that doesn’t line up with Truth.
 - Each set of directions should have a name written at the top, naming an author of these directions. It is essential that each set of directions contains an author’s name. We will discuss the authors of the instructions and what we learn from them several times throughout this unit.
 - Each set of incorrect directions should contain a different flaw (mistaken locations, incomplete, mixed up, etc.). These different problems are the problems found in many different worldviews. A worldview may have the wrong information. It may have some correct information yet be incomplete. It may have some correct information but mix it up or misrepresent it. You can use the sample directions below or change them to fit the needs of your classroom.
 - Sample Directions
 - Directions for Finding the Prize by Mrs. Reality (Correct)
 1. Face the front of the classroom.
 2. Walk forward until you reach the front wall.
 3. Turn right.
 4. Walk forward until you reach the wall.
 5. The prize is in the basket in front of you.
 - Directions for Finding the Prize by Mr. Intelligent (Mistaken Location)
 1. Face the back of the classroom.

2. Walk forward until you reach the back wall.
 3. Turn left.
 4. Walk forward until you reach the wall.
 5. The prize is in the basket in front of you.
- Directions for Finding the Prize by Miss Finish (Incomplete)
 1. Face the front of the classroom.
 2. Walk forward until you reach the front wall.
 - Directions for Finding the Prize by Mr. Mixture (Mixed-Up)
 1. Walk forward until you reach the wall.
 2. Turn right.
 3. Walk forward until you reach the wall.
 4. Face the front of the classroom.
 5. The prize is in the basket in front of you.
- Allow students to choose one envelope and begin looking for the reward.
 - When the student with the True instructions finds the prize, have everyone come back together.
 - Ask one child per group to read his or her instructions to the class, including the name of the author.
 - Have the group with the correct instructions begin.
 - After that, you can compare the other instructions to the correct set.
 - In their groups, have students discuss what parts of their instructions were correct and what parts were not correct. Have them discuss what they learned about the author of their directions.
 - Be sure to circulate the room during this activity. Because this is the first activity of this kind, students may need some help articulating the problem with their instructions and what they learned about the author.
 - Come back together as a group and ask students to share what they learned about their directions and the author.
 - Ask students which group had directions that told the Truth.
 - Ask students what happened when they followed directions that did not show how things really are. (They missed out on the prize.)
 - Ask students if it was enough for the student with the True directions to just know the directions. (No. If that student had the True directions but didn't follow them, they still would have missed out on the prize.)
 - Ask students if knowing and following the Truth was important or not important for this activity.

- Have students complete the Treasure Hunt Activity Follow-Up in their Student Activity sheets.
 - After students have finished writing, have them share their responses.
 - If students have come to the wrong conclusion (Truth is not important), ask further questions to clarify their thinking. Then point back to the activity to demonstrate how not knowing and following the Truth kept most from receiving the prize, no matter how much effort they put into it.
- Read through the two Learning Outcomes once again. Ask students if they have completed both Learning Outcomes. Explain to students that now is the time for them to show that they met both goals. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheet. This activity will support the concepts covered in this lesson.
- Close the lesson in prayer, asking God to help you learn what is True and live according to the Truth.

Student Activity Sheets

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Unit 1: What Is Truth? | Lesson 1

☒ **Learning Outcomes**
By the end of today, you should be able to
1. explain what it means for something to be True; and
2. defend why knowing and following the Truth is or is not important.

☆ **Word to Know**
Truth: _____

☐ **Treasure Hunt Activity Follow-Up**
Did you find the treasure?

Why did you find it or not find it?

Who wrote your instructions?

What did you learn about the author of your instructions?

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Today our lesson is all about Truth. What does Truth have to do with this activity?

Based on what you learned in this activity, is knowing and following the Truth important?

Explain why knowing and following the Truth is or is not important.

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☒ **Know It and Show It**
Draw a picture that shows what Truth is.

Explain how your picture shows what Truth is.

Are knowing and following the Truth important? Give two or three reasons to support your answer.

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Unit 1: What Is Truth? | Lesson 2

God Is the Source of Truth

Essential Question

- What does God's Word teach us about Truth?

Learning Outcome

By the end of this lesson, students will be able to

- summarize what God's Word teaches us about Truth.

What You'll Need

Materials

- LEGO bricks
- Sticky tack or tape
- Student Activity sheets
- Pencils and crayons
- Bible

Assessments

- Summary picture and sentences

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- In groups of two or three, have students brainstorm what they learned in the previous lesson. Ask for volunteers to share their responses.
 - We learned that Truth is what is real and that knowing and following the Truth is important.
 - Ask for one or two volunteers to explain why knowing and following the Truth is important.
- Explain to students that today you will look through God's Word to learn more about what God tells us about Truth.
- Together, read through the Learning Outcome. (Summarize what God's Word teaches us about Truth.)
- Have students complete the Scripture Search activity independently or in small groups.

- You can either print out copies of these verses or have students look them up in their Bibles.
- Because this activity will take at least fifteen minutes, you may want to have students rotate through different stations. For example, set up three different stations, with each station requiring students to look up two of the passages. Then you can set a timer and have students rotate stations every five minutes.
- Come together to review the Scripture Search activity.
 - Psalm 119:160—The sum of God’s word is Truth, and it will endure forever.
 - Isaiah 45:18–19—God speaks Truth. What He declares is right.
 - John 8:31–32—Knowing the Truth will set us free.
 - John 14:6—Jesus is the Truth.
 - John 18:37—Jesus was born so that He would testify to the Truth.
 - 1 Timothy 2:3–5—God wants all people to come to a knowledge of the Truth.
- After students have shared their responses, ask students to look back over their summaries and explain who God’s Word describes as being the Truth. (Jesus)
 - Read through the paragraph about Truth together.
 - Have students turn to the Word to Know section and add to the definition of Truth. “Jesus is the source of Truth.”
- Have two or more stations set up for students to build towers out of LEGO bricks. Have a pile of LEGO bricks and a base for the tower set out at each station.
- Explain to students that today you will have a contest to see who can build the sturdiest tower. Tell students that they will have five minutes to construct a tower. Explain that they can choose to secure their base to the table with tape/sticky tack or allow it to remain as is. Let each group choose the base at which they want to work. Set a timer and have them begin.
 - When five minutes have passed, put the extra LEGO bricks back in the container; gather the students together and say that you will inspect the towers that they built.
 - Look at each one, affirming the creativity of each design. Then explain to students that buildings need to be able to weather storms, winds, floods, earthquakes, and so forth to be sturdy. Explain to students that you will now perform a test to see which tower is the sturdiest. Let students tilt their table or desk at an angle to simulate an earthquake. (Towers built on bases secured to the table will remain secure, while towers built on bases not secured to the table will move or fall off.)
 - After students have finished simulating an earthquake, ask which groups had towers that remained standing. Ask them why their towers remained secure. (They were built on a True foundation, one that was secured to the table.)
 - Have students complete the Tower Building Activity in their Students Activity sheets.
 - Come together and have them share their answers. Be sure to highlight the fact that Jesus is the source of Truth. Therefore, He is the True firm foundation for our lives.

- In groups of two or three, have students come up with summary sentences about what God's Word teaches us about Truth.
 - Have students share their responses with the class.
 - If students come up with responses that do not align with Scripture, be sure to ask them where they read that in God's Word. Then gently point out that it is not from God's Word and ask them to think of another summary sentence that describes what God's Word teaches about Truth.
- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain to students that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheet. This activity is a repeat of the Scripture Search activity done in this lesson. However, it is included again as a Home Connection activity so that both the students and their families are engaged in what God's Word has to say regarding Truth.
- Close the lesson in prayer, asking God to help you learn what is True and live according to the Truth.

Student Activity Sheets

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Unit 1: What Is Truth? | Lesson 2

Learning Outcome
By the end of today, you should be able to
1. summarize what God's Word teaches us about Truth.

Scripture Search
Last time we explored what Truth is and why knowing and following the Truth is important. Today we will look at what God's Word has to say about Truth!

Look up the following passages of Scripture. After you have read through each passage twice, write a summary of what each passage tells us about Truth.

Psalms 119:160 _____
Isaiah 45:18–19 _____
John 8:31–32 _____
John 14:6 _____
John 18:37 _____
1 Timothy 2:3–5 _____

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During the last lesson, you followed a set of directions written by a certain person. That person either led you to the prize or led you to the wrong place. We learned that knowing what is True and who tells the Truth is important! God's Word tells us that Jesus is the Truth (John 14:6). Jesus is the source of Truth. That means that Truth comes from Him. When we know Jesus and follow Him, we are following Truth.

☆ **Word to Know**
Truth: Truth is what is real. _____

⌚ **Tower Building Activity Follow-Up**
Did your tower survive? Why or why not?

Read Matthew 7:24–29. What does this passage teach us about Truth?

How did the Tower Building activity relate to these verses?

Jesus is the source of Truth. Because of this, He shows us the True way to live.

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Know It and Show It
Draw a picture that shows what God's Word teaches us about Truth.

Write a one- or two-sentence summary explaining what God's Word teaches us about Truth.

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Unit 1: What Is Truth? | Lesson 3

Satan Is the Source of Lies

Essential Question

- What does God's Word teach us about lies?

Learning Outcome

By the end of this lesson, students will be able to

- summarize what God's Word teaches us about lies.

Assessments

- Picture and five- to seven-word summary

What You'll Need

Materials

- Blindfolds
- Obstacle course set up around the room
- Student Activity sheet
- Pencils and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Remind students of the activity you completed during the first lesson, where everyone followed clues to find a prize. Ask students, "Why didn't everyone find the prize?"
 - Have students discuss this in groups of two or three.
 - Come together as a group to discuss responses. Be sure to highlight that a different person wrote each set of directions. That person led students either to the prize or to an incorrect location.
- Ask students who they learned is the source of Truth. (Jesus)
- Ask students, "What do we call it when something is not True?" (a lie)
- Explain to students that today's lesson will focus on lies.
- Together, read through the Learning Outcome. (Summarize what God's Word teaches us about lies.)


- Have students complete the Scripture Search Part 1 activity in their Student Activity sheets.
 - Come together and ask students what this passage of Scripture said about lies. (The devil is the father of lies. There is no Truth in him.)
 - God is the source of Truth. Satan is God's enemy. Satan is not confused about the Truth. He purposefully tries to deceive us.
- Explain to students that you are now going to look at the first lie that humans ever believed. As a class, read Genesis 2:15–17 and 3:1–19.
 - Discuss the serpent being Satan. Ask how this connects to the passage in John 8. (Satan is the father of lies. He introduced humans to the first lie.)
 - Have students answer questions in their Student Activity sheets and then discuss.
 - Eve believed the lie that God had not told her the Truth. She believed that God was keeping something good from her by not allowing her to eat the fruit. So she ate it and gave some to Adam. When they did this, Adam and Eve became sinful and God cursed the ground. Now, as Adam and Eve's children, we are born in sin. We see this every day when we think, say, and do things that go against God's good design.
- As a class, read Matthew 4:1–11.
 - Have the students answer follow-up questions in their Student Activity sheets and then discuss. Make sure they remember that Jesus is the source of Truth!
- Explain to students that you will now work on an obstacle course together. Blindfold half of the students. Partner each blindfolded student with a seeing student. Then have the pairs navigate the obstacle course.
 - Afterward, ask students if their guides were helpful.
 - If students say yes, ask why. (The guide told them the Truth about what was in front of them.)
 - If students say no, ask why. (Their guide didn't truthfully describe the course. Or maybe their guide wasn't paying attention.)
 - Ask students what they learned about having a guide. (We need a guide who tells us the Truth.)
 - After discussing this, have students write responses to the Obstacle Course activity.
 - Come together and have students discuss their responses.
- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain to students that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheet. This is a repeat of the Scripture Search activity done in this lesson. However, it is


included again as a Home Connection activity so that both the students and their families are engaged in what God’s Word has to say regarding Truth.

- Close the lesson in prayer, asking God to help you learn what is True and live according to the Truth.

Student Activity Sheets

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Unit 1: What Is Truth? | Lesson 3

 **Learning Outcome**
By the end of today, you should be able to
1. summarize what God’s Word teaches us about lies.

 **Scripture Search**
Last week we explored what God’s Word says about Truth. Today we will look at what God’s Word says about lies.

Look up the following passages of Scripture. After you have read through each passage twice, answer the following questions.

Read John 8:44. What does Jesus say about the devil and Truth?

What does Jesus say about the devil and lies?

Just as Jesus is our source of Truth (where Truth comes from), lies also come from a source. Lies come from Satan, the father of lies. In the next activity, you will explore the first lie that humans believed.

According to Genesis 2:15–17, what was God’s command?


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According to Genesis 3:1–19, what lie did Eve believe?

Eve chose to believe the devil rather than God. What was the result of Eve believing the lie?

According to Matthew 4:1–11, how did Jesus respond to each one of the devil’s lies?

Think back to what we learned in Lesson 2. What do we know about Jesus that made it so that He always knew the Truth?


 **Obstacle Course Activity Follow-Up**
During this activity, what did you learn about having a guide?


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Today you read sections of God’s Word that talk about Truth and lies. According to God’s Word, does every guide tell us the Truth?

According to God’s Word, who is the one guide who will always tell the Truth?

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 **Know It and Show It**
Draw a picture that shows what God’s Word teaches us about lies.



Write a five- to seven-word summary of what God’s Word teaches us about lies.

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God's Word Is Our Highest Authority

Essential Question

- How can I figure out what is True?

Learning Outcome

By the end of this lesson, students will be able to

- use God's Word to justify how we figure out what is True.

Assessments

- Picture, summary, and justification from Scripture

What You'll Need

Materials

- Stickers, certificates, or another small reward (enough for each child)
- Poster paper (see explanation in procedures)
- Sealed envelopes containing directions for where to find the reward (see explanation in procedures)
- Student Activity sheet
- Pencils and crayons or markers
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Explain to students that before beginning the lesson, you will review all that you have learned so far. In different spots around the room, have sheets of paper with one of the following questions written on it.
 - What is Truth?
 - Is knowing and following the Truth important? Why or why not?
 - What does God's Word teach us about Truth?
 - What does God's Word teach us about lies?
- Give students one to two minutes at each station to write down their answers in a different color marker.

- After all rotations are complete, show each poster to the class and read the answers. Ask students if the answers reflect what you have learned. If not, ask students to clarify what is correct. (If students have trouble identifying correct answers, remind them of concepts covered in previous lessons.)
- We have already learned the following: Truth is what is real; Jesus is the source of Truth and all that He says is True; It is not enough to just know the Truth, we need to know the Truth and follow the Truth; Satan is the father of lies and he has no Truth in him.
- Together, read through the Learning Outcome. (Explain how we figure out what is True.)
- As a group, discuss how you determine whether something is True (examining something to see what it is like, asking someone you trust, using past experience, etc.).
- Explain to students that today they will be completing another treasure hunt. Tell them that the directions will be similar, but there will be one change.
 - On each new set of directions, under the author's name the directions should say, "Ask your teacher if these directions were written by someone who knows the Truth and told you the Truth."
 - Sample Directions
 - Directions for Finding the Prize by Mrs. Reality (Correct)
 - Ask your teacher if these directions were written by someone who knows the Truth and told you the Truth.
 - 1. Face the front of the classroom.
 - 2. Walk forward until you reach the front wall.
 - 3. Turn right.
 - 4. Walk forward until you reach the wall.
 - 5. The prize is in the basket in front of you.
 - Directions for Finding the Prize by Mr. Intelligent (Mistaken Location)
 - Ask your teacher if these directions were written by someone who knows the Truth and told you the Truth.
 - 1. Face the back of the classroom.
 - 2. Walk forward until you reach the back wall.
 - 3. Turn left.
 - 4. Walk forward until you reach the wall.
 - 5. The prize is in the basket in front of you.
 - Directions for Finding the Prize by Miss Finish (Incomplete)
 - Ask your teacher if these directions were written by someone who knows the Truth and told you the Truth.
 - 1. Face the front of the classroom.

