

WRETCHED WORLDVIEW



STUDY GUIDE



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How to Use This Curriculum

In the cacophony of voices that demand our attention, how can we be sure we form the right perspective on the myriad of issues that confront us? Wretched Worldview will equip you with a 7-part framework for developing a truly biblical position on any topic. After watching all 22 episodes, you will be trained to boldly approach any question and thoughtfully develop a position that is soundly biblical.

Introduction to Wretched Worldview (Lesson 1)

The first lesson of Wretched Worldview provides a scripted lesson plan to help you introduce your student to the idea of a worldview and how it should inform our opinions and positions on any given topic. The lesson includes two video clips. The first breaks down the 7 steps for building a biblical worldview perspective on any given topic. The second is an example of how to use the framework, examining the biblical perspective of the “Life of the Mind.” This lesson builds the foundation for the following episodes.

Topical Episodes (Lessons 2-22)

The remaining 21 lessons deal with specific topics that are of significant interest in today’s culture. You may choose to complete these episodes in order, or choose the ones that are most engaging to your students. The goal of these episodes is to train students to intentionally develop biblical positions, thus strengthening a biblical worldview foundation. You may choose either of the approaches listed below, or use a combination of the two.

Discussion Approach

Each episode is accompanied with a discussion guide with questions to help you generate discussion among your students. Although each episode does conclude with a biblical position on the topic in question, the goal is not to convince a student of a certain position. Wretched Worldview is intended to help students learn how to think through a topic in a way that should result in a truly biblical perspective. To this end, the questions are developed to encourage students to think through the process as much as the issue itself.

You may choose to watch the episode in its entirety (generally 15-18 minutes long) and then use your remaining time for dedicated discussion using the guides provided.

Alternatively, you may wish to pause the video after each step and spend a few minutes discussing how the topic was handled in that section. The discussion guides are organized by step to facilitate this approach.



Hands-on Approach

The hands-on approach gets students engaged in the process of developing biblical perspectives. Use the provided worksheet template to have students work through the topic for that lesson. For the first few weeks, this may be best done walking through the steps as a class. After completing the worksheet, play the video and use any remaining time to discuss the video, discussing ways your students can improve their process.

As your students become more familiar with the process and more adroit at employing it, you may wish to maximize engagement by having students work together in small groups, pairs, or individually. You may even extend the series by choosing topics of specific concern to your group and challenging your students to work through the process (during the week or at the beginning of the class) and then discussing how they arrived at their positions.

The 7-Step Process

Wretched Worldview employs a 7-step process for developing a biblical position on a given topic. The first video episode explains the process.

1. Pre-understandings—identify and set aside all pre-understandings
2. Explicit Bible Verses—examine verses that speak directly to the topic
3. Implicit Bible Verses—examine verses that are not direct but provide helpful insight
4. Gospel—consider how the Gospel of Jesus Christ informs us on the issue
5. Historic Christian Position—consider what the Christian church has historically believed about the topic
6. Personal Testimony—evaluate how your personal testimony may be affected by your position
7. Common Objections—handle common objections in light of the biblical understanding developed through the first 6 steps.

TOPIC:	
Pre-understandings:	<ul style="list-style-type: none">•••
Explicit Verses:	<ol style="list-style-type: none">1.2.3.
Implicit Verses:	<ol style="list-style-type: none">1.2.3.
Gospel:	

Personal Testimony:

Historic Christian position:

Common Objections:

-
-
-
-

My Position:

Lesson 1

Worldview



Introduction

Explain to your students that you are going to call out a variety of issues we deal with in the world today. For each one, they should raise their hand if they have a position. Quickly call out a list of issues (e.g., global warming, abortion, homosexuality, denominationalism, working women, immigration, etc.).

Ask: What informs your position? How do you decide where you stand on an issue? Allow discussion.

We often rely on experiences, feelings, and anecdotes to form our opinions. But as Christians, we should be starting with the Bible as our authority and foundation for determining how to deal with these important issues. We must intentionally cultivate a biblical worldview.