2. Walk forward until you reach the front wall.
- Directions for Finding the Prize by Mr. Mixture (Mixed-Up)
 - Ask your teacher if these directions were written by someone who knows the Truth and told you the Truth.
 1. Walk forward until you reach the wall.
 2. Turn right.
 3. Walk forward until you reach the wall.
 4. Face the front of the classroom.
 5. The prize is in the basket in front of you.
- Repeat the Treasure Hunt activity from Lesson 1. This time each group should come to ask if the directions were written by someone who knows the Truth. If the directions are correct, say, "Yes, these directions were written by someone who knows the Truth and told you the Truth." If the directions are not correct, say, "No, these directions were written by someone who _____ (thinks he is smart enough to know the Truth on his own, only knows part of the Truth, or knows some of the Truth but is mixed up)." Then explain the True directions and point students to the treasure.
 - Come back together and ask students what was different about the activity this time. (They asked you to guide them.) Explain to students that we need to know reliable sources of Truth. Ask students what we have learned about the reliable source of Truth. (Jesus is our source of Truth because He is Truth.)
 - Have students complete the Treasure Hunt activity in their Student Activity sheets.
 - Discuss answers together. (Be sure that students discuss that God and His Word are True because God is Truth and always tells the Truth.)
 - Specifically, ask students what passages of Scripture they found that supported their answers to the final question. Ask students, "If God's Word is Truth and we want to know the Truth, what should we do?" (Read it!)
 - This does not mean that we cannot learn Truth from other places. For example, the Bible doesn't tell us that water freezes at thirty-two degrees Fahrenheit. However, the Bible does tell us that God created the world. He made humans in His image and gave us the responsibility of caring for the world. Part of being made in God's image and caring for our world is learning more about it. From our care of creation, we can learn Truth, such as water freezes at thirty-two degrees Fahrenheit. However, we always look back to God's Word as our highest authority. There will be times when others tell us things that go against what God's Word teaches. We saw this in our last lesson in Genesis and Matthew. Adam and Eve chose to believe Satan over God, which resulted in the fall of all humans and the cursing of Creation. However, Jesus chose to believe God and He responded to Satan with the Truth of Scripture. We need to follow Jesus's example. When someone tells us something that goes against what God's Word teaches, we need to do two things. First, we need to make sure we have understood God's Word correctly. Then, once we have a correct understanding

of God's Word, we need to trust that correct understanding. God created the entire universe and we know we can trust Him.

- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain to students that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheet.
- Close the lesson in prayer, asking God to help you learn what is True and live according to the Truth.

Student Activity Sheets

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Unit 1: What Is Truth? | Lesson 4

☒ **Learning Outcome**
By the end of today, you should be able to
1. explain how we figure out what is True.

☐ **Treasure Hunt Activity Follow-Up**
What did you do differently this time on the treasure hunt?

Did this difference help you find the treasure? Why or why not?

Based on what we have learned so far about Truth, who is our guide for Truth?

How do you know this? (Hint: You may want to look back on pages from the other weeks to see what we learned from God's Word.)

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Unit 1: What Is Truth? | Lesson 4

☒ **Learning Outcome**
By the end of today, you should be able to
1. explain how we figure out what is True.

☐ **Treasure Hunt Activity Follow-Up**
What did you do differently this time on the treasure hunt?

Did this difference help you find the treasure? Why or why not?

Based on what we have learned so far about Truth, who is our guide for Truth?

How do you know this? (Hint: You may want to look back on pages from the other weeks to see what we learned from God's Word.)

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Unit 1: What Is Truth? | Lesson 5

Truth Is Not a Feeling

Essential Question

- Is the Truth True for everyone?

Learning Outcome

By the end of this lesson, students will be able to

- use real-life examples to justify whether or not the Truth is True for everyone.

Assessments

- Justification with real-life examples

What You'll Need

Materials

- Sticky notes
- Poster paper
- A sweet treat (cookie, candy, etc.)
- Student Activity sheets
- Pencils and crayons or markers
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- In groups of two or three, have students brainstorm what they have already learned about Truth.
 - Have students share their responses.
- Together, read through the Learning Outcome. (Use real-life examples to justify whether or not the Truth is True for everyone.)
 - Explain that the word *justify* means to explain or support your answer, to show why it is True.
- Hand out a sticky note to each student. On the board, hang two pieces of poster paper—one that says “Yes” and one that says “No.” Explain to students that you want them to think about the following question: Is the Truth True for everyone?
 - Explain to students that you want them to decide “yes” or “no” and then explain their answer on their sticky note. Tell students when they are finished writing to place their sticky note on the piece of paper that goes along with their answer.
- In groups of two or three, have students brainstorm examples of Truth that is True for

everyone and then share (e.g., the sky is blue, the sun is the center of our solar system, touching your skin to something hot will burn you, etc.).

- Ask students if there are Truths that are just True for some people and allow students to share examples (e.g., cookie dough ice cream is delicious, it feels hot in here, etc.).
 - Clarification: Students may say something like “I live in the United States” is not True for everyone. If this happens, ask, “Well, is it True for everyone that you live in the United States?” (Yes.) Point out that while not everyone may live in the United States, it is Truth for everyone that this student lives in the United States.
- Hand each student a cookie (or some other form of sweet). Tell them that this is the best dessert ever. Ask them if that is True for everyone. (No.) Ask them to share a Truth for them about the cookie. Then ask if there are any Truths about the cookie that are the same for everyone (it is made out of flour, it was baked in the oven, it has sugar, etc.).
- Have students write down several responses in the Sweet Truth section of their Student Activity sheets.
- Ask students what they found in common on their first list. (These Truths are based on personal feelings.)
 - Together, read the statements, “How we feel about something may be different from person to person. But the Truth about what that thing is or was made to do does not change.”
 - Before you move on, make sure that students are clear that feelings may change among people, but Truth is True for everyone!
- Ask students if it is possible for someone to think they know the Truth but for them to be mistaken. Ask for examples (e.g., someone thinks he or she knows how to get somewhere but ends up lost, someone believes he or she can fly but falls off a table instead, etc.).
 - Note to the Teacher - This is the difference between a Truth and a Truth-claim. Someone can claim that something is True. However, when examined, that claim might turn out to be false. For example, some people claim that God does not exist. When they make this claim, they are saying that God does not exist at all, for anyone. However, when we examine the orderliness of the universe, the vast quantities of information in life, and the existence of a moral law, we see strong evidence for the existence of God. This means that their Truth-claim is false - it is not actually True.
- Explain to students you will now play Truth vs. Feeling. You will read them a sentence and they will explain whether that sentence represents Truth or feelings.
 - Purple is the best color. – Feeling
 - Saturdays are the best day! – Feeling
 - $1 + 1 = 2$ – Truth
 - The earth is round. – Truth
 - One foot equals twelve inches. – Truth
 - Summer is the greatest season. – Feeling

- 7. Penguins cannot fly. – Truth
 - As a class, brainstorm a list of five statements that are Truths and five statements that are feelings.
 - Have students complete the Feelings vs. Truth activity in their Student Activity sheets. When students have completed this, review their answers as a class.
- Hand students another sticky note. Explain to students that you once again want them to think about the following: Is the Truth True for everyone?
 - Explain to students that you once again want them to decide “yes” or “no,” explain their answer, and then post it on the board.
- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain to students that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheet.
- Close the lesson in prayer, asking God to help you learn what is True and live according to the Truth.

Student Activity sheets

Foundation
Unit 1: What Is Truth? | Lesson 5

☒ **Learning Outcome**
*By the end of today, you should be able to
1. Use real-life examples to justify whether or not the Truth is True for everyone.*

☐ **Sweet Truth Activity Follow-Up**

List all of the Truths about this sweet that might be different for different people.	List all of the Truths about this sweet that are the same for everyone.
_____	_____
_____	_____
_____	_____
_____	_____

Look at your first list. What do these responses have in common?

How we feel about something may be different from person to person. But the Truth about what that thing is or was made to do does not change.

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☒ **Feelings Vs. Truth**

Circle the sentences that represent Truth.

- Hockey is the most exciting sport.
- July 4 is Independence Day in the United States of America.
- Water freezes at thirty-two degrees Fahrenheit.
- Cookie dough ice cream is the best dessert.
- The sun is the center of our solar system.
- Dr. Martin Luther King Jr. led peaceful protests against segregation.
- Mondays are the worst day of the week.

Write two sentences that represent Truth.

Write two sentences that represent feeling.

What is the difference between Truth and feelings?

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☒ **Know It and Show It**

Is Truth True for everyone? _____

Give real-life examples to explain your answer.

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Unit 2: What Should I Worship?

Unit Overview

We are designed to worship. And what we worship determines the orientation of all our thoughts, words, and deeds. The object of worship espoused by each worldview is the bed-rock upon which every other component is constructed.

This second unit is designed to give students a basic understanding of what worship is and how our object of worship impacts every area of life. The first portion of this unit explores the concept of humans being designed to worship our Creator. The second half of this unit highlights what competing worldviews in our society worship and contrasts those objects of worship with the living God. Students will use Scripture to explore different attributes of God. The attributes of God covered in this unit are (1) God is three-in-one, (2) God is Creator above His creation and near His creation, and (3) God is spirit. These are only several of God's many attributes. However, they have been singled out because competing worldviews make claims against these specific attributes. (Islam claims that Allah is one, not three-in-one. New spirituality claims that God is in everything, not above it. Naturalism claims that only the physical exists.)

This unit is foundational, as it provides students with the opportunity to compare concepts of God held by other worldviews with the God of the Bible. Two years after completing this course as a third grader, one student, at the time in fifth grade, was asked if anything that he learned during this course impacted him on a daily basis. His response was as follows: "What impacted me most was understanding more of who God is. After I learned about other worldviews' ideas about God, or ideas about there not being a god, I realized how unique God is and how amazing it is that He actually loves me." That is the goal of this unit: that through comparison students will gain a greater understanding of who God is and how incredible it is that He has chosen to reveal Himself to man.

Unit Essential Questions

1. What is a worldview? (Lesson 1)
2. What does it mean to worship something? (Lesson 2)
3. Whom am I designed to worship? (Lesson 3)
4. What do different worldviews worship? (Lessons 4 and 5)
5. How is God different from other objects of worship? (Lesson 6)

A Worldview Is Like a Map

Essential Question

- What is a worldview?

Learning Outcomes

By the end of this lesson, students will be able to

- describe what a worldview is and
- compare a worldview to a map.

Assessments

- Picture and summary sentence of a worldview
- Summary sentence comparing a worldview to a map

What You'll Need

Materials

- Maps of the world (see file below)
- Student Activity sheets
- Pencils, highlighters, and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcomes ("Describe what a worldview is" and "Compare a worldview to a map").
- Hold a map in front of the students. Ask why we use maps (to determine where we are, to help us get from one place to another, etc.).
 - Explain that all people use something like a map to decide how to live their lives. Explain that this map is called a worldview.
 - Together, read through the worldview definition in the Student Activity sheets.
 - You may need to explain the term *mental*. Mental means something that we see in our mind, not something we see physically with our eyes.
 - Have students take out their highlighters and highlight the questions that a worldview answers.

- Explain that people with different worldviews answer these questions differently.
- Hand out world maps to students. Explain that each map is different, but each map is a map of the world.
 - Have students look at and compare different maps.
 - After several minutes, ask students if each of the maps represents the Truth. (No)
 - Point to a student with an incorrect map. Ask, "If this student believes with his or her whole heart that the map is a True map, will that make the map True?" (No)
 - Say something like, "Well, she is a nice girl, and she believes it is True. Doesn't that make it True?" (No.)
 - Ask students why this is. (Truth is what is real. It is not what we want to be real.)
 - Ask what might happen if this student believed the map was real. (She might get lost, not know where she was, etc.)
- Have students complete the Maps activity in their Student Activity sheets.
 - Come together. Ask several students to show their maps to the class.
 - Ask students what might happen if someone who had never been in this room before followed one of the false maps. (They might bump into furniture, break something, hurt themselves, etc.)
- Read through the Maps paragraph in the Student Activity sheets. Then have students write one or two sentences summarizing what might happen if someone followed their false map.
- As a class, read through the definition of a worldview again.
 - Ask students how a worldview is similar to a map. (A map helps us figure out how to get from one place to another, as a worldview helps us figure out how we are supposed to live.)
- Explain that students will now look at different worldview questions and think through how different beliefs might affect their thoughts, words, and actions.
 - Have students complete the Worldview Beliefs section in their Student Activity sheets.
 - Come together and have several students share their answers.
 - Ask students how these answers match the definition of a worldview. (What we believe affects our thoughts, words, and actions.)
- Read through the two Learning Outcomes once again. Ask students if they have completed both Learning Outcomes. Explain that now is the time for them to show that they met both goals. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheet. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer, asking God to help you live according to His map of Truth.

Student Activity Sheets

Foundation

Unit 2: What Should I Worship? | Lesson 1

Learning Outcomes

By the end of today, you should be able to

1. describe what a worldview is; and

2. compare a worldview to a map.

Word to Know

Worldview: A worldview is like a mental map of what you believe is True about life and the world around you. These beliefs affect the thoughts you think, the words you say, and the things you do.

Worldviews answer big questions, like "What should I worship?" "How did it all begin?" "Who am I?" "What is right and what is wrong?" Different people have different worldviews, so they answer these questions differently.

Maps

Below, draw two maps of this room—one map that is a True map and one map that is a false map.

True Map

False Map

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Imagine that someone who had never been in this room before comes here in the middle of the night. A storm is coming and suddenly knocks out the power. The person needs to get out of the room and find a place of safety. What might happen if this person had seen your false map before the power went out and followed what he remembered from that false map?

Worldview Beliefs

Choose one or two of the situations below. Read through it and write your answers.

Let's pretend you believe that the weather is always cold in the winter. How would that affect your thoughts, words, and actions?

How would your thoughts, words, and actions be different if you believe that the weather is always hot in the winter?

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Let's pretend you believe that the whole point of life is to make yourself happy. How would that affect your thoughts, words, and actions?

How would your thoughts, words, and actions be different if you believe that the whole point of life is to please God?

Let's pretend you believe that your job is to be the boss of your brothers and sisters. How would that affect your thoughts, words, and actions?

How would your thoughts, words, and actions be different if you believe that your job is to be a helper for your brothers and sisters?

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Know It and Show It

Draw a picture that shows what a worldview is.

Explain how your picture shows what a worldview is.

Write a one- or two-sentence summary explaining how a worldview is similar to (the same as) a map.

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Unit 2: What Should I Worship? | Lesson 2

We Worship What We Believe Is Most Important

Essential Question

- What does it mean to worship something?

Learning Outcomes

By the end of this lesson, students will be able to

- explain what it means to worship something; and
- defend whether or not what we worship is important.

Assessments

- Picture and summary sentence of worship
- Defense of why what we worship is or is not important

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcomes. (Explain what it means to worship something. Defend whether or not what we worship is important.)
- Together, review the definition of a worldview. (A worldview is what you believe is True about life and the world around you. These beliefs affect the thoughts you think, the words you say, and the things you do.)

What You'll Need

Materials

- Map from previous lesson
- Poster paper
- Pencils, highlighters, markers, and crayons
- Student Activity sheets
- Bible

- Hold up a copy of the map from the previous lesson. In groups of two or three, have students brainstorm how a worldview is like a map. Have students share responses. (A map tells what is True about a certain place and helps us get from one place to another. A worldview is what we believe is True about the world around us and helps us live life.)
- In our lesson we saw that a map might give True information and show us how things actually are or it might give us false information that doesn't show us how things really are. False maps do not change what is real. In the same way, different worldviews give us different directions for how we are to live. But not every worldview lines up with what is real.
- Explain that today you will begin looking at one part of a worldview map.
- Read through the definition and explanation of worship together in the Student Activity sheets. (The word *worship* means to bow down before something.) Discuss.
 - Ask students which sentence in the paragraph summarizes what it means to worship something. (Whatever we worship is what we believe is most important.) Have students highlight this sentence with their highlighters.
- Have students turn to the Worldview Map section in their Student Activity sheets.
 - Read the introduction together.
 - Ask students what is in the center circle of the map. (What Should I Worship?)
 - Ask students what it means to worship something. (To bow before it, showing that you think it is most important.)
 - In groups of two or three, have students discuss why they think worship would go in the center of the map. Then have them share responses. (Worship is in the center, because what we worship is what we believe is most important.)
 - Have students complete the activity.
 - Go through one example together first, to ensure they understand what to do. For example, if Jill worships sports, she will spend her time watching and playing sports, she will spend money on tickets to sporting events and sports equipment, she might memorize sports statistics, she will talk about sports, and she will feel happy when her team wins and sad when her team loses.
 - Come back together and have students share their responses.
 - Ask, "Is what we worship important? Why or why not?" (Yes, what we worship affects all that we think, say, and do.)
- Hand out poster paper. In groups of two or three, have students draw a poster that shows why what we worship is important.
- In their Bibles, have students turn to Romans 1:18–25.
 - Explain that this passage has a lot of difficult words but you do not expect them to understand all of it (or even most of it) today. Tell students that you want them to pay attention for the words *Truth* and *worship*.
 - Read the passage together.

- Have students look back through the passage for the words *Truth* and *worship*.
- Ask what this passage tells us about Truth and worship.
 - People suppress the Truth. (Explain that suppress means to hold back or hide.)
 - They exchanged the Truth of God for a lie.
 - They worshiped creation rather than the Creator.
- In groups of two or three, have students brainstorm what God teaches us about Truth and worship from the passage. Have students write their responses in the -Scripture Search section and then share them with the class. (People hide the Truth and trade it in for a lie when they worship something other than God.)
- Read through the two Learning Outcomes once again. Ask students if they have completed both Learning Outcomes. Explain that now is the time for them to show that they met both goals. Have students turn to the Know It and Show It section in their Student Activity sheets.
- Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheets. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer, asking God to help you always worship Him.


Student Activity sheets

Foundation
Unit 2: What Should I Worship? | Lesson 2

Learning Outcomes
By the end of today, you should be able to
1. explain what it means to worship something; and
2. tell how worshipping different things affects someone's choices and behaviors.

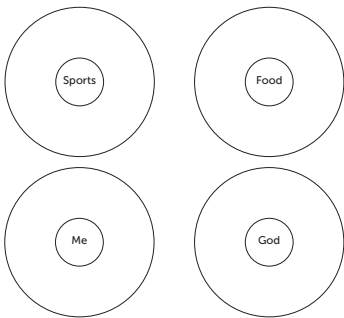
Words to Know
Worldview: A worldview is like a mental map of what you believe is True about life and the world around you. These beliefs affect the thoughts you think, the words you say, and the things you do.
Worship: The word worship means to bow down before something. This may sound strange to you. In our culture, we do not usually bow our bodies before anything. But let's pretend you did bow down before something or someone. What would you be saying by bowing your body? By bowing you would say to that person or thing, "You are very important. More important than me." Whatever we worship is what we believe is most important.

Worldview Maps
Last week, we learned that a worldview is like a map. Maps tell us what the world around us looks like and help us get from one place to another. Worldviews are what we believe is True about the world around us and help us decide how we should live. Why do you think what we worship is in the middle of the map?



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Look at each worldview map. Each map has a different person or object in the center. In the outer circle, write how each person or object of worship would change your thoughts, words, or actions.



Scripture Search
Read Romans 1:18–25. What do these verses tell us about Truth and worship?

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Know It and Show It
Draw a picture that shows what it means to worship something.



Explain how your picture shows worship.

Is what we worship important? _____

Give two or three reasons to defend your answer.

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Unit 2: What Should I Worship? | Lesson 3

We Are Designed to Worship God

Essential Question

- Who or what am I designed to worship?

Learning Outcomes

By the end of this lesson, students will be able to

- tell whom or what we are designed to worship; and
- use Scripture to explain different attributes of God.

Assessments

- Worldview map
- Attributes of God and explanations

What You'll Need

Materials

- Student Activity sheet
- Pencils and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcomes. (Tell whom or what we are designed to worship. Use Scripture to explain different attributes of God.)
- In groups of two or three, have students brainstorm what it means to worship something. Have students share responses (worship means to bow down before something—we worship what we believe is most important).
- Remind students that in the first unit we explored Truth. Ask students where we learned we should go to find Truth (God's Word).
- Have students turn to Romans 1. Read verse 25 together. Ask students whom humans are designed to worship, according to this verse (the Creator—God). Have them answer this question in the Worldview Map section of their Student Activity sheets.
- Read through the Scripture Search directions together. Have students complete the

Scripture Search activity independently or in small groups.

- You can either print out copies of these verses or have students look them up in their Bibles. (It is always best to have students look up passages in a Bible so that they see these verses come directly from Scripture. However, that can be time-consuming, so you may want to print out copies of the verse if you are short on time.)
- Because this activity will take at least twenty minutes, you may want to have them rotate through different stations. For example, set up three different stations, with each station requiring students to look up two of the passages. Then you can set a timer and rotate stations every seven to ten minutes.
- Come together to discuss student findings. You can read the sentences below each verse to explain each attribute of God. (Make sure that students have understood Scripture correctly. If they haven't, correct them with gentleness and encouragement. You do not want to discourage them from reading God's Word. You also do not want them to get the idea that what they individually feel or believe about the text is True. There are wrong interpretations of Scripture.)
- Students should have found:
 - God is three-in-one. There is only one God, but He is three different persons. God the Father, God the Son, and God the Holy Spirit. Christians usually call this the Trinity. Because He is three-in-one, God does not need anyone outside of Himself to be in relationship, He is complete just as He is.
 - God is the Creator of everyone and everything. He works in His creation. He is close to us! But He is not part of His creation. For example, God is not in a tree or a rock or a plant.
 - God is spirit. We cannot see Him with our eyes right now. But He is real and we can learn True things about Him.
- Read through the two Learning Outcomes once again. Ask students if they have completed both Learning Outcomes. Explain that now is the time for them to show that they met both goals. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheets. This activity is a repeat of the Scripture Search activity.
- Close the lesson in prayer, asking God to help you always worship Him.

Student Activity Sheets

Foundation

Unit 2: What Should I Worship? | Lesson 3

Learning Outcomes

By the end of today, you should be able to

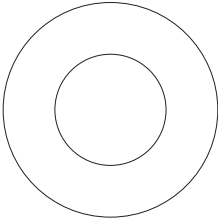
1. Tell whom or what we are designed to worship; and

2. use Scripture to explain different attributes of God.

Worldview Map

Read Romans 1:25.

According to this verse, what are you designed to worship? Write it in the center of the worldview map.



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Scripture Search

If we want to worship God, we need to know who He is. If you want to get to know someone, what do you do? You spend time with him or her! If we want to get to know God, we need to spend time with Him through reading His Word and through prayer.

Today you will spend some time reading God's Word and learning about some of His attributes. (An attribute is something that describes who you are. For example, you may be tall, kind, funny, shy. These are attributes, what makes you, you!)

Read each passage of Scripture and write a summary of what each one tells you about who God is.

Deuteronomy 6:4

According to the verse, how many Gods are there? _____

Matthew 28:19, 2 Corinthians 13:14

According to these verses, how many persons are there in God? _____

There is only one God, but He is three different persons. Christians usually call this the Trinity. This means that God is personal—He doesn't need anyone else in order to be a friend because He is already a friend in Himself. God the Father has a friendship with God the Son and God the Spirit. God the Son has a friendship with God the Father and God the Spirit. God the Spirit has a friendship with God the Father and God the Son. God is personal!

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Genesis 1:1, John 1:3, Colossians 1:16

What do each of these verses tell us about God?

God is the Creator of everything. He works in His creation. He is close to us! But He is not part of His creation. For example, God is not in a tree or a rock or a plant.

Colossians 1:15, John 4:24

What do these verses tell us about God?

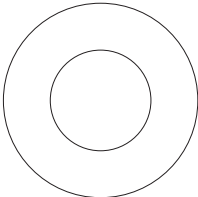
God is a spirit, not a body. This means we cannot see Him with our eyes right now. But He is still real.

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Know It and Show It

Fill in the inner circle of this worldview map to show what we were designed to worship.



Below, write the three attributes we have learned about God. Below each attribute, explain how you learned about it from one verse.

Attribute: God is _____

Write about one verse that helped you learn this.

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Attribute: God is _____

Write about one verse that helped you learn this.

Attribute: God is _____

Write about one verse that helped you learn this.

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Acknowledgment

Special thanks to Neal Roys for his contribution of the worldview map that is used throughout the curriculum.

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Unit 2: What Should I Worship? | Lesson 4

Worldviews and Worship — Naturalism and New Spirituality

Essential Question

- What do other worldviews worship?

Learning Outcome

By the end of this lesson, students will be able to

- summarize what different worldviews worship.

Assessments

- Worldview maps and summary sentences

What You'll Need

Materials

- Sticky notes
- Pencils and crayons
- Student Activity sheet
- Bible
- *Pocahontas* clip "Colors of the Wind" (This video clip can be found online by typing 'Pocahontas, Colors of the Wind' in a search engine, such as Google. Students should watch the entire song.)

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read the Learning Outcome. (Summarize what different worldviews worship.)
- In groups of two or three, have students brainstorm what it means to worship something. Have students share responses (worship means to bow down before something—we worship what we believe is most important).
- Remind students that during the last class we learned that we were designed to worship God.
- Give each student a sticky note. Have them write one attribute of God they learned in the previous lesson.
 - Have students place their sticky notes at the front of the room. Then read through their answers together. (Students should have remembered that God is three-in-one—He is personal; God is Creator—near His creation but not part of it; and God is spirit.)
- Remind students in our first lesson in this unit we talked about a worldview being like a map. Ask students how a worldview is like a map. (Maps help us figure out how to get

from one place to another, just as a worldview helps us figure out how we are supposed to live. In that first lesson we saw that a map might give us True information and show us how things actually are or it might give us false information that doesn't show us how things really are. False maps do not change what is real. In the same way, different worldviews give us different directions for how we are to live. But not every worldview lines up with what is real.

- Explain that today students will research what different worldviews worship. Tell students that they will learn about two different worldviews today—naturalism and new spirituality.
 - Read through the directions in the Worldviews in Worship section in the Student Activity sheet. Have students complete the activity in groups of two or three.
 - Come back together and review what students learned. (Make sure that they have grasped the concepts that naturalists worship the physical [matter] and new spiritualists worship the spiritual [themselves].)
 - Note to the Teacher - It can be easy for students to confuse naturalism and new spirituality. Make sure students understand that naturalists believe only the physical world is real, while new spiritualists believe everything physical is actually something spiritual. It is also important to note that when we discuss naturalists worshipping physical things, or matter, they do not actually bow down before plants, dirt, or bodies of water. Their worship of matter is revealed through the extraordinarily high value they place on the sciences and the scientific method. Naturalists place such a high value on these processes because such processes help us discover more about the physical world.
- As we begin researching what other worldviews believe, it is crucial that we develop an attitude of humility. Scoffing at the beliefs of others does not reflect God. For students who are not sure they believe Christianity is True, this is an opportunity for them to see how Christianity explains big life questions in a way that no other worldview does. For students who have already turned from their sin and trusted in Jesus, this will help them understand why they believe what they believe. It will also prepare them to share the Truth with people from different worldviews. Each of these objectives can only be accomplished with an attitude of humility.
- Read through Romans 1:25 together. Remind students that *suppress* means to hold back or hide.
 - Ask students how this connects with what other worldviews worship. (As naturalists worship matter and new spiritualists worship themselves, they suppress the Truth that we are designed to worship God.)
- Have students turn to the Worldview Watch section in their Student Activity sheets. Show students the "Colors of the Wind" scene in *Pocahontas*. Tell students that in this song Pocahontas sings about what her worldview worships. Tell them to pay careful attention to what she says so that they can figure out what worldview is present. Have them write their answers in their Student Activity sheets, and then discuss.

- The worldview present is new spirituality. This is evident when Pocahontas sings, "For I know every rock and tree and creature has a life, has a spirit, has a name," and again when she sings, "The rainstorm and the river are my brothers. The heron and the otter are my friend. And we are all connected to each other in a circle, in a hoop that never ends."
- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheet. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer, asking God to show those who worship matter and themselves that they were designed to worship God.

Student Activity Sheets

Foundation

Unit 2: What Should I Worship? | Lesson 4

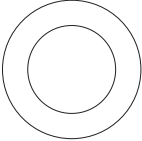
Learning Outcome

By the end of today, you should be able to
1. summarize what different worldviews worship.

Worldview Worship

Read the paragraph about each worldview. On the worldview map, draw a picture in the center circle to represent what that worldview worships. Then write a summary sentence explaining your picture.

Naturalism: If you use the naturalist map as your worldview map, you believe that the only things that are real are physical things. Physical things are what you can see, hear, taste, smell, and touch. Scientists call physical things matter. You believe that anything that is not made of matter, like God, cannot be real. Since only matter is real, matter is what is most important.

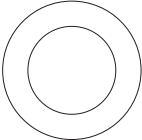


Summary Sentence

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New Spirituality: If you use the new spiritualist map as your worldview map, you believe that spiritual things are what is real. Spiritual things are not physical. You believe that everything we can see, hear, taste, smell, and touch is not real but just shows us something spiritual. You believe that everything spiritual is made up of God. That means that plants, animals, humans, and everything else in the universe is a part of God. Because everything is God, you are God, which makes you most important! Because everything else is also a part of God, you believe it is important to become one with everything. You may try to become one with everything through meditation, yoga, or caring for the earth.



Summary Sentence

Worldview Watch

We are going to watch a media clip that shows what someone worships. After we watch this clip, write down which worldview you see in this clip, and then explain why you believe that worldview is presented.

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Worldview:

Reason:

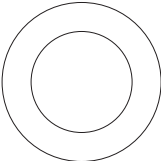
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Know It and Show It

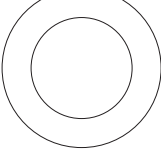
Fill in the maps and summary sentence to explain what each worldview worships.

Naturalism



Summary Sentence

New Spirituality



Summary Sentence

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Unit 2: What Should I Worship? | Lesson 5

Worldviews and Worship — Islam and Postmodernism

Essential Question

- What do other worldviews worship?

Learning Outcome

By the end of this lesson, students will be able to

- summarize what different worldviews worship.

Assessments

- Worldview maps and summary sentences

What You'll Need

Materials

- Student Activity sheets
- Pencils and crayons
- Bible
- *Aladdin* clip "Praise Allah" (This video clip can be found online by typing 'Aladdin, Praise Allah' in a search engine, such as Google. The clip needed is from the scene when Jasmine decides she wants to marry Aladdin and the Sultan jumps up and shouts, "praise Allah!")

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read the Learning Outcome (Summarize what different worldviews worship.)
- Have students complete the Worldview Review section in their Student Activity sheets. Then review answers. (The Bible tells us we are designed to worship God. We learned that God is three-in-one—He is personal; He is creator—near His creation but separate from it; and He is Spirit. Naturalists worship matter. New spiritualists worship themselves.)
 - You can turn this activity into a contest to see which student or groups of students can remember everything they learned and give a prize for winning as individuals or groups.
- Remind students in our first lesson in this unit we talked about a worldview being like a map. Ask students how a worldview is like a map. (Maps help us figure out how to get from one place to another, just as a worldview helps us figure out how we are supposed to live. In that first lesson we saw that a map might give us True information and show us how things actually are or it might give us false information that doesn't show us how things really are. False maps

do not change what is real. In the same way, different worldviews give us different directions for how we are to live. But not every worldview lines up with what is real.

- Explain to students that today they will research what two different worldviews worship: Islam and postmodernism.
 - Read through the directions in the Worldviews in Worship section in the Student Activity sheets. Have students complete the activity in groups of two or three.
 - Come back together and review what they learned. (Make sure that they have grasped the concepts that Muslims worship Allah and postmodernists worship community.)
- Please remember, as we begin researching what other worldviews believe, it is crucial that we develop an attitude of humility. Scoffing at the beliefs of others does not reflect God. For students who are not sure they believe Christianity is True, this is an opportunity for them to see how Christianity explains big life questions in a way that no other worldview does. For students who have already turned from their sin and trusted in Jesus, this will help them understand why they believe what they believe. It will also prepare them to share the Truth with people from different worldviews. Each of these objectives can only be accomplished with an attitude of humility.
- Read through Romans 1:25 together. Remind students that *suppress* means to hold back or hide.
 - Ask students how this connects with what other worldviews worship. (As Muslims worship Allah and postmodernists worship community, they suppress the Truth that we are designed to worship God.)
- Have students turn to the Worldview Watch section in their Student Activity sheets. Show students the scene in Aladdin where the Sultan jumps up and shouts, "Praise Allah!" Tell students to pay careful attention to what the Sultan says so that they can figure out what worldview is present. Have them write their answer in their Student Activity sheets, and then discuss.
 - The worldview present is Islam.
- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheet. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer, asking God to show those who worship Allah and community that they were designed to worship God.

Student Activity Sheets

Foundation
Unit 2: What Should I Worship? | Lesson 5

Learning Outcome

By the end of today, you should be able to
1. summarize what different worldviews worship.

Worldview Review

Whom does the Bible tell us that we are designed to worship?

What are several attributes we learned about Him?

Whom or what do naturalists worship?