Define: A worldview is the way someone views or thinks about the world. Everyone has a worldview, whether you realize it or not. So a biblical worldview is when we approach the world with an understanding that comes from God's Word.

Explain: In this series, we are going to look at how to develop and strengthen a biblical worldview. Specifically, we are going to learn a process that will help us to consider an issue from a biblical starting point. Our first video will explain how we are going to do that.

Play Wretched Worldview Introduction.

Discuss: Ask students to respond to the video. Clarify any parts they may have questions about, define any terms they may not have known. Ask students what they think about the approach. If it seems daunting, assure them that we are going to go through 22 issues together, and it will make more sense as we work through these examples.

In fact, we're going to look at an example right now. This issue is the life of the mind. In other words, what role should thinking play in the life and witness of a Christian?

Play Wretched Worldview—Life of the Mind.

Note: You may choose to watch through the entire episode (approx. 17 minutes) or stop to discuss after each section. It may be helpful to play this episode uninterrupted so that students see how the entire process from start to finish.



Discuss: Use the questions below to guide discussion.

- Have you held or heard these pre-understandings/objections? Have you ever intentionally thought through this issue?
- Did it surprise you what the Bible had to say about this issue? Were you surprised by the church's historic position?
- Are there any questions you still have about the issue?
- Do you agree or disagree with Dr. Strachan's explanations, reasoning, or conclusion?
- Did your opinion/position change through this process? Why or why not?
- What questions do you still have about this 7-step process for considering an issue biblically?

Conclusion

As Christians, it is important that we frame our thinking from a biblical perspective, and that only comes from intentionally organizing our thoughts with a priority on Scripture. We don't automatically get a biblical worldview when we become a Christian. We must train our minds to think biblically. We must cut through the voices of the world and even well-meaning Christians to get to the solid foundation of Scripture. I hope that this 7-step process will help you to organize your thoughts and to build a truly biblical worldview. In the coming weeks, we will tackle some difficult issues. But as you will see, following this framework will help us simplify the issues and formulate truly biblical positions.

Lesson 2

Abortion



Introduction (3-5 min)

What is your position on *abortion*? What pre-understandings do you have on the topic?

Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

How do you think personal experiences might influence your thinking about abortion?

Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Have you ever heard these verses used to talk about the biblical position on abortion?

Do you agree with Todd's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were fairly applied to the issue of abortion?

Have you ever heard these verses used in this way or applied to this topic?

Do you agree with the speaker(s) analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs our understanding of abortion?

Why is our tone and attitude just as important as our position?
Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware of the historic Christian perspective? Did you realize how clearly they taught that abortion is murder?

If the historic position of the church has been unanimous and unchanging, how should that affect our thinking on the issue?

Is there anything you would add or detract from Todd's assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Do you agree or disagree that your position on abortion affects your personal testimony in these ways?

Would you add or detract from these points?

Have you previously considered how your personal testimony might be impacted by your stance on this issue?

How can you have a biblical position on a topic and still hurt your personal testimony?

Is there a disconnect between what you say your position is and how you live?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What did you find helpful from Todd's handling of the objections?

How is the issue of abortion simplified by looking at the Bible first, before handling objections?

What would you add or detract from these points?

How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.


Conclusion (3-5 min)

Do you agree with Todd's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective.

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Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 3

Stay- at-Home Moms



Introduction (3-5 min)

Do you believe that *mothers should stay at home* to raise the kids and keep house? What pre-understandings do you have on the topic?

Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Were there any pre-understanding you had not previously thought about?

Do you or anyone you know have strong feelings about whether or not women should stay at home (or be expected to stay at home)? How difficult is it to set aside your pre-understandings? Do you recognize why it is necessary?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Do you think it was fair to pull one point from the Proverbs 31 passage? Do you think the context of the passage should change its interpretation?

When Todd asked about the interpretation of Proverbs 31, Dr. Strachan pointed to a verse in Titus. How does knitting these passages together help us to arrive at a right interpretation of Scripture?

Do you agree with the speaker(s) analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about a mother's role?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think looking at these characters from Scripture as examples is helpful for understanding a mother's role? Why or why not?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs our approach to stay-at-home moms?