Whom or what do new spiritualists worship?

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Worldview Worship

Read the paragraph about each worldview. On the worldview map, draw a picture in the center circle to represent what that worldview worships. Then write a summary sentence explaining your picture.

Islam: If you use the Islamic map as your worldview map, you worship Allah. You believe Allah is the one and only God. He is not three persons in one. Allah is simply one. You think that when Christians say Jesus is God's Son it means they worship two different Gods. Allah is not the same as the God Christians worship. Because Allah is one, he needs people outside of himself in order for him to have relationships. As a Muslim, you believe that a man named Mohammed was Allah's best and final prophet (messenger). You do not worship Mohammed, but you study the Quran. The Quran is a book that Mohammed told others came from Allah.

Summary Sentence

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Postmodernism: If you use the postmodern map as your worldview map, you think things are much too blurry to know what is True or even what is real. But you do not think that it is important to know the Truth. All you care about knowing is what is important to your community. Whatever your community believes is what you will believe. Different communities believe different things and that is okay. Your community is what is most important to you.

Summary Sentence

Worldview Watch

We are going to watch a media clip that shows what someone worships. After we watch this clip, write down which worldview you see in this clip, and then explain why you believe it is that worldview that is presented.

Worldview:

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Reason:

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Know It and Show It

Fill in the maps and summary sentence to explain what each worldview worships.

Islam

Summary Sentence

Postmodernism

Summary Sentence

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Contrasting Objects of Worship

Essential Question

- How is God different from other objects of worship?

Learning Outcome

By the end of this lesson, students will be able to

- contrast the worship of the True God with the objects worshiped by other worldviews.

What You'll Need

Materials

- Poster paper
- Pencils and crayons
- Markers
- Student Activity sheets
- Bible

Assessments

- Worldview review

Procedures


- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcome. (Contrast the worship of the True God with the objects worshiped by other worldviews.)
- Ask students what it means to worship something. (To worship something means to bow down before it. We worship what we believe is most important.)
- Have students turn to the Worldview Review section in their Student Activity sheets.
 - Look at the Christianity map. Ask students whom Christians worship (God). Have students write "God" in the inner circle, leaving room to write attributes of God.
 - With students, review different attributes of God you studied in Lesson 3. (God is three-in-one—He is personal. He is the Creator, but He is separate from His creation. God is spirit—He is not physical.) Have students write these attributes in the center circle.
 - Have students look at the other worldview maps and write in the center circle the


object of worship for that worldview.

- In groups of two or three, have students discuss ways in which these objects of worship are different from God.
 - Naturalism: Only things that are physical are real.
 - God is spirit, and He is real. He created the physical world, which is real.
 - New spirituality: Only the spiritual is real. You are God, and you are in charge.
 - God is Spirit, and He rules His creation.
 - Islam: Allah is only one. He is not personal.
 - God is three-in-one. He is personal.
 - Postmodernism: There is not anything that is True, just your community.
 - God is the source of Truth and always tells the Truth.
- Assign four groups of students a different worldview to present. (If there are fewer than four groups, assign two worldviews per group.)
 - Give each group a piece of poster paper. Have them create a poster that represents what their assigned worldview worships and shows how that is different from what the Bible teaches.
 - Have students present their posters to the class. (This assignment is in place of the Know It and Show It activity.)
- Read through Romans 1:25 together. Remind students that *suppress* means to hold back or hide.
 - Ask students how this connects with what other worldviews worship. (As other worldviews worship other people or objects, they suppress the Truth that we are designed to worship God.)
- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome.
- If this class is being taught in a school or church setting, hand out the Home Connection sheets. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer, thanking God for who He is, asking Him to help you worship Him only, and asking Him to use you to show others that they were designed to worship Him.

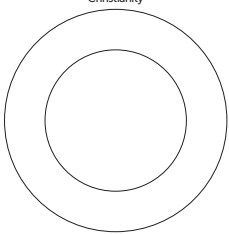
Student Activity Sheets

Foundation
Unit 2: What Should I Worship? | Lesson 6

 **Learning Outcomes**
By the end of today, you should be able to
1. explain ways that our thoughts, words, and actions are affected by what we worship; and
2. contrast the worship of the True God with the objects worshiped by other worldviews.

 **Worldview Review**
In the smaller circle, write whom the Bible tells us we were created to worship. Then write down several attributes of God we learned about in Lesson 3.

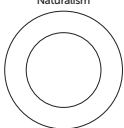
Christianity



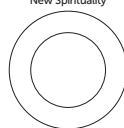
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Look at each worldview map. In the center, write the name of the person or object each worldview worships. Below each circle, explain how that object of worship is different from God.

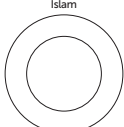
Naturalism



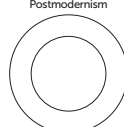
New Spirituality



Islam



Postmodernism



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Unit 3: How Did Life Begin?

Unit Overview

This third unit is designed to give students an understanding of how life began. Although there is much that this unit could include, the fundamental question is simple and straightforward—did life begin accidentally or was it purposefully designed? The lessons in this unit build upon one another, first giving students a basic understanding that (1) all life relies on large amounts of information and (2) all information comes from an intelligent source. Students then look at Scripture to explore what God tells us about the origin of life. Finally, students are given a brief introduction to the theory of Darwinian evolution and are challenged to explore how a strictly held belief in this theory would influence one's treatment of other human beings.

Obviously, at this level students are not exposed to the ideas of abortion or eugenics. However, what they learn in this unit will set the stage for these discussions as they grow and mature. During this unit, two fourth grade Foundation students called their teacher over and said, "In our class, we're reading *Behind the Bedroom Wall*, and this theory of evolution sounds a lot like Hitler." When asked why, they said, "Well, if we believe it's our job to continue the process of evolution, isn't that what Hitler was doing, helping evolution continue?" The lessons in this unit are designed to set the foundation for such connections. Although this unit may be one that some instructors find the most intimidating to teach, it will be one of the units that is most impactful for students as they explore the amazing ramifications of being created in God's image.

Unit Essential Questions

1. What is life and what makes it so special? (Lesson 1)
2. How could life begin? (Lesson 2)
3. What clues do we find in the world around us about the start of life? (Lesson 3)
4. What does God's Word tell us about the beginning of life? (Lesson 4)
5. What do other worldviews believe about the beginning of life? (Lesson 5)

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Unit 3: How Did Life Begin? | Lesson 1

Life Contains Information

Essential Question

- What makes living things different from nonliving things?

Learning Outcome

By the end of this lesson, students will be able to

- explain what makes living things different from nonliving things.

Assessments

- Explanation of life

What You'll Need

Materials

- Cards with the following terms written on them (one term per card): *worship, naturalism, Truth, new spirituality, Islam, worldview, postmodernism*
- Student Activity sheets
- Pencils and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcome. (Explain what makes living things different from nonliving things.)
- Explain to students that before you begin this new lesson, you will play a review game.
 - Break students into groups of two. Have one student act as the describer and the other as the guesser. The describer should face you, and the guesser should have his or her back toward you.
 - Explain that you will hold up a word we have studied in one of the previous units. The describer will give the guesser clues as to what the word is. Once the guesser guesses the correct word, the team can sit down. The team who sits down first receives two points. Every other team that correctly guesses the word in a minute receives one point.
 - The describer and guesser will switch roles every other round.
 - Once everyone understands the directions, begin.
 - The following are the words you should hold up (one per round).

- *Worship*
- *Naturalism*
- *Truth*
- *New spirituality*
- *Islam*
- *Worldview*
- *Postmodernism*
- After the final round, review the terms with the students and what you have learned about them thus far.
- If students enjoy this game, you can include it as a review in any of the following units.
- Remind students that in the previous unit we compared a worldview to a map. In their Student Activity sheets, have students write one sentence describing how a worldview is like a map. Come back together to review student responses. (A worldview is like a map because it tells us what is real and how we should live.)
- Remind students that in the previous unit we talked about a worldview being like a map. Ask students how a worldview is like a map. (Maps help us figure out how to get from one place to another, just as a worldview helps us figure out how we are supposed to live. In that unit we saw that a map might give us True information and show us how things actually are or it might give us false information that doesn't show us how things really are. False maps do not change what is real. In the same way, different worldviews give us different directions for how we are to live. But not every worldview lines up with what is real.)
- Remind students that today they will explore the question, "What makes living things different from nonliving things?" Explain that before you try to answer this question, you need to talk about what life is.
- Have students complete the first two questions in the What Is Life? section in their Student Activity sheets.
 - Come together and review student answers.
 - Focus on the commonality of all things that are alive (they grow, change, make more of themselves, do things on their own).
- Together, look at the picture of the rock and the plant.
 - Ask students, "What can this plant do that the rock cannot?" (It can grow, use sunlight, produce flowers or seeds that make more plants.)
 - Ask, "What is it that makes the plant able to do this?" (At this point, students may say, "God makes it able to do this." If this occurs, affirm the answer and ask, "But what has God given this plant so it can do these things?")
 - In their Student Activity sheets, have them write the word *information*. And then read

the information paragraph.

- Ask students what it is that makes life so special (information).
- Explain that in the next lesson you will start to look at how this information got there.
- Read through the Learning Outcome once again. Ask students if they have completed the Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection from the Reproducibles section of the Instructor's Manual. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer, thank God for life, and ask Him to guide you as you continue to study how information began.

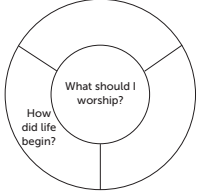
Student Activity Sheets

Foundation
Unit 3: How Did Life Begin? | Lesson 1

☒ **Learning Outcome**
By the end of today, you should be able to
1. explain what makes living things different than non-living things.

☐ **Review**
How is a worldview like a map?

☒ **Worldview Map**




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☒ **What is Life?**

Make a list of everything you can see right now that is alive.

What do all of these things have in common?



What can this plant do that a rock cannot?

What makes the plant able to do all these things?

All living things contain information inside of them. This information is like a master plan that tells their bodies what to do. Think about your body. Did you decide to have your heart beat all throughout today or tell your hair and fingernails to continue to grow? No. There is information inside your body that tells it exactly what to do! Isn't this amazing!

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☒ **Know It and Show It**

How is a worldview like a map?

List four things that are alive.

What do these living things have in common?

What makes living things alive (what makes them so special)?

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Unit 3: How Did Life Begin? | Lesson 2

Information Always Comes from an Intelligent Source

Essential Question

- How could life begin?

Learning Outcomes

By the end of this lesson, students will be able to

- explain the difference between accidental causes and purposeful causes; and
- generate examples of purposeful causes.

Assessments

- Explanations of accidental and purposeful causes
- Examples of purposeful causes

What You'll Need

Materials

- Scrabble tiles (One group should be shaken inside a cup and then dumped on the table, another arranged purposely to spell "LIFE HAS A LARGE AMOUNT OF INFORMATION." Make sure that the letters are neatly arranged and that the spaces between words are about equal in length.)
- Pencils and crayons
- Student Activity sheets
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcomes. (Explain the difference between accidental causes and purposeful causes, and generate examples of purposeful causes.)
- Remind students in the second unit we talked about a worldview being like a map. Ask students how a worldview is like a map. (Maps help us figure out how to get from one place to another, just as a worldview helps us figure out how we are supposed to live. In that unit we saw that a map might give us True information and show us how things actually are or it might give us false information that doesn't show us how things really are. False maps do not change what is real. In the same way, different worldviews give us different directions for how we are to live. But not every worldview lines up with what is

real.

- Ask students, “Does anyone remember, from the previous lesson, what all living things have in common?” (All life contains information.)
 - Explain that today you will look at two possible ways that the information got there.
- Have students turn to the What Caused This? section in their Student Activity sheets.
 - Together look at the picture of the house damaged by fire. Ask students, “What could have caused the fire?” Have them write responses on their sheets.
 - Read through the remainder of this section together.
 - Check student work to make sure they understand the difference between accidental and purposeful causes.
- Together, read through the Scrabble Scramble section of the Student Activity sheet.
 - Lead students to the two arrangements of Scrabble tiles.
 - Ask students which arrangement of tiles came about accidentally and which arrangement came about purposefully.
 - In groups of two or three, have students discuss how they know the difference. Have students share responses. (Make sure that students grasp the concept that information always points to an purposeful agent. If a student claims that the intelligently arranged tiles could have come about accidentally, explain that in addition to thirty-two letters in the correct order, all thirty-two letters are face up, lined up with the other letters, placed right next to each other, and evenly spaced in their word groupings. Try as you may, when you pour out a bag of Scrabble letters, you will never see the letters of a seven-word phrase correctly arranged, with all letters face up, right next to each other in a straight line, and evenly spaced in word groupings. Only an intelligent agent can make that happen.)
 - Have students complete the remainder of the activity and then share answers with the class. (You can highlight that the accidental group could have been developed purposefully. You could have arranged the tiles that way on purpose. But the intelligent group could never come about accidentally. Information is never generated by accidental causes.)
- Read through the two Learning Outcomes once again. Ask students if they have completed both Learning Outcomes. Explain that now is the time for them to show that they met both goals. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheet. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer, thank God for life, and ask Him to guide you as you continue to study how information began.

Student Activity Sheets

Foundation

Unit 3: How Did Life Begin? | Lesson 2


Learning Outcomes

By the end of today, you should be able to

1. explain the difference between accidental causes and purposeful causes; and

2. generate (come up with) examples of purposeful causes.

What Caused This?



Write different ways this fire could have started.

When firefighters inspect a building after a fire, they look for clues that point to the cause of the fire. Sometimes fires start accidentally. Maybe the stove was left on. Or maybe lightning struck the house. Other times, fires are started by people on purpose. A stove cannot start a fire on purpose because it is not intelligent (smart). It cannot do things on purpose. However, people are intelligent, so they can do things, such as start fires, on purpose.

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Look back at your list. Circle the accidental causes you wrote. Draw a star next to the purposeful causes you wrote.

Scrabble Scramble

Just like firefighters use clues from a fire to figure out how it began, we can look at clues in the world around us to figure out how life began.

Look at the two groups of Scrabble tiles. Which arrangement came about accidentally?

What clues tell you that this happened accidentally?

Which arrangement came about purposefully?

What clues tell you that this happened purposefully?

Could the accidental group have come about purposefully? Could someone intelligent have placed them this way?

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Could the purposeful group have come about accidentally?

You know that the group that spells "LIFE HAS A LARGE AMOUNT OF INFORMATION" came from an intelligent source because it contains information. It is very, very, very, very, very unlikely that the tiles accidentally fell that way. You could put the tiles in a cup, shake them around, and spill them on the ground for the next 100 years and you would never have them land in a way that spells "LIFE HAS A LARGE AMOUNT OF INFORMATION" with all thirty-two letters in the correct order, face up, lined up right next to each other, and evenly spaced in their word groupings. Every time we see something that contains information, we know that it was caused by an intelligent agent.

List examples of things you find in the world around you that give you information.

Did any of these examples you gave come about accidentally?

How can you tell?

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Know It and Show It

What does it mean for something to begin accidentally?

What kind of clues tell you that something began accidentally?

Give one example of something that started accidentally.

What does it mean for something to begin purposefully?

What kind of clues tell you that something began purposefully?

Give one example of something that started purposefully.

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The Information in Life Points to a Purposeful Cause

Essential Question

- What clues do we find in the world around us about the start of life?

Learning Outcome

By the end of this lesson, students will be able to

- use evidence from the world around us to support whether or not life could begin accidentally.

Assessments

- Examples and defense of how life began

What You'll Need

Materials

- Sticky notes
- Poster paper (One sheet should be labeled "Accidental." The other should be labeled "Purposeful.")
- *Mysteries of Life* clip (40:38-41:29) (Found online by typing 'Mysteries of Life documentary' in a search engine, such as Google.)
- *Bill Nye the Science Guy* clip – "Evolution" episode (3:00-4:18) (Found online by typing 'Bill Nye the Science Guy, Evolution episode' in a search engine, such as Google.)
- Student Activity sheet
- Pencils and crayons
- Bible

Procedures


- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcome. (Use evidence from the world around us to support whether or not life could begin accidentally.)
- In groups of two or three, have students discuss the two types of causes we explored in the previous lesson (accidental, purposeful).
- Have students go to the What Caused This? section on their Students Activity sheet.
 - Read the directions together and have students complete the activity.


- Ask students which picture shows a purposeful cause. (It is the picture with the presidents' faces.)
- Ask students how they know this. (It shows design.)
- Read through the final paragraph in the activity.
- Explain to students that you are now going to watch a video clip about the tiny parts that make up the human body.
 - Tell students that they may not understand all of the video but that it is okay. What they need to pay attention to is the illustrations of what is going on in the human body. While watching this, they should think about whether this points to accidental causes or purposeful causes.
 - Show the clip.
 - In groups of two or three, have students discuss whether the information found in DNA points to an accidental cause or an intelligent cause.
 - Hand out sticky notes. Explain to students that they need to write why they think the information found in DNA points to an accidental cause or an intelligent cause. Have them place their sticky notes on the poster paper, either the one that says "Accidental" or the one that says "Purposeful."
 - Allow several students to share their responses. (If anyone put his or her sticky note on the "Accident" paper, allow that student to share his or her response. Then ask if the clip you watch talked about information in DNA [yes, a lot of information!]. Remind students that information always points to an intelligent source.)
- Explain to students that not everyone believes this.
 - Explain that some worldviews teach that life began naturally/accidentally.
 - Show the *Bill Nye the Science Guy* clip.
 - Ask students how Bill Nye believes life began.
 - As a clarification, Nye claims that the experiment yields tiny pieces of DNA. It produces amino acids, which make up DNA. It does not construct actual DNA. Amino acids are like Scrabble letters, and DNA is like words made of Scrabble letters. There is a very, very, very, very large difference between the accidental appearance of Scrabble letters and the accidental appearance of words, phrases, paragraphs, and entire libraries filled with books. A teaspoon of DNA contains as much information as a library filled with books. Explain this to students.
 - Ask students if this belief matches everything else we've observed about information. (No, information always come from an intelligent source. Design shows that there is a designer.) Remind students of examples of Scrabble tiles and Mount Rushmore faces.
- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.

- If this class is being taught in a school or church setting, hand out the Home Connection sheet. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer, thanking God for being the designer of life.

Student Activity Sheets


Foundation
Unit 3: How Did Life Begin? | Lesson 3

 **Learning Outcome**
By the end of today, you should be able to
1. use evidence from the world around us to support whether or not life could begin accidentally.

 **What Caused This?**
Look at these two pictures. Both are pictures of the same mountain—Mount Rushmore. Under each picture, label whether this part of the mountain formed accidentally or purposefully.

Did you need to watch the creator chisel these faces to trust that they were created purposefully? No. You trust that the faces were formed by something intelligent even though you did not see them being created. You trust this because you recognize actual faces in the rock. This shows that there was a plan, a design. And you know from watching the world around you that faces such as these aren't created accidentally. On top of that, you probably recognize several of the faces. They are all faces of U.S. presidents! You know these recognizable faces must have been created there on purpose. Anytime we see something with a design that requires planning, we know that something intelligent created it.

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 **Know It and Show It**
Some worldviews teach that life began accidentally. Does what we find in the world around us tell us that life started this way?

Give two examples to support your answer.

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Unit 3: How Did Life Begin? | Lesson 4

God Created All Life

Essential Question

- What does God's Word tell us about the beginning of life?

Learning Outcome

By the end of this lesson, students will be able to

- summarize what God's Word tells us about the beginning of life.

What You'll Need

Materials

- Poster paper
- Pencils, crayons and markers
- Student Activity sheet
- Bible

Assessments

- Newspaper headline and picture

Procedures


- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcome. (Summarize what God's Word tells us about the beginning of life.)
- Give each student a marker and a sheet of poster paper (two to three students per poster paper, depending on the size of the class).
 - Give students three minutes to write down or draw everything they can remember learning about the start of life thus far.
 - After three minutes, have students share answers.
 - Make sure you have covered that life contains information and information always points to an intelligent source.
- Explain that today you are going to look at what God's Word teaches about the beginning of life.
- Have students turn to the Worldview Map section in their Student Activity sheets.
 - Read the center of the map (What Should I Worship?), reviewing different attributes of God covered in the previous unit (God is three-in-one, Creator, and spirit).

- Explain that today you will research what God's Word says about how life began.
- Together read Genesis 1 and 2:15–23.
 - In groups of two or three, have students complete the Scripture Search questions in their Student Activity sheets.
 - Come back together and have students share responses. (God created life. God created humans special—He formed Adam from the dust. He breathed life into Adam. He created Eve from Adam. He made Adam and Eve in His image.)
 - Each concept is key for understanding the folly of other worldviews.
 - According to naturalism and (usually) postmodernism, life was not created; it arose accidentally.
 - According to new spirituality, life arose accidentally, but matter is an illusion.
 - According to Islam, humans were purposefully created by Allah. However, Islam does not claim that humans are Allah's image bearers.
 - Have students fill in the three concepts they learned in the appropriate section of the worldview map. (God created all life. God designed humans purposefully. God created humans in His image.)
- Read through Romans 1:18–20.
 - Remind students that not everyone believes that God is the Creator.
 - Ask students what verse 20 tells us about creation and God. (God can be seen through His creation. Those who do not believe He is the Creator are without excuse.)
- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection from the Reproducibles section of the Instructor's Manual. This is a repeat of the Scripture Search activity.
- Close the lesson in prayer. Thank God for being Creator and ask that He would soften the hearts of those who do not believe He is the Creator.

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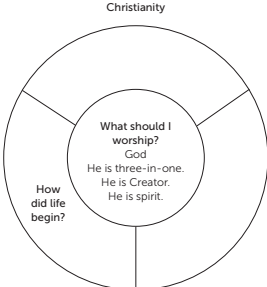
Unit 3: How Did Life Begin? | Lesson 4

 **Learning Outcome**

By the end of today, you should be able to

1. summarize what God's Word tells us about the beginning of life.

 **Worldview Map**



A circular diagram titled "Worldview Map". It consists of a large outer circle and a smaller inner circle. The space between the two circles is divided into four equal quadrants by a vertical line and a horizontal line. The top quadrant is labeled "Christianity". The bottom quadrant is labeled "How did life begin?". The left and right quadrants are empty. The inner circle contains the text: "What should I worship? God He is three-in-one. He is Creator. He is spirit."


Christianity

What should I worship?
God
He is three-in-one.
He is Creator.
He is spirit.

How did life begin?

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 **Scripture Search**


Read Genesis 1 and Genesis 2:15–23. Answer the following questions.

What do these chapters tell us about the beginning of life?

What does God's Word tell us about the creation of humans?
(Write down as many things as you find in this passage.)

 **Know It and Show It**

Pretend you are a newspaper reporter. Your job is to write an article about what God's Word says about the start of life. Write a title for your article and draw a picture to go along with it. Make sure your title and picture include the main ideas we learned from God's Word today.



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Unit 3: How Did Life Begin? | Lesson 5

Worldviews and Life — Naturalism, New Spirituality, Islam, and Postmodernism

Essential Question

- What do other worldviews believe about the beginning of life?

Learning Outcomes

By the end of this lesson, students will be able to

- tell what other worldviews believe about the beginning of life; and
- contrast other worldviews with Christianity.

Assessments

- Worldview map summaries
- Contrasts between Scripture and other worldviews

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcomes. (Tell what other worldviews believe about the beginning of life. Contrast other worldviews with Christianity.)
- In groups of two or three, have students discuss what they learned in the previous lesson about God and creation. (God purposefully created all life. God made Adam and Eve His special creations that bear His image.)
 - Have students share their answers and then write them on the Worldview Map section in their Student Activity sheets.
- Have students look at the remaining worldview maps. Ask students if they can remember

What You'll Need

Materials

- Student Activity sheets
- Pencils and crayons
- Bible

what the other worldviews worship (naturalism—matter or nature; new spirituality—yourself; Islam—Allah; postmodernism—community).

- Together, read through the paragraph after the worldview maps.
- Have students list which worldviews they predict would believe life started accidentally and which believe life started purposefully.
- In groups of two or three, have students read through the worldview summaries.
- Come back together and discuss what students learned.
 - New spiritualism's belief about origins is a contradiction—they believe matter is an illusion, yet life began accidentally. If students pick up on this, affirm their observation. This worldview is inherently self-refuting.
- Have students look back at the worldview maps and write what they learned on the lower left corner of each of the maps.
- Look back at the Christian worldview map and what it teaches about the beginning of life. Ask students how these teachings about life are different from other worldviews. (God purposefully created life. Man is created in God's image.)
 - Ask students if this matches what we see in the world around us. (Yes. Life contains information. Information always points to an intelligent source.)
- Read through the two Learning Outcomes once again. Ask students if they have completed both Learning Outcomes. Explain that now is the time for them to show that they met both goals. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheet. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer. Pray specifically for those who believe lies about the start of life. Ask that God would soften their hearts and use you to help others see that God is the Creator.

Student Activity Sheets

Foundation
Unit 3: How Did Life Begin? | Lesson 5

Lesson Outcome

By the end of today, you should be able to
1. tell what other worldviews believe about the beginning of life; and
2. contrast other worldviews with Christianity.

Worldview Maps

With a partner, discuss what God's Word tells us about the start of life. Then write your answer on the Christianity worldview map.

Christianity

What should I worship?
God
He is three-in-one.
He is Creator.
He is spirit.

How did life begin?

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Look at each worldview map. In the center circle, fill in what each worldview worships.

Naturalism

New Spirituality

Islam

Postmodernism

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In the past two lessons, we looked at how life could have begun. It could either have begun accidentally or purposefully. Based on what you know about what each worldview worships, predict which worldviews would believe that life began accidentally and which would believe that life began purposefully.

Accidentally

Purposefully

Read the summaries below to see if you were correct!

Naturalism
Naturalists believe that only matter (physical things) is real. They do not believe that there is a god who created everything, because god is spirit, not matter. They think life began accidentally. They believe that the first creatures alive were very small and simple. Eventually, those simple creatures evolved (changed) into sea creatures, which evolved into land creatures, which evolved into humans.

New Spirituality
New spirituality is a bit tricky. Like naturalists, new spiritualists believe life evolved accidentally. However, they also believe that god is in everything and the physical — the things we can see — is not real.

Islam
Because Muslims worship Allah, they believe that he is the creator and he created life purposefully. But they do not believe humans were created in his image.

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Postmodernism
Because postmodernists worship community, and many people in charge of our community believe life started accidentally, postmodernists believe life started accidentally.

Look back at the worldview maps. In each map, summarize what you learned about the different worldviews' beliefs about the start of life.

Worldview Contrast

Draw a picture that shows one way the teaching of other worldviews is different than what we find in God's Word and in the clues in the world around us.

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Know It and Show It

Look at each worldview map. In the center circle, fill in what each worldview worships. In the lower left section, write what each worldview believes about the start of life.

Naturalism

New Spirituality

Islam

Postmodernism

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List two things that the Bible teaches about the start of life that are different from what other worldviews teach.

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Unit 4: Who Am I?

Unit Overview

What are humans? Are we merely evolved animals, or is there something about us that separates us from the animal kingdom? Are we purely physical beings? Are we strictly spiritual? Or are we both? And what about gender? Does it matter? These are essential questions, and the way in which we answer them will impact the way we treat ourselves and others.

This fourth unit is designed to give students a basic understanding of who they are and how God created them. Though this unit does not cover any current cultural issues, such as abortion or LGBTQ rights, it lays the biblical foundation needed for exploration of these topics in future years. By the end of this unit, students should have a basic understanding of the following concepts: they are made in God's image, which means they are not animals; they have been designed with gender on purpose, and each gender reflects God's image in a unique way; and they are a unity of physical body and spiritual soul, both of which are valuable and worthy of honor.

Unit Essential Questions

1. What does God say about who I am? (Lesson 1)
2. Am I an animal? (Lesson 2)
3. Does it matter whether I am a boy or girl? (Lesson 2)
4. What makes me me? (Lesson 3)
5. What do other worldviews believe about humans? (Lessons 4 and 5)
6. How is what God tells me about me different from what other worldviews teach? (Lesson 6)

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Unit 4: Who Am I? | Lesson 1

God Purposefully Designed Humans in His Image

Essential Question

- What does God say about who I am?

Learning Outcome

By the end of this lesson, students will be able to

- explain what God's Word says about who you are.

Assessments

- Explanation of why firefighters enter burning buildings only to save humans

What You'll Need

Materials

- Student Activity sheets
- Pencils and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcome. (Explain what God's Word says about who you are.)
- Have students turn to the Find the Imposter game in their Student Activity sheets.
 - Read through the directions together.
 - Break students into teams of two or three.
 - Have students complete one section per round. Give students two to three minutes to discuss and write their answers.
 - Have groups share their answers. Give one point to each team with a correct answer.
 - Repeat for each round.
 - Answers

- "Truth is not always True for everyone." (Feelings may change, but Truth is always the same for everyone.)
- "I am designed to worship whatever I want." (We are designed to worship God.)
- "Clues in the world show that life probably started by accident." (Life contains large amounts of information. All information starts with an intelligent source.)
- Remind students that the previous unit explored how life began. Explain that in this new unit you will focus on human life and answer the question "Who am I?"
- Have students turn to the Fire Rescue section in their Student Activity sheets.
 - Read through the directions together and have students complete the activity.
 - Ask students what pictures they circled. (Some students may have circled pictures of animals. Explain that firefighters do not usually risk their lives to save animals trapped in a fire.)
 - Ask why it is that firefighters risk their lives to save people but not objects. (People are alive and not replaceable. Objects are not alive and are replaceable.)
 - Ask why it is that firefighters risk their lives to save humans but not animals. (Humans are more valuable than animals. We don't risk the life of a human firefighter to save an animal's life.)
 - Read through the closing paragraph together.
 - Ask students, "If God is the one who created life, where should we look to find out who humans are and what makes us valuable?" (God's Word)
- Explain to students that you are going to read through the creation account again. But this week, you will focus on what God says about humans.
 - Have students turn to the Scripture Search section in their Student Activity sheets.
 - Read the passage together.
 - Give students two minutes to write down everything that the passage tells us about humans. Allow students to share their responses.
 - Have students complete the questions and share responses. (Make sure that you discuss that humans were created in God's image.)
 - In groups of two or three, have students discuss what they can learn about themselves from this passage. (They are made in God's image. They were created purposefully.)
- Have students turn to the Worldview Map section in their Student Activity sheets.
 - Have students fill in the What do I worship? and How did life begin? sections.
 - Ask, "Based on what you learned today, what should go in the Who am I? section?" (I am made in God's image.)
- Read through the Learning Outcome once again. Ask students if they have completed the

Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.

- Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheets. This is a repeat of the Scripture Search activity.
- Close the lesson in prayer, thanking God for creating you in his image.

Student Activity Sheets

Foundation
Unit 4: Who Am I? | Lesson 1

Learning Outcome
By the end of today, you should be able to
1. explain what God's Word says about who you are.

Find the Imposter
In this game, you and your partners will look at a group of sentences. Your job will be to find the sentence that is not True—it is an imposter! Circle that sentence. Then write a sentence explaining how you know that sentence is not True.

Round 1

- Knowing the Truth is important.
- Jesus is the source of Truth.
- Truth is what is real.
- Truth is not always True for everyone.

Why is this sentence the imposter?

Round 2

- To worship means to bow down before something—to say that it is the most important thing.
- I was designed to worship whatever I want to worship.
- Naturalists worship matter.
- Postmodernists worship community.

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Why is this sentence the imposter?






Round 3

- All life has large amounts of information.
- Life either started accidentally or purposefully.
- Clues in the world show that life probably started by accident.
- The Bible tells us that humans are God's special creation.

Why is this sentence the imposter?

Fire Rescue
Look at the pictures below. These are all pictures of people, animals, and things that can be found in a house. When houses catch fire, firefighters risk their lives to save what is in only some of these pictures. Circle all pictures that show what firefighters risk their lives to save from a house fire.

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Firefighters go into burning buildings only to rescue people. Furniture can be replaced, people cannot. Some people may want firefighters to go in and save their pets. But there is something inside of us that tells us that human life is more important than animal life. Humans may love their pets, but firefighters do not risk their lives to save animals. Why is this? Who are humans that we are more important?

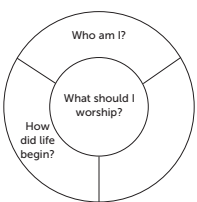
Scripture Search
Read Genesis 1:26–28. In the box below, write down everything that these verses tell you about humans.

According to these verses, how were humans created different from any other creature?

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Worldview Map

Christianity



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Know It and Show It
In the beginning of the lesson, you completed the Fire Rescue activity. In that activity, we saw that firefighters risk their lives to save only humans—not animals, not objects. Based on what we learned from God's Word, what makes you so special that a firefighter would risk his or her life to save you?