How does a biblical understanding of God's design for gender and for families help us to approach the topic of stay-at-home moms?

Were you surprised by how Dr. Strachan connected the curse for sin in Genesis 3 to God's design for the role of women? Was that connection helpful?

Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware of the historic Christian perspective?

How is the role of the mother a ministry of evangelism and discipleship? Does this change the way you think about stay-at-home moms?

Why should we be wary of “Christian” groups or positions that align themselves with secular movements? How do we see those dangers in “evangelical feminism”?

Is there anything you would add or detract from Dr. Strachan’s assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren’t perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

How could your position of women’s roles and motherhood affect your personal testimony?

How might holding a secular perspective of a mother’s role be inconsistent with other clear biblical doctrines?

How could holding a biblical view of motherhood lead to witnessing opportunities?

Would you add or detract from these points?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What is the problem with pointing to a traditional model as our standard or example?

What would you add or detract from these points?

Are there any objections you may have held before but now think about differently because of this lesson?

Are there other objections you have heard? How should you respond, based on all we’ve looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.



Conclusion (3-5 min)

Do you agree with Dr. Strachan's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 4

National and Personal Debt



Introduction (3-5 min)

Do you think it is okay for a Christian to go into *debt*? What are some pre-understandings you bring to this topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

What is your experience with debt?

Have you or anyone you know been negatively affected by debt?

Do you know someone who used debt for their own advantage and came out on top?

Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Have you ever heard these verses used in this way or applied to this topic?

Do you agree with Todd's analysis of explicit verses? Were they interpreted and applied accurately? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about debt, borrowing, or lending?

Based on these verses, what would you conclude the Bible teaches about debt?

Were you surprised that the biblical position on debt is not strictly for or against?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly.

If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you agree with the Todd's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Are you surprised by the Bible's nuanced teaching on debt? Are you confused by the intricate picture painted by these verses?

Did Todd's explanation of hermeneutics and the analogy of Scripture help you to understand how the verses work together to reveal the biblical picture of debt?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

How might the call to love God and not the things of the world form your thinking about debt?

Does being a good steward mean that you cannot ever accrue debt?

Do you agree with the analysis of how the gospel informs this topic? Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Are you surprised at the variation in the historic Christian understanding on debt? What remained the same throughout each time period?

How does Calvin's definition of terms help you to think about your biblical understanding of interest?

How might the historic Christian's economy have influenced their understanding? What might be differences in our economy that may influence how we apply these biblical principles?

Is there anything you would add or detract from the Todd's assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Do you agree or disagree that debt affects your personal testimony in these ways?

Would you add or detract from these points?

Have you previously considered how your personal testimony might be impacted by your position on debt?

How could your position on debt strengthen your personal testimony?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

At what point does "I need to establish a credit score" become an excuse rather than a legitimate consideration?


What would you add or detract from these points?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Todd's conclusion? Why or why not?



Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 5

Global Warming



Introduction (3-5 min)

What is your position on *global warming*? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Which of these pre-understandings have you encountered?

Why is it important to set aside these pre-understandings in order to make sure we're thinking biblically?

Do you think there are any other pre-understandings that were not mentioned?

Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

How does understanding man's role (i.e., to take dominion) frame the conversation of global warming?

Were you surprised to learn that God promises to burn up the earth?

How does that shape your understanding of the topic?

Have you ever heard these verses used in this way or applied to this topic?

Do you agree with Dr. Strachan's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about the topic of global warming?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some

verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

How do these verses help you to think biblically about global warming?

Do you agree with the speaker(s) analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic?

How can these points protect us from the extremes on either side of the issue?

Is there anything you would like to add or detract?

If the gospel makes us seekers of truth, why should we be “healthy skeptics” when it comes to claims of scientists?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with “real-life” issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware of the historic Christian perspective?

Are you surprised about what Christians have historically believed about this topic?

Is there anything you would add or detract from Dr. Strachan's assessment?

Why might it be important to consider the historic Christian position even about a topic that is only become a concern relatively recently?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

How do you see your position being an opportunity to be a witness for Christ?