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Unit 4: Who Am I? | Lesson 2

Humans Are Not Animals and We Have Purposeful Gender

Essential Questions

- Am I an animal?
- Does it matter whether I am a boy or girl?

Learning Outcomes

By the end of this lesson, students will be able to

- explain whether or not humans are animals; and
- defend whether or not it is important that you are a boy or a girl.

Assessments

- Poster summary picture
- Sentences explaining whether or not humans are animals and if gender matters

What You'll Need

Materials

- Poster paper
- Pencils, markers, and crayons
- Student Activity sheets
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcomes. (Explain whether or not humans are animals. Defend whether or not it is important that you are a boy or a girl.)
- In groups of two or three, have students discuss what they learned in the previous lesson. Have several students share responses. (Humans are made in God's image.)
- Explain that today we will explore some of what it means to be created in God's image. (This lesson will not be an exhaustive study of the meaning of the Imago Dei. Rather, it will look at

the idea of gender and ruling over creation as foundational parts of bearing God's image.)

- Have students turn to the Scripture Search section of their Student Activity sheets.
- Read through the directions together.
- Have students complete this activity in groups of two or three.
- Come together and have students share their answers. (Make sure you cover that part of being created in God's image is being male or female, and part of being created in God's image is ruling over the creatures of the earth.)
- Go to the Who Am I? section of the Student Activity sheet.
 - Read through the directions together.
 - Have students complete the activity in groups of two or three.
 - Come together and have students share their responses.
 - Then read through the concluding paragraphs after each question. (Be sure to stress that humans are NOT animals and that both the male and female genders are part of God's good design.)
- Explain to students that they will each create a poster showing who they are, according to God's Word.
 - Review with students what they have learned. (Humans are created in God's image. They are not animals. They were created to rule over and care for creation. They were created male or female for a purpose.)
 - Explain that this poster is their Know It and Show It assignment.
 - Hand out poster paper and markers.
 - Remind students that their posters should show who they are, according to God's Word.
 - On the back, have each student write a summary paragraph explaining if he or she is an animal and whether or not it is important that he or she is a boy or a girl. You can choose to have students use Scripture to defend their answers.
 - Collect posters to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheets. This activity is a repeat of the Scripture Search activity.
- Close the lesson in prayer, thanking God for creating you to care for His creation and for creating you as male or female.

Student Activity Sheets

Foundation
Unit 4: Who Am I? | Lesson 2

Learning Outcomes
By the end of today, you should be able to

1. explain whether or not humans are animals; and
2. defend whether or not it is important that you are a boy or a girl.

Scripture Search
Read Genesis 1:26–28 again.

In the last lesson, we focused on humans being created in the image of God. Today we will explore what it means to be created in the image of God.

What does Genesis 1:27 tell us about being created in God's image? (Hint: Look at the last part of the verse.)

Look at Genesis 1:28. What jobs did God give humans?

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Who Am I?

Some people say that humans are animals. They teach others that humans are mammals, a type of animal that has hair and whose babies grow in their mommies' tummies instead of in eggs. Many people believe this because they believe that humans evolved from an animal that is like a gorilla. If you have never heard this before, you will hear about it sometime. A lot of people believe this.

Think back to what you just read in Genesis 1:26–28. In these verses, does God tell us that we are animals or that we are something else?

God created you in His image and gave you the job of caring for other creatures. Animals are special creatures, but they are not made in God's image. Only humans are created in God's image and have the responsibility to care for other creatures. You are not an animal; you are made in God's image!

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You have probably heard people say that it doesn't matter if you are a girl or a boy. They believe that each person is the same and shouldn't care about whether he or she is a girl or a boy.

Think back to Genesis 1:26–28. According to these verses, did male and female happen by accident or did God plan this on purpose?

God created you as a boy or a girl on purpose! If you are a boy, you show the world God's image in a way that only boys can! If you are a girl, you show the world God's image in a way that only girls can! That doesn't mean that you are the same as every other boy or every other girl. But it does mean that there is something very special about your gender!

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Humans Are Both Body and Soul

Essential Question

- What makes me me?

Learning Outcome

By the end of this lesson, students will be able to

- tell what makes you you.

Assessments

- Pictures and summary sentences of "What makes me me?"

What You'll Need

Materials

- Four to six pictures of yourself at various stages of life (baby, child, teenager, adult). Pictures are optional if you use the teaching video, as the video already includes pictures.
- Student Activity sheet
- Pencils and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcome. (Tell what makes you you.)
- Have students turn to the Worldview Map section of their Student Activity sheets.
 - In groups of two or three, have students review what belongs in each section of the worldview map.
 - Come together and discuss answers.
 - Have students fill in the information on the worldview map. (We are designed to worship God. He is three-in-one, Creator, and spirit. God created all life and He purposefully created humans. Humans are made in God's image, with purposeful gender, and are designed to care for creation.)
- Show students the pictures of yourself at various stages of life.
 - Point out how much your body has changed. (At first you didn't have much hair, you are now much taller, etc.) Ask students if they can find differences between the pictures.
 - Ask students if you are still the same person, even though you look different. (Yes.)

- Ask students what it is that makes you the same person, even though your body has changed.
- Explain that today you are going to explore what makes you you.
- Have students go to the All About Me section of the Student Activity sheet.
 - Read through the section together, having students complete the writing portion independently.
 - Make sure that students understand that their self “on the inside” is their soul. Their souls are not identical to their bodies. (Understanding this is important because naturalism teaches that every part of a human is purely physical.)
- In groups of two or three, have students complete the Scripture Search activity in their Student Activity sheets.
 - Review answers together.
 - God breathed into Adam to create His soul.
 - Our souls live even when our bodies die.
 - Our souls are designed to worship God.
 - Read through the body section of Scripture Search activity. Complete this portion together. Make sure that students understand that their bodies are important and were designed to honor God. (This is important because the new spiritual worldview teaches that we are only spiritual beings and the physical does not matter.)
- Have students look back at the worldview map and write new details they learned about who they are. (I am a soul and a body.)
- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheets. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer, thanking God for giving you a soul and a body and making you you!

Student Activity Sheets

Foundation

Unit 4: Who Am I? | Lesson 3

Learning Outcome

By the end of today, you should be able to
1. tell what makes you you.

Worldview Map

Christianity

Who am I?

What should I worship?

How did life begin?

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All About Me

Today we will explore what makes you you! On the lines below, write down words that describe you.

Look back at the words you wrote. Circle all of the words that describe your body.

We learned in past lessons that your body is very important. You are created in God's image and you were designed as a girl or a boy on purpose! Because of this, it is important that you treat your body with care.

There are many words you could use to describe your body. You might be tall or short. You might have brown eyes or blue eyes. You might have black hair or blond hair. You might have dark skin or light skin. If how you look changes, do you change?

For example, if you cut your hair really short and dyed it a different color, would you still be the same person?

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If you are short right now but next year you grow really, really tall, will you still be the same person?

If you break your leg and need to use a wheelchair, will you still be the same person?

If you spend a lot of time in the sun and your skin gets darker, will you still be the same person?

Even though your body may look different when you grow up, you are still the same person on the inside. This means that you are not just your body. There is also a you on the inside. The inside you is called your soul. Your body grows and changes, but your soul makes you the same person!

Scripture Search

We are going to look at what God's Word tells us about our soul.

Read Genesis 2:7. According to this verse, how did Adam get his soul? (Your version of the Bible may say "creature" or "living being." These mean the same thing as "soul.")

Read Matthew 10:28. According to this verse, when our bodies die, do our souls die?

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Read Luke 10:27. According to this verse, what are we supposed to do with our souls? (Hint: This ties in with worship!)

Some people think that because we are souls our bodies are not important. Some people think that our bodies do not matter. Let's see what God's Word says about this.

Read 1 Corinthians 6:19–20. According to these verses, what is your body?

According to these verses, what are you supposed to do with your body?

Does God think that your body is important? Why or why not?

Our bodies are very important! When Jesus rose from the grave, His body was resurrected. One day, when Jesus returns, our bodies will be resurrected too!

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Know It and Show It

Below, draw three different pictures of yourself – one of when you were a baby, one of when you were in kindergarten, and one of you today.

In one or two sentences, explain why it is that you are the same person even though your body changes.

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Worldviews and Humans — Naturalism and New Spirituality

Essential Question

- What do other worldviews believe about humans?

Learning Outcome

By the end of this lesson, students will be able to

- summarize what different worldviews teach about humans.

Assessments

- Worldview maps and summary sentences

What You'll Need

Materials

- *Austin and Ally* (Disney Channel)
 - "Chapters and Choices" episode (9:45-10:51) (This video clip can be found online by typing 'Austin and Ally, Chapters and Choices' in a search engine, such as Google. The clip needed is from the scene when Ally talks with her mom regarding the book she wrote about gorillas.)
- Pencils, crayons, and markers
- Student Activity sheet
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcome. (Summarize what different worldviews teach about humans.)
- Have students turn to the Worldview Map section of their Student Activity sheets.
 - In groups of two or three, have them fill in the map for Christianity.
 - What do I worship?
 - I was designed to worship God.
 - God is three-in-one, Creator, and spirit.
 - How did life begin?
 - God created life.
 - He purposefully made humans in His image.

- Who am I?
 - I am made in God's image.
 - I am not an animal.
 - It is not an accident that I am a boy or girl.
 - I am a soul and a body.
- Come together and review answers.
- Remind students in the second unit we talked about a worldview being like a map. Ask students how a worldview is like a map. (Maps help us figure out how to get from one place to another, just as a worldview helps us figure out how we are supposed to live. In that unit we saw that a map might give us True information and show us how things actually are or it might give us false information that doesn't show us how things really are. False maps do not change what is real. In the same way, different worldviews give us different directions for how we are to live. But not every worldview lines up with what is real.
- Explain that today they will research what different worldviews teach about who humans are. Tell students that they will learn about two different worldviews today—naturalism and new spirituality.
 - Read through the directions in the Worldviews and Me section of the Student Activity sheet.
 - Look at the worldview map and read through the different beliefs already listed on the map.
 - Have students complete the activity in groups of two or three.
 - Come back together and review what they learned. (Make sure that they have grasped the concepts. Naturalists believe humans are only physical animals that evolved accidentally and gender doesn't matter. New spiritualists believe that humans are only spiritual beings who should follow their hearts to continue evolving and gender doesn't matter.)
- Read through Romans 1:18–23 together.
 - Focus on verses 21–22.
 - Ask students what these verses say happens when we do not worship God. (We think foolish things and our hearts are darkened.)
 - Ask students how this connects with what we just learned about other worldviews. (Because naturalists worship matter and new spiritualists worship themselves, they do not understand who they are. They believe lies about themselves.)
- Have students turn to the Worldview Watch section in their Student Activity sheets. Show students the *Austin and Ally* scene. Tell students that in this scene one of the characters will talk about what humans are. Tell them to pay careful attention to what she says so that they can figure out what worldview is present. Have them write their answer in their Student Activity sheets, and then discuss.
- The worldview present is naturalism. This is evident when Ally's mom says, "We have so

much we can learn from gorillas. Like how they act on instinct.”

- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheets. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer. Pray specifically for naturalists and new spiritualists. Ask that God would soften their hearts to the truth and give you opportunities to share the truth with them.

Student Activity Sheets

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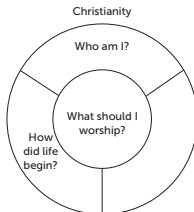
Unit 4: Who Am I? | Lesson 4

Learning Outcome

By the end of today, you should be able to
1. summarize what different worldviews teach about humans.

Worldview Map

Based on what we have learned in past lessons, fill in the different sections of the Christianity worldview map.



Worldview and Me

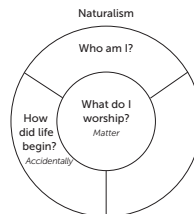
Look at each worldview map to review what you have already learned that different worldviews believe. Read the paragraph about each worldview. On the worldview map, draw a picture in the Who am I? section to represent what that worldview believes about humans. Then, write a summary sentence explaining your picture.

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Naturalism

If you use the naturalist map as your worldview map, you believe that humans are only physical beings. This means you think that humans are only bodies. We are not souls. The you on the inside is just your brain. The thoughts you think don't come from a mind. They are just the result of chemicals in your brain. What makes you you is your body. When your body dies, you die. You do not exist anymore. This goes along with your worship of matter. Since you cannot see, hear, taste, smell, or touch a soul, you think that souls are not real. This also goes along with your belief that life began accidentally. You believe that humans are simply animals that accidentally evolved from other animals. Because you are an animal that evolved, it doesn't matter if you are a boy or a girl. There is nothing special about being male or female.



Summary Sentence

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New Spirituality

If you use the new spiritualist map as your worldview map, you believe that humans are only spiritual beings. Because you worship yourself and believe that you evolved accidentally, you think it is your job to continue evolving. You are not trying to change your body but your soul. You believe that if you follow your heart, you will become the best person you can be. Since you believe you have part of god in you, you think that you know what is best for you. It doesn't matter if you are a boy or a girl. What matters is how you feel in your heart.



Summary Sentence

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Worldview Watch

We are going to watch a media clip that shows what someone believes about humans. After we watch this clip, write down which worldview you saw, and then explain why you believe it is that worldview that is presented.

Worldview

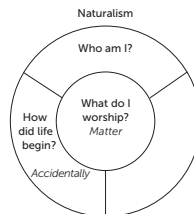
Reason

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Know It and Show It

Fill in the maps and summary sentences to explain what each worldview believes about humans.

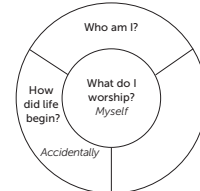


Summary Sentence

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New Spirituality



Summary Sentence

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Worldviews and Humans — Islam and Postmodernism

Essential Question

- What do other worldviews believe about humans?

Learning Outcome

By the end of this lesson, students will be able to

- summarize what different worldviews teach about humans.

Assessments

- Worldview maps and summary sentences

What You'll Need

Materials

- Sticky notes
- Poster paper
- *Moana* (Disney): "Song of the Ancestors" (This video clip can be found online by typing 'Moana, Song of the Ancestors' in a search engine, such as Google. Students should watch the entire song.)
- Student Activity sheets
- Pencils and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcomes. (Summarize what different worldviews teach about humans.)
- Have two sheets of poster paper hung at the front of the room. On one sheet, there should be the title Naturalism, on the other, New Spirituality.
 - Give students one to two minutes to review, in groups of two or three, what they have learned about other worldviews' beliefs about humans.
 - Hand each student a sticky note. Tell them to choose one of the two worldviews and write a summary sentence about what that worldview believes about humans.
 - Then have students place their sticky notes on the appropriate poster.
 - Review answers, correcting any misconceptions. (Naturalists believe humans are only physical animals that evolved naturally, and gender doesn't matter. New spiritualists

believe that humans are mostly spiritual beings who should follow their hearts to continue evolving, and gender doesn't matter.)

- Remind students in the second unit we talked about a worldview being like a map. Ask students how a worldview is like a map. (Maps help us figure out how to get from one place to another, just as a worldview helps us figure out how we are supposed to live. In that unit we saw that a map might give us True information and show us how things actually are or it might give us false information that doesn't show us how things really are. False maps do not change what is real. In the same way, different worldviews give us different directions for how we are to live. But not every worldview lines up with what is real.
- Explain that today they will research what different worldviews teach about who humans are. Tell students that they will learn about two different worldviews today—Islam and postmodernism.
 - Read through the directions in the Worldviews and Me section on the Student Activity sheet.
 - Look at the worldview map and read through the different beliefs already listed on the map.
 - Have students complete the activity in groups of two or three.
 - Come back together and review what they learned. (Make sure that they have grasped the concepts. Muslims believe that humans are the special creation of Allah, with bodies and souls. Gender matters, but it is better to be a boy than a girl. Postmodernists believe that we can't know what a human is. Communities help humans create their own identities.)
- Have students turn to the Worldview Watch section in their Student Activity sheets. Show students the "Song of the Ancestors" scene in *Moana*. Tell students that in this scene Moana will sing about who she is. Tell them to pay careful attention to what she says about how she knows who she is so that they can decipher what worldview is present. Have them write their answers in their Student Activity sheets and then discuss.
 - The worldview present is new spirituality. This is evident when Moana sings, "And the call isn't out there at all it's inside me, like the tide, always falling and rising . . . come what may, I know the way. I am Moana!" She puts her identity in who she feels she is in her heart.
- Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheets. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer. Pray specifically for naturalists, new spiritualists, Muslims, and postmodernists. Ask that God would soften their hearts to the truth and give you opportunities to share the truth with them.

Student Activity Sheets

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Unit 4: Who Am I? | Lesson 5

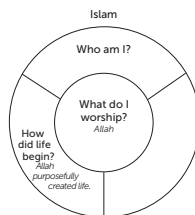
Learning Outcome

By the end of today, you should be able to
1. summarize what different worldviews teach about humans.

Worldview and Me

Look at each worldview map to review what you have already learned that different worldviews believe. Read the paragraph about each worldview. On the worldview map, draw a picture in the Who am I? section to represent what that worldview believes about humans. Then write a summary sentence explaining your picture.

Islam
If you use the Islamic map as your worldview map, you believe that humans were purposefully created by Allah. You believe that Allah created humans as bodies and souls and made them boys or girls on purpose. However, you do not believe that humans are created in Allah's image. And you think that it is better to be a boy than a girl.

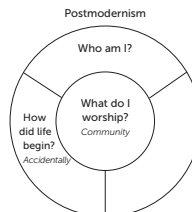


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Summary Sentence

Postmodernism
If you use the postmodern map as your worldview map, you believe that humans are accidentally evolved animals. You do not believe we can ever be sure exactly what humans are. So, you think it is important for humans to look to their communities to help them decide who to be.



Summary Sentence

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Worldview Watch

We are going to watch a media clip that shows what someone believes about humans. After we watch this clip, write down which worldview you saw, and then explain why you believe it is that worldview that is presented.

Worldview

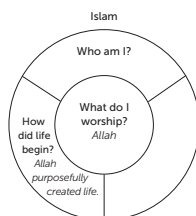
Reason

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Know It and Show It

Fill in the maps and summary sentences to explain what each worldview believes about humans.



Summary Sentence

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Postmodernism



Summary Sentence

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Contrasting Views of Humans

Essential Question

- How is what the God tells me about me different from what other worldviews teach?

Learning Outcomes

By the end of this lesson, students will be able to

- contrast what God says about who you are with what other worldviews teach; and
- predict how you might act and treat others based on your beliefs about humans.

What You'll Need

Materials

- Poster paper
- Student Activity sheets
- Pencils, markers, and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcomes. (Contrast what God says about who you are with what other worldviews teach. Predict how you might act and treat others based on your beliefs about humans.)
- In groups of two or three, give students one to two minutes to discuss what God tells us about who we are.
 - Have students share responses and then write correct answers on the worldview maps in their Student Activity sheets.
 - God created me in His image. I am not an animal. He created me as a boy or girl on purpose. He created me to reign and take care of His creation. I am a body and a soul.
 - Give students another one to two minutes to discuss what other worldviews teach about humans.
 - Have students share responses and then write correct answers on the worldview maps in their Student Activity sheets.

- Naturalism: Accidentally evolved animal. Only a body. Gender doesn't matter.
 - New spirituality: Accidentally evolved animal. Only spiritual is real. Follow your heart. Gender doesn't matter.
 - Islam: Purposeful creation of Allah. Not created in his image. Body and soul. Gender matters, but it is better to be a boy.
 - Postmodernism: Accidentally evolved animal. Cannot know what a human is. Community helps decide who we are.
- Assign four groups of students a different worldview to present. (If there are fewer than four groups, assign two worldviews per group.)
 - Give each group a piece of poster paper. Have each group create a poster that represents what its assigned worldview teaches about humans and shows how that is different from what the Bible teaches.
 - Have students present their posters to the class. (This assignment is in place of the Know It and Show It activity.)
 - Explain to students that what we believe about humans impacts the way that we treat others.
 - Have students turn to the What Would I Do? section in their Student Activity sheets.
 - Read through the two Learning Outcomes once again. Ask students if they have completed both Learning Outcomes. Explain that now is the time for them to show that they met both goals.
 - If this class is being taught in a school or church setting, hand out the Home Connection sheets. This is an activity that will support what was covered in this lesson.
 - Close the lesson in prayer, thank God for life, and ask Him to guide you as you continue to study how information began.

Student Activity Sheets

Foundation
Unit 4: Who Am I? | Lesson 6

Learning Outcomes
By the end of today, you should be able to
1. contrast what God says about who you are with what other worldviews teach; and
2. predict how you might act and treat others based on your beliefs about humans.

Worldview Maps
With a partner, discuss what God's Word tells us about who we are. Then write your answer on the Christianity worldview map.

Christianity

With a partner, discuss what different worldviews teach about who we are. Then write your answers on the worldview maps.

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Naturalism

New Spirituality

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Islam

Postmodernism

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What Would I Do?

What you believe about humans helps you decide how you will treat other humans. Read through the following situations and write about what you might do if you believed a certain worldview.

You have wanted a new bike all summer long. You finally get one for your birthday! Every day, the first thing you do is ride your bike up and down the block. This morning, when you get to the garage, you find out your little sister is already riding your bike in the driveway. You feel very angry inside. This is your bike!

How might you respond if you believed

- humans are evolved animals?
- humans are a part of god and should follow their hearts?
- humans are created in God's image?

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You are waiting in the checkout line at the library. A brother and sister in front of you are fighting. The brother, who is older, took his sister's book and is holding it too high for her to reach. The little sister is crying.

How might you respond if you believed

- boys are better than girls?
- humans get to decide to be whoever they want to be?
- humans are created in God's image?

We know that humans are made in God's image. This should affect the way that we treat ourselves and others. Spend some time thanking God for making you in His image and helping you treat others like they are created in His image too.

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Unit 5: How Can I Tell Right from Wrong?

Unit Overview

In this unit, students will see that the Christian worldview teaches that man is not the authority on right and wrong, God is. However, God does not arbitrarily decide what is right and what is wrong. Right stems from God's character and wrong is anything that goes against God's good design. Students will then explore competing worldviews' beliefs about what is right and what is wrong and who is the ultimate authority on these matters. In Islam, Allah is the ultimate, unquestionable authority. In naturalism, new spirituality, and postmodernism, humans are the ultimate authority for making all moral judgements. In the following lessons, students will be exposed to these ideas and then pushed to think through logical consequences of adhering to these different beliefs on ethics.

You may be surprised to see how easily even the youngest of students can see the logical fallacies of trying to live out different worldviews' ethical beliefs. As an example, here is what a third grade Foundation student asked his teacher after learning about competing worldviews' beliefs about ethics. "According to a new spiritualist, if my dad and I both have part of god in us and we both work hard to get in touch with that inner god, what happens when I think that buying an Xbox is the right thing for me and he doesn't agree?" Understanding the logical outworking of such philosophies and contrasting them with what we find in Scripture will help students to see the beauty, grace, and security found in the gospel of Jesus Christ.

Unit Essential Questions

1. Are right and wrong the same for everyone? (Lesson 1)
2. How can I tell right from wrong? (Lesson 2)
3. What does God say about right and wrong? (Lesson 2)
4. What do other worldviews teach about right and wrong? (Lessons 3 and 4)
5. How is what the Bible teaches about right and wrong different from what other worldviews teach? (Lesson 5)

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Unit 5: How Can I Tell Right from Wrong? | Lesson 1

Right and Wrong Are Truths, Not Feelings

Essential Question

- Are right and wrong feelings or Truths?

Learning Outcome

By the end of this lesson, students will be able to

- explain whether right and wrong are feelings or Truths.

Assessments

- Sentences defending whether right and wrong are feelings or Truths

What You'll Need

Materials

- Poster paper
- Student Activity sheets
- Pencils, markers, and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcome. (Explain whether right and wrong are feelings or Truths.)
- Have students turn to the Find the Imposter game in their Student Activity sheets.
 - Read through the directions together.
 - Break students into teams of two or three.
 - Have students complete one section per round. Give students two to three minutes to discuss and write their answers.
 - Have groups share their answers. Give one point to each team with a correct answer.
 - Repeat for each round.
 - Answers
 - "Truth is not always True for everyone." (Feelings may change, but Truth is always the same for everyone.)

- "I am designed to worship my feelings." (We are designed to worship God.)
- "Clues in the world show that life probably started by accident." (Life contains large amounts of information. All large amounts of information start with an intelligent source.)
- "The way your body is made doesn't matter. You get to decide if you are a boy or a girl." (We are male and female by God's design. It is part of being made in His image.)
- Have students turn to the Right and Wrong section of their Student Activity sheets.
 - Read through the directions together and give students two to three minutes to complete the activity.
 - Come together and ask students to share some of the actions they wrote under the Right category and the Wrong category.
 - Ask students how they know that these actions are right or wrong. (Students may say their parents told them, the Bible tells them, or they just know. Listen to their answers, but do not offer correction or guidance just yet.)
 - In four different places around the room, have large sheets of poster paper.
 - Have the following labels on the paper (one per sheet).
 - "The community votes to decide what is right and what is wrong."
 - "Each person decides for him- or herself what is right and what is wrong."
 - "The most powerful person gets to decide what is right and what is wrong."
 - "Humans do not get to decide right and wrong. Right and wrong are the same for everyone."
 - Explain to students that you have these posters around the room. Read each heading. Tell students that they will have three minutes at each poster to draw a picture or write a sentence agreeing or disagreeing with the heading. Explain that students should think whether or not the phrase is True and whether or not it would work.
 - Hand out markers and give students three to four minutes to draw or write on each sheet of paper.
 - After the activity is complete, come together to discuss what students drew or wrote.
 - You should conclude that none of these work except "Humans do not get to decide right and wrong. Right and wrong are the same for everyone."
 - "The community votes to decide what is right and what is wrong." What if the community decides that murder is okay? Does that mean that murder becomes the right thing to do?
 - "Each person decides for him- or herself what is right and what is wrong." Different people will believe different things. You might believe

stealing is wrong. I might believe stealing is okay. Stealing is either right or wrong. It can't be both.

- "The most powerful person gets to decide what is right and what is wrong." The most powerful person might say that hurting others for fun is right. But this doesn't make it right.
- Ask students, "Based on what we thought through, are right and wrong the same for everyone?" (Yes)
- Right and wrong are not feelings that change from person to person or country to country. They are Truths that are True for everyone.
- Read the Right and Wrong questions and paragraph together.
 - Have students answer the questions.
 - Come together and review the answers.
 - Students may bring up rules that are different for different people. For example, some kids have to go to bed at eight o'clock, and other kids get to stay up later. Point out that the principle behind each rule is the same—children need to obey their parents and go to bed when their parents tell them to.
- Ask students, "Based on what we know about Truth, the start of life, and humans, where should we look to learn more about right and wrong?" (God's Word)
 - Explain that in the next lesson you will look at what God's Word says about right and wrong.
- Read through the Learning Outcome once again. Ask students if they have completed the Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection from the Reproducibles section of the Instructor's Manual. This activity will support the concepts covered in this lesson.
- Close the lesson in prayer, thanking God for creating you with the knowledge of right and wrong.

Student Activity Sheets

Foundation

Unit 5: How Can I Tell Right from Wrong? | Lesson 1

Learning Outcome

By the end of today, you should be able to
1. explain whether right and wrong are feelings or Truths.

Find the Imposter

In this game, you and your partners will look at a group of sentences. Your job will be to find the sentence that is not True—it is an imposter! Circle that sentence. Then write a sentence explaining how you know that sentence is not True.

Round 1

- Knowing the Truth is important.
- Truth is not always True for everyone.
- Jesus is the source of Truth.
- Truth is what is real.

Why is this sentence the imposter?

Round 2

- What we worship is what we believe is most important.
- Muslims worship Allah.
- I was designed to worship my feelings.
- New spiritualists worship themselves.

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Why is this sentence the imposter?

Round 3

- All life contains large amounts of information.
- Clues in the world show that life probably started by accident.
- Life on Earth started either accidentally or purposefully.
- The Bible tells us that humans are God's special creation.

Why is this sentence the imposter?

Round 4

- The way your body is made doesn't matter. You get to decide whether you are a boy or a girl.
- Naturalists believe humans are evolved animals.
- Humans are created in God's image.
- You are a soul and a body.

Why is this sentence the imposter?

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Right and Wrong

Make a list below of actions that are right and actions that are wrong.

Right

Wrong

No matter who you are or where you live, certain actions are always right, and certain actions are always wrong. For example, humans know that actions like murder, stealing, and hurting others for fun are wrong. This goes back to our lessons about Truth. Humans do not decide what is True. Truth is True for everyone, whether or not someone believes it. God is the source of Truth. Right is anything that goes along with who God is. Wrong is anything that goes against God's good design. We are created in God's image, so there is something deep inside of us that tells us when actions are right or wrong. For example, even if no one ever told you that hurting others for fun is wrong, you would still feel guilty after you hurt someone. This is because you are made in God's image.

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Are right and wrong feelings or Truths? _____

How do you know?

What do right and wrong have to do with being made in God's image?

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Know It and Show It

Are right and wrong feelings or Truths? _____

How do you know?

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Unit 5: How Can I Tell Right from Wrong? | Lesson 2

Right and Wrong Are Based on God's Character

Essential Questions

- How can I tell right from wrong?
- What does God say about right and wrong?

Learning Outcomes

By the end of this lesson, students will be able to

- explain how we can tell right from wrong; and
- describe what God tells us about right and wrong.

Assessments

- Summary picture explaining how we know right from wrong
- Sentences describing what God's Word teaches about right and wrong

What You'll Need

Materials

- Pencils and crayons
- Student Activity sheets
- Bible


Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcomes. (Explain how we can tell right from wrong. Describe what God tells us about right and wrong.)
- In groups of two or three, have students discuss whether right and wrong are feelings or Truths.
 - Come together and have students share responses. (Right and wrong are Truths that are the same for everyone. They are not feelings that change from person to person.)

- Have students turn to the Worldview Map section of their Student Activity sheets.
 - Review with students the biblical answers regarding worship, origins, and identity.
 - Ask students, "If we were designed to worship God, God is our Creator, and we are made in His image, where should we go to learn about right and wrong?" (God—His Word)
- Have students turn to the Scripture Search section in their Student Activity sheets.
 - In groups of two or three, have students complete the search.
 - Come together and review answers. This is a clear presentation of the gospel. Make sure that students can articulate the basics of the gospel. (God has given us His Law. We can never perfectly follow His Law. God sent Jesus to live a perfect life, die in our place, and rise again. All who choose to place their faith in Jesus's finished work on the cross are reconciled to God.)
- Have students turn back to the Worldview Map section in their Student Activity sheets.
 - On the map have them fill in what they learned from God's Word about right and wrong.
 - Right is anything that goes along with who God is.
 - Wrong is anything that goes against God's good design.
 - Right and wrong are Truths.
 - No one can always do the right thing.
 - God sent Jesus to pay for our sins.
- Read through the two Learning Outcomes once again. Ask students if they have completed the Learning Outcomes. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection from the Reproducibles section of the Instructor's Manual. This is a repeat of the Scripture Search activity.
- Close the lesson in prayer, thanking God for sending Jesus. Ask that He would give you opportunities to share the good news of forgiveness through Jesus with others.

Student Activity Sheets


Foundation
Unit 5: How Can I Tell Right from Wrong? | Lesson 2

 **Lesson Outcome**

By the end of today, you should be able to

1. explain how we can tell right from wrong; and

2. describe what God tells us about right and wrong.

 **Worldview Map**

Christianity

Who am I?


Made in God's image.
Boy or girl on purpose.
Soul and body.

What do I worship?

God.
He is three-in-one.
He is Creator.
He is spirit.

How did life begin?

God created life.
God purposefully created Adam and Eve as His special creation.

 **Scripture Search**

God has given us His Law, His rules, in the Bible. Take a look at what God's Word says about right and wrong and you.

Read Leviticus 11:45. What is the reason God call us to follow the Law (be holy)?


God didn't just choose a bunch of rules for us to follow. God's rules all come from who He is. God is Truth. That is why telling the Truth is right and lying is wrong. God is Love. That is why loving others is right and hating is wrong. God is Just (fair). That is why sharing is right and stealing is wrong. Right things go along with who God is. Wrong things go against God's design.

We can read all of God's Law in His Word. We can learn all the right things to do and all the wrong things not to do. But there is a problem. Read Romans 3:23 and Isaiah 59:2. What is the problem?

No one can perfectly obey the Law. Think about this past week. Have you done anything this week that went against who God is—saying something that wasn't all True, complaining to your parents, being mean to a brother or sister? Each of us sins every day, and we deserve to be separated from God forever.