Do you hold strongly to your position on non-gospel issues? Have you ever considered how that might be a hindrance to sharing the gospel? Have you witnessed an example of this?

Would you add or detract from these points?

Have you previously considered how your personal testimony might be impacted by your stance on this issue?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What would you add or detract from these points?

Are there other objections you have heard? How should you respond, based on all we've looked at today?


Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Dr. Strachan's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

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What did you learn in thinking through the topic of global warming that can help you to think about other topics?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 6

Capital Punishment



Introduction (3-5 min)

Are you for or against *capital punishment*? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Which of these pre-understandings have you encountered (in yourself or in others)?

Do you think there are any other pre-understandings that were not mentioned?

Were there any pre-understanding you had not previously thought about?

Why is it important to set aside our feelings and experiences when we begin to build a biblical perspective on a topic?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the Genesis 9:5-6 make sense? Is there anything we need to clarify?

How was it helpful to look at the meaning of the Hebrew word that we translate as shed?

Do you think this verse was presented correctly? Was it interpreted and applied accurately?

What do you think about how careful Todd tried to be with his application of this verse? Do you think he was right to stop with “God is okay with capital punishment” rather than taking it further?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Have you ever heard these verses used in this way or applied to this topic?

Do you agree that the New Testament seems to be echoing the Old Testament on the issue of capital punishment? Is there anything you would add or detract to Todd's discussion of the verses?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs the issue of capital punishment?

Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware of the historic Christian perspective?

Are you surprised about what Christians have historically believed about this topic?

Is there anything you would add or detract from the Todd's assessment?

What value is there in understanding when and in what context these church leaders lived?

How does it impact your understanding to recognize that many Christian thinkers were upholding capital punishment even though it was likely to be used against them? How have you found it difficult to hold to a Christian perspective because of difficulties in your life?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Do you agree or disagree that the topic affects your personal testimony in these ways? Would you add or detract from these points? How would a pro-life position and a pro-capital punishment position be consistent? How has this exercise in biblical thinking helped you to think through to the root of these issues?

Have you previously considered how your personal testimony might be impacted by your stance on this issue?

How can you use your biblical position on capital punishment to share the gospel and show the distinctiveness of Christianity?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

How do our terms and definitions help us to more precisely frame our understandings? Is it helpful to think about the difference between vengeance and justice?

What do you notice about how Todd responded to the objections using Scripture? What is the value of understanding the context of a passage?

What would you add or detract from these points?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Todd's conclusion? Do you think Dr. Strachan is right to take it farther—to believe God mandates governments to use capital punishment? Why or why not?

Are you surprised that they didn't arrive at the exact same conclusion? What does this show you about the process of building a worldview? About Christian unity?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 7

Denominationalism



Introduction (3-5 min)

What is your position on *denominationalism*? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Have you ever thought (or lived like you thought) that your denomination was the only one with true believers in it? How difficult is it to set aside that pre-understanding?

Were there any pre-understanding you had not previously thought about?

Do you think there are any other pre-understandings that were not mentioned?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Were you surprised to hear that even in Paul's day there were unnecessary divisions among the believers?

How does the idea of oneness in the body affect your understanding of denominations?

Do you agree with the Dr. Strachan's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.



Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you find these implicit verses helpful in considering the topic of denominations? What do they add to your understanding?

Do you agree with Dr. Strachan's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about denominations and distinctions in the church?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

How do you understand the gospel to inform your position on denominations?

Is there anything you would like to add or detract from the analysis in the video?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware that the church has had major splits in times past? What do you think might be a good reason to divide?

How has Dr. Strachan's assessment of the historic position helped your understanding? Is there anything you want to add or detract?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

How might your understanding of and participation in denominations help or hurt your personal witness?

Have you previously considered how your personal testimony might be impacted by your stance on denominationalism?

How important is your denominational affiliation to you? How important to you is someone else's denomination? How might you reconsider that in light of this conversation?

How does your affiliation (or lack of) with a denomination affect your ability/opportunity to be a witness for Christ?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

Do you agree or disagree that multiple denominations with gospel agreement demonstrate that Christianity is true? Why?