But God didn't just leave us stuck here in our sin. Read 2 Corinthians 5:21 and Romans 10:9. What did God do to save us from our sin? (Hint: The "him" in 2 Corinthians 5:21 is Jesus.)

God sent Jesus to live the perfect, holy life that we could never live. Jesus died on the cross in our place and rose from the grave. If we choose to turn from our sin and trust in Jesus, we are brought into God's family! Now we practice doing the right thing because we love Jesus and we want to become more like Him.

 **Know It and Show It**

Draw a picture that shows how you can learn about what is right and what is wrong.

Write a one sentence summary, explaining your picture.

Explain three things you learned today about right and wrong from God's Word.

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Worldviews and Morality — Naturalism and New Spirituality

Essential Question

- What do other worldviews teach about right and wrong?

Learning Outcome

By the end of this lesson, students will be able to

- summarize what other worldviews teach about right and wrong.

Assessments

- Picture and summary sentence portraying what different worldviews believe about right and wrong

What You'll Need

Materials

- *Sandlot* clip: Babe Ruth scene "Follow Your Heart" (This video clip can be found online by typing 'The Sandlot, Follow Your Heart' in a search engine, such as Google. The clip needed is from the scene when Babe Ruth talks to Benny about how he can retrieve the baseball.)
- Student Activity sheet
- Pencils and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcome. (Summarize what other worldviews teach about right and wrong.)
- Have students turn to the Worldview Map section of their Student Activity sheets.
 - Read the Christianity map together.
 - In groups of two or three, have students brainstorm what God's Word teaches about right and wrong.
 - Come together and review answers.
 - Right is anything that goes along with who God is.
 - Wrong is anything that goes against God's good design.
 - Right and wrong are Truths, not feelings.

- We learn about right and wrong from God’s worldview map, the Bible.
- No one can always do the right thing.
- God sent Jesus to pay for our sins.
- Have students write answers on the map.
- Remind students in the second unit we talked about a worldview being like a map. Ask students how a worldview is like a map. (Maps help us figure out how to get from one place to another, just as a worldview helps us figure out how we are supposed to live. In that unit we saw that a map might give us True information and show us how things actually are or it might give us false information that doesn’t show us how things really are. False maps do not change what is real. In the same way, different worldviews give us different directions for how we are to live. But not every worldview lines up with what is real.
- Explain that today they will research what different worldviews teach about right and wrong. Tell students that they will learn about two different worldviews today—naturalism and new spirituality.
 - Read through the directions in the Worldviews and Me section in the Student Activity book.
 - Look at the worldview map and read through the different beliefs already listed on the map.
 - Have students complete the activity in groups of two or three.
 - Come back together and review what the students learned. (Make sure that they have grasped the following concepts: Naturalists believe there is no right and there is no wrong. Humans get to decide what the rules are. New spiritualists believe that each person decides what is right and wrong by following his or her heart so that they earn good karma.)
- Read through Romans 1:18–25 together.
 - Focus on verses 23–25.
 - Point out to students that when we exchange the Truth of God for a lie, we become confused about so many things—like what is right and what is wrong.
- Have students turn to the Worldview Watch section in their Student Activity sheets. Show students the scene in The Sandlot where Benny dreams about Babe Ruth. Tell students that in this scene Babe Ruth will show one of these worldviews’ beliefs about right and wrong. Tell them to pay careful attention to what Babe Ruth says to Benny about how he should decide what to do. Have them write their answer in their Student Activity sheets and then discuss.
 - This shows new spirituality. Babe Ruth says, “Follow your heart, kid, and you can never go wrong.”
 - Some may wonder, if the Holy Spirit now resides in the believer, does He not often speak to the believer in a way that may seem like following one’s heart? This is true. However, anytime a believer thinks the Holy Spirit is prompting him or her to do something, that believer should check the prompting against the authority of God’s Word. If the prompting aligns with Scripture, the believer can move forward

confidently with that prompting. The new spiritualist has no such check for the prompting of his or her heart. New spiritualists are their own ultimate authority.

- Read through the Learning Outcome once again. Ask students if they have completed the Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection from the Reproducibles section of the Instructor's Manual. This is an activity that will support what was covered in this lesson.
- Close the lesson in prayer. Pray specifically for naturalists and new spiritualists. Ask that God would soften their hearts to the Truth and give you opportunities to share the Truth with them.

Student Activity Sheets

Foundation

Unit 5: How Can I Tell Right from Wrong? | Lesson 3

Lesson Outcome

By the end of today, you should be able to
1. summarize what other worldviews teach about right and wrong.

Worldview Map

Christianity

Who am I?
Made in God's image.
Boy or girl on purpose.
Soul and body.

What do I worship?
God.
He is three-in-one.
He is Creator.
He is spirit.

How can I tell right from wrong?

How did life begin?
God created life.
God purposefully created Adam and Eve as His special creation.

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Naturalism

If you use the naturalist map as your worldview map, you worship matter and believe that humans evolved accidentally. Therefore, you believe humans are the highest authority. Right and wrong are just feelings that change between societies. You believe that communities need to have rules so that everyone can live together without fighting all of the time. The humans who are in charge of the government get to decide what is right and what is wrong.

Naturalism

Who am I?
Evolved animal.
Only a body.
Gender doesn't matter.

What do I worship?
Matter

How can I tell right from wrong?

How did life begin?
Accidentally

Summary Sentence

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New Spirituality

If you use the new spiritualist map as your worldview map, you worship yourself because you believe god is a part of you. You also believe that humans are spiritual beings that evolved accidentally. Therefore, you believe that right and wrong are feelings and that each person needs to look deep inside his or her heart to find out what is right. You believe that if you follow your heart you will become a better person and you will earn good karma – this means good things will happen to you. If you do not follow your heart, you will earn bad karma – this means bad things will happen to you.

New Spirituality

Who am I?
Evolving animal. Only spiritual.
Gender doesn't matter.

What do I worship?
Myself

How can I tell right from wrong?

How did life begin?
Accidentally

Summary Sentence

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Worldview Watch

We are going to watch a media clip that shows what someone believes about right and wrong. After we watch this clip, write down which worldview you see in this clip, and then explain why you believe that is the worldview that is presented.

Worldview

Reason

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Know It and Show It

Draw pictures below showing what each worldview teaches about right and wrong. Beside each picture, explain how it shows what each worldview teaches.

Naturalism

New Spirituality

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Worldviews and Morality — Islam and Postmodernism

Essential Question

- What do other worldviews teach about right and wrong?

Learning Outcome

By the end of this lesson, students will be able to

- summarize what different worldviews teach about right and wrong.

Assessments

- Picture and summary sentence portraying what different worldviews believe about right and wrong

What You'll Need

Materials

- Poster paper. (One sheet should be labeled "Naturalism." The other should be labeled "New Spirituality.")
- Sticky notes
- *Jessie* (Disney Channel: "Used Karma" episode [2:54–4:09]) (Found online by typing 'Jessie, Used Karma' in a search engine, such as Google. The clip needed is from the scene where Ravi wakes up and find his sleeping bag hung on a door.)
- Pencils, crayons, and markers
- Student Activity sheet
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcome. (Summarize what different worldviews teach about right and wrong.)
- Have two sheets of poster paper hung at the front of the room. On one sheet, there should be the title Naturalism, on the other, New Spirituality.
 - Give students one to two minutes to review, in groups of two or three, what they learned about other worldviews' beliefs about right and wrong.
 - Hand each student a sticky note. Tell them to choose one of the two worldviews and write a summary sentence of what that worldview believes about humans.
 - Then have students place their sticky notes on the appropriate poster.

- Review answers, correcting any misconceptions.
- Remind students in the second unit we talked about a worldview being like a map. Ask students how a worldview is like a map. (Maps help us figure out how to get from one place to another, just as a worldview helps us figure out how we are supposed to live. In that unit we saw that a map might give us True information and show us how things actually are or it might give us false information that doesn't show us how things really are. False maps do not change what is real. In the same way, different worldviews give us different directions for how we are to live. But not every worldview lines up with what is real.)
- Explain that today they will research what different worldviews teach how we tell right from wrong. Tell students that they will learn about two different worldviews today—Islam and postmodernism.
 - Read through the directions in the Worldview Maps section of the Student Activity sheet.
 - Look at the worldview maps and read through the different beliefs already listed on the maps.
 - Have students complete the activity in groups of two or three.
 - Come back together and review what the students learned. (Make sure that they have grasped the concepts that Muslims believe that they learn right and wrong from the Quran and Mohammed's life. Postmodernists believe that their community tells them what is right and what is wrong.)
- Read through Romans 1:18–25 together.
 - Focus on verses 23–25.
 - Point out to students that when we exchange the Truth of God for a lie, we become confused about so many things—like what is right and what is wrong.
 - Practice reciting the passage together.
- Have students turn to the Worldview Watch section in their Student Activity sheets. Show students the scene in the "Used Karma" episode of Jessie where Ravi is hanging from the door in his sleeping bag. Tell students that in this scene Ravi will show one of these worldviews' beliefs about right and wrong. Tell them to pay careful attention to what Ravi says to Luke and Zuri so that they can decipher what worldview is present. Have them write their answers in their Students Activity sheets, and then discuss.
 - This shows new spirituality. Ravi says, "Have you ever heard of karma? If you are good, the universe will reward you, but if you are bad, the universe will beat you like a wretched water buffalo."
- Read through the Learning Outcome once again. Ask students if they have completed the Learning Outcome. Explain that now is the time for them to show that they met the goal. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection from the Reproducibles section of the Instructor's Manual. This is an activity that will

support what was covered in this lesson.

- Close the lesson in prayer. Pray specifically for Muslims and postmodernists. Ask that God would soften their hearts to the Truth and give you opportunities to share the Truth with them.

Student Activity Sheets

Foundation
Unit 5: How Can I Tell Right from Wrong? | Lesson 4

Learning Outcome
By the end of today, you should be able to
1. summarize what other worldviews teach about right and wrong.

Worldview Map

Islam
If you use the Islamic map as your worldview map, you worship Allah and believe that humans were purposefully created by him. Therefore, you believe that right and wrong are Truths that Allah has decided. You learn about right and wrong by reading the Quran. You also believe that the prophet Mohammed lived life the right way. So, you try to learn as much as you can about him so you know the right way to live.

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Summary Sentence

Postmodernism
If you use the postmodern map as your worldview map, you worship community and believe that humans evolved accidentally. Like the naturalist, you believe that right and wrong are feelings that are different from community to community. Therefore, each community gets to decide for itself what is right and what is wrong.

Summary Sentence

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Worldview Watch

We are going to watch a media clip that shows what someone believes about right and wrong. After we watch this clip, write down which worldview you see in this clip, and then explain why you believe that is the worldview that is presented.

Worldview

Reason

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Know It and Show It

Draw pictures below showing what each worldview teaches about right and wrong. Beside each picture, explain how it shows what each worldview teaches.

Islam

Postmodernism

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Unit 5: How Can I Tell Right from Wrong? | Lesson 5

Contrasting Views on Morality

Essential Question

- How is what the Bible teaches about right and wrong different from what other worldviews teach?

Learning Outcomes

By the end of this lesson, students will be able to

- use what you know about worldviews to write a set of instructions; and
- contrast what God says about right and wrong with what other worldviews teach.

Assessments

- Worldview map and explanation
- Contrasting poster

What You'll Need

Materials

- Poster paper
- Student Activity sheets
- Pencils, markers, and crayons
- Bible

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Together, read through the Learning Outcomes. (Use what you know about worldviews to write a set of instructions. Contrast what God says about right and wrong with what other worldviews teach.)
- Have students turn to the Worldview Map section of their Student Activity sheets.
 - Break students into groups of two or three and have them draw pictures or write a sentence explaining what each worldview believes about what is right and what is wrong. You can turn this into a game and say the team with the most correct answers in three or four minutes wins.
 - Come together to review answers.
 - Christianity: Right and wrong are Truths. Right is anything that goes along with

who God is and wrong is anything that goes against His good design.

- Naturalism: There is no right and wrong. What we think is right and wrong are just feelings and governments get to make up the rules.
- New spirituality: Right and wrong are feelings and each person decides what is right and wrong for him- or herself.
- Islam: Right and wrong are Truths that Allah has decided.
- Postmodernism: Right and wrong are feelings and communities decide the rules.
- Remind students that in the second unit we learned that a worldview is like a map; it gives us instructions for how we should live. Explain that today students will use what they know about different worldviews to write instructions for deciding what is right and what is wrong.
 - Have students turn to the Write a Set of Instructions activity in their Student Activity sheets.
 - Go through the first example together. Read through the situation and sample instructions together.
 - Give students five to ten minutes to work on instructions on their own. This activity can be completed independently or in small groups.
 - Come together and allow students to share their instructions.
- Explain that now you will contrast what God teaches about right and wrong with what other worldviews teach.
- Assign four groups of students a different worldview to present. (If there are fewer than four students, assign two worldviews per student.)
 - Give each group a piece of poster paper. Have each group create a poster that represents what its assigned worldview teaches about right and wrong and show how that is different from what the Bible teaches.
 - Naturalism, new spirituality, and postmodernism all teach that right and wrong are feelings. Humans are the ones who determine right and wrong.
 - Islam is similar to Christianity in that right and wrong are Truths. However, Islam starkly contrasts Christianity in that it is a works-based religion. Right and wrong in Islam do not stem from Allah's character; they stem from His commands.
 - Have students present their posters to the class. (This assignment is in place of the Know It and Show It activity.)
- Read through the Learning Outcomes once again. Ask students if they have completed the Learning Outcomes.
- If this class is being taught in a school or church setting, hand out the Home Connection from the Reproducibles section of the Instructor's Manual. This will support what was covered in class.
- Close the lesson in prayer, thanking God for sending Jesus to live the perfect life you

could never live, dying for you, and rising again. Ask God to soften the hearts of people of different worldviews and provide you with opportunities to share the good news of Jesus.

Student Activity Sheets

Foundation
Unit 5: How Can I Tell Right from Wrong? | Lesson 5

Learning Outcomes
By the end of today, you should be able to
1. use what you know about worldviews to write a set of instructions; and
2. contrast what God says about right and wrong with what other worldviews teach.

Worldview Maps
With a partner, discuss what God's Word tells us about right and wrong. Then write your answer on the Christianity worldview map.

Christianity

With a partner, discuss what different worldviews teach about right and wrong. Then write your answers on the worldview maps.

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New Spirituality

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Islam

Postmodernism

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Write a Set of Instructions
In past lessons, we learned that worldviews are like maps. They give us instructions for how we should live. Today, we will look at different worldviews to see how people use their beliefs to guide their decisions about what is right and what is wrong. Let's look at this first example together.

Situation: Your little brother asks you to help him sneak a cookie before dinner. What should you do?

Instructions for Doing the Right Thing By Mr. Christianity

1. You worship God.
2. Right is anything that goes along with who God is.
3. God has told us that disobeying our parents is wrong.
4. It would be wrong for you to sneak the cookie.
5. Explain to your brother this is wrong and offer to play a game with him until dinner is ready.

Instructions for Doing the Right Thing By Miss Naturalism

1. You worship matter.
2. There is no right and wrong. You just need to follow what your government tells you.
3. Out government says that your parents are your guardians until you are eighteen.
4. If you are not eighteen yet, you follow your parents' rules.
5. Explain to your brother he can look forward to his eighteenth birthday, when Mom and Dad won't be in charge any more.

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Instructions for Doing the Right Thing By Mr. New Spirituality

1. You worship yourself.
2. You get to decide what is right and what is wrong.
3. You are really hungry and you love cookies.
4. It would be the right thing to follow your heart and get the cookie.
5. Work with your brother to sneak two cookies.

Do you see how each person's worldview led him or her to write a different set of instructions?

Now it is your turn. Choose three of the worldviews we have studied. Write a set of instructions from someone in that worldview to figure out what is right and what is wrong. (You can use the worldview map from the last activity to help you.)

Situation: Your best friend has been sick for the past few days and didn't have time to study for the math test. She is worried she will fail the test so she asks if she can copy your answers. She promises it will just be this one time! What should you do?

Instructions for Doing the Right Thing By Mr. _____

1. _____
2. _____
3. _____
4. _____
5. _____

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Instructions for Doing the Right Thing By Mrs. _____

1. _____
2. _____
3. _____
4. _____
5. _____

Instructions for Doing the Right Thing By Miss _____

1. _____
2. _____
3. _____
4. _____
5. _____

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