What do you think about the analogy that denominations, like divorce, are concessions made by God? Does that change the way you think about denominations?

What is the difference in the appearance of unity and true oneness of the body?

Have you ever claimed to be spiritual but not religious? Why is that not a healthy objection to denominationalism?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with the speaker(s) conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 8

Character of Politicians



Introduction (3-5 min)

How important is it to consider a *politician's character*? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

What pre-understandings have you heard regarding the role of character in politics?

How much do you think a politician's character weighs into your opinion of him/her?

Does it surprise you that this is a topic we are discussing? Why?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

How does God's instruction to Israel's kings apply to politicians today?

How might it be helpful to consider specific examples, like Saul and David?

Do you agree with Todd's analysis of the explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you agree or disagree that the principles of leadership for the pastor can be applied to the realm of political leader?

Have you ever heard these verses used in this way or applied to this topic?

Do you agree with Todd's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic?

If unbelievers are enemies of God and we can't expect them not to sin, can we really use biblical principles of leadership to evaluate them?

Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

What point was Todd making by identifying the Pharisees as the moral majority in the New Testament?

Did you think Christians should be trying to impose Christian values on unbelievers through a political mechanism?

What does it mean to refer to "a modern-day Gomorrah"? Do you think that was a valid concern?

How might it be helpful to distinguish between the individual and the church when dealing with this topic?

How does the difference between "morality driven" and "holiness

driven” help you to think about the Christian’s role in the political sphere?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren’t perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Do you agree or disagree that your position on this topic can affect your personal testimony?

What would you add or detract from Todd’s discussion of personal testimony?

Have you previously considered how your personal testimony might be impacted by your stance on this issue?

How have you struggled to take a stand because of how it might affect your personal testimony?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard these objections? Have you raised these objections yourself?

What would you add or detract from these points?

Are there other objections you have heard? How should you respond, based on all we’ve looked at today?


Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Todd’s conclusion? Why or why not?

How has this discussion helped you think through this issue?

Has your position changed or are you thinking about changing your position as a result of this conversation?

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Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 9

End of Life Issues



Introduction (3-5 min)

What are *end of life issues*? When does life end? What, if any, role should we play in ending life? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Have you or anyone you know been impacted by end-of-life issues? Why is it important to set aside those experiences and emotions as we approach this topic?

Do you think there are any other pre-understandings that were not mentioned?

Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Were you previously aware of these incidents? Did you think of them in relationship to this topic?

How do these passages help you to frame your thinking about end of life?

Do you agree with Dr. Strachan's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Have you ever heard these verses used in this way or applied to this topic?

Which verse(s) did you find particularly helpful in understanding the topic of end of life? Why?

Do you agree with Dr. Strachan's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic? Is there anything you would like to add or detract?

How do these points help you to think about end of life?

If you have ever faced an end-of-life issue (i.e., thoughts of suicide or making difficult decisions regarding a loved one), how does the gospel encourage you?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

How does the historic Christian position help you to think about this topic?

Is there anything you would add or detract from Dr. Strachan's assessment?

How does advancement in technology provide both an advantage and a challenge to end-of-life issues?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Have you previously considered how this issue or your stance on this issue might affect your personal testimony?

How can a difficult topic like end of life lead to an opportunity for Christian witness?

Before this lesson, would you have considered suicide to be a moral issue or a mental health issue? How has this episode helped you to think about the issue?

Why might there be valid disagreement on the role of technology and medicine in prolonging life? How can you think through those issues while showing grace to those who disagree?

Does your position on these issue reflect your personal testimony as a believer in Jesus?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

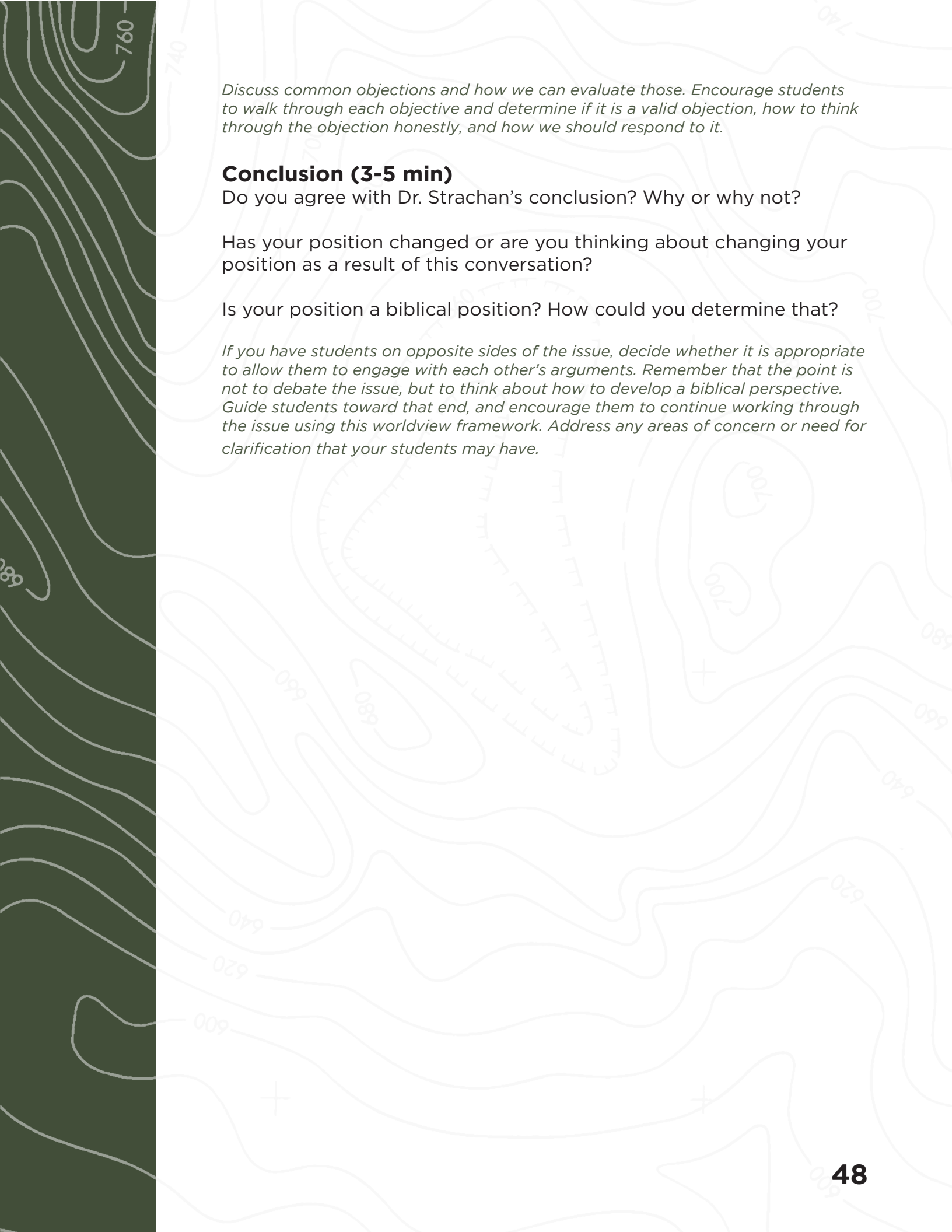
Have you heard any of these objections? Have you raised these objections yourself?

What is the difference between choosing not to artificially extend a human life and artificially ending a human life?

As Dr. Strachan dealt with these common objections, what was most helpful in framing your thinking differently than you may have thought before?

What would you add or detract from these points?

Are there other objections you have heard? How should you respond, based on all we've looked at today?



Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Dr. Strachan's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 10

Burial and Cremation



Introduction (3-5 min)

Do you think people should be *buried or cremated* when they die? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Which pre-understandings do you have? What informs your understanding?

Were there any pre-understandings you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Are you surprised that there are no explicit Bible verses for burial or cremation?

If there are no explicit commands in Scripture, does that mean the Bible doesn't have anything to say on the issue?

How can we proceed to develop a biblical worldview regarding a topic with no explicit Bible verses?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Are there any other verses you can think of that speak implicitly about this topic?

What's the difference in discovering a "law" or a mandate in Scripture and discovering a theme or motif? How should our thinking be framed differently when there is no biblical law?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with Todd's assessment that burial is a better picture of the Gospel and the hope of the resurrection?

Have you ever thought of death and burial in relationship to the resurrection? How does this change your thinking of the issue?

Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Have you ever considered where the idea of cremation came from? How does that change the way you think about the issue?

Would it be fair to say that St. Augustine was a proponent of cremation? Why must we be careful to understand the context of a statement?

Is there anything you would add or detract from the Todd's assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Have you ever considered that what you choose to do with your body after you die communicates what you believe?

Do you agree or disagree with Todd regarding what your position communicates?

Does your position on cremation and burial accurately affect what you claim to believe about the future and life after death?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

Do you have any remaining questions about how to answer these objections?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with the Todd's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 11

Working Women



Introduction (3-5 min)

Do you think *women should work* or not? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Have you known people who hold tightly to one of these pre-understandings?

Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

How do these verses frame your understanding of the role of women?

Do you agree with Dr. Strachan's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

How did the conversation about context help you to understand how we should interpret biblical principles found in historical accounts? Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

How does considering the gospel in relation to the working woman encourage or challenge your thinking on the issue? How is the gospel freeing?

What difficulty do you find in thinking through the gospel's impact on a given situation? How have these videos been helpful?

Do you agree or disagree with Dr. Strachan's analysis? Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

How does the historic Christian perspective aid your understanding of the issue?

How does our modern context change our framing of the issue of working women?

Is it ok for our current culture to influence how our biblical understanding plays out in a practical way?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

How can your position on working women honor God and his divine design?

Do you agree or disagree that your position on this topic can be a great opportunity for a gospel witness? Have you known any godly women who are an example of this?

How might you struggle with this topic in this modern age? Has anything we talked about helped you to see how you might work through the issue?

Have you previously considered how your personal testimony might be impacted by your stance on this issue?

Do you believe that God created women distinct from man with biblical roles? Does your stance on the role of the modern woman reflect a biblical understanding?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What would you add or detract from these points?

Do you agree with the way Dr. Strachan answered each objection? Are there other objections you have heard? How should you respond, based on all we've looked at today?


Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with the speaker(s) conclusion? Why or why not? What questions or concerns do you still have?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

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If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 12

Submitting to Government



Introduction (3-5 min)

What is your position on **submitting to the government**? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Were there any pre-understanding you had not previously thought about?

Have you held any of these pre-understandings? Have you ever considered whether that understanding was biblical?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Have you ever heard these verses used in this way or applied to this topic?

Do you agree with Todd's analysis of these explicit verses? Is there anything you would add or detract?

Why might it be hard to accept that the Bible clearly speaks about being submissive to rulers?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Do you agree with Todd's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic? Was it helpful to think about the definition of submission and the relationship between Jesus and the Father?

Does thinking through the Gospel and its impact on the issue change the way you understood the topic?

Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware of the historic Christian perspective?

Does it surprise you that Christians supported the American Revolution if the Bible so clearly supports submitting to the government?

Since many Christians have historically held some idea that it is ok to resist the government, should we assume our interpretation of explicit Bible verses is wrong? What role should the historic Christian position play in framing our understanding?

Is there anything you would add or detract from Todd's assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Do you agree or disagree that your stance on submitting to the government affects your personal testimony?

Have you previously considered how your personal testimony might be impacted by your stance on this issue?

How might submitting to the government give you an opportunity for a Gospel witness?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What would you add or detract from these points?

Do you think that Todd's explanations adequately handled the objections? What questions do you still have?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.


Conclusion (3-5 min)

Do you agree with Todd's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective.

The background of the page is a topographic map. It features a series of contour lines in a light gray color, representing elevation. The lines are more densely packed on the left side, indicating a steeper slope, and more spread out on the right. There are several numerical labels for the contour lines, such as 600, 620, 640, 660, 680, 700, 720, 740, and 760. A prominent feature is a large, irregularly shaped area in the center-right that is shaded in a light gray color, possibly representing a body of water or a specific land feature. There are also several small crosshair symbols (+) scattered across the map. The overall tone is a mix of light gray and a dark greenish-gray on the left edge.

Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 13

Capitalism vs. Socialism



Introduction (3-5 min)

Do you think *capitalism* or *socialism* is a better economic system? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Do you think each assumption was represented fairly?
Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Have you ever heard any of these verses used to support Socialism? Do you agree or disagree with Dr. Strachan's refutation of that idea? How does approaching the Bible without pre-understandings change your impression of these verses?

Do you agree with Dr. Strachan's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

What part of this conversation was helpful in understanding the biblical principles that apply to this topic?

Does it surprise you to think that the Bible did not condemn men like Abraham and Job for being wealthy? How might that shift your perspective?

Do you agree with Dr. Strachan's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic? Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware of the historic Christian perspective? How did this section help you to better understand the idea of capitalism and greed?

Is there anything you would add or detract from Dr. Strachan's assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods.

Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

How can your position on capitalism vs. socialism provide an opportunity to share the gospel?

In both views, are there ways that we can be more invested in politics than spiritual things? How can we guard against that?

Have you ever thought of Christianity as a faith that helps you in every area of life? How does this change your perspective on the importance of carefully crafting a biblical worldview?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

Do you think Dr. Strachan addressed the objections in a way that was fair and/or helpful?

What would you add or detract from these points?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Dr. Strachan's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 14

LGBTQ+



Introduction (3-5 min)

What is your position on *LGBTQ+*? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Do you think each assumption was represented fairly?
Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

How did Todd's explanation help you to think through why it is okay to use Old Testament passages?

What did Todd mean when he said that not all sins are the same? Do you agree or disagree? Why?

Do you agree with Todd's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

How does Dr. Strachan's comment help you to understand how the Bible views homosexuality? How does thinking of the sin as an attitude, desire, or identity in addition to actions help you to think through the issue?

Do you agree with Todd's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic? How does understanding the Gospel help frame your approach to this conversation?

How can you show compassion without compromising scripture? How does Jesus give us an example of this?

Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware of the historic Christian perspective on homosexuality?

Why might it be significant that the historic position is unanimous? How does this help you frame your thinking?

Is there anything you would add or detract from the Todd's assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Do you agree or disagree that your stance on the topic affects your personal testimony in these ways?

Would you add or detract from these points?

How have you struggled to take a stand against homosexuality? How does that affect your personal testimony?

Is there a disconnect between what you say your position is and how you live it out?

Which "ditch" have you been guilty of falling into? How should your approach change?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

Do you think Todd handled the objections satisfactorily? What questions do you still have?


What would you add or detract from these points?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Todd's conclusion? Why or why not?



Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 15

Guns



Introduction (3-5 min)

What is your understanding on **guns**? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Do you think each assumption was represented fairly?

Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

What role does interpretation play in examining the scriptures?

Why is it important to examine more than one verse on a subject?
What does it mean to harmonize verses?

Do you agree with Dr. Strachan's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

How important is context and interpretation in a topic like this?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

What in this discussion has been helpful in framing a biblical understanding of guns and self-defense?

Do you agree with Dr. Strachan's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic?

How does the exercise of thinking through the gospel impact on the topic help you to think more deeply and more carefully about the gospel? Have you gained a deeper appreciation for the gospel through this exercise?

Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

How do these historic positions add to your understanding of the topic?

Is there anything you would add or detract from Dr. Strachan's assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect.

We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

How is it helpful to think through your personal testimony in relation to self-defense and guns?

Would you add or detract from these points?

Why is it important to balance a sense of wise stewardship without giving off a spirit of fear? How does that reflect the gospel?

Have you previously considered how your personal testimony might be impacted by your stance on guns?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

How was it helpful to hear Dr. Strachan handle these objections?

Do you agree or disagree with Dr. Strachan's position on the right to have guns if the government tries to take them away?


Do you recognize the difficulty in working through these issues? Why would it be helpful to have a biblical perspective of governments before trying to tackle this question?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Dr. Strachan's conclusion? Why or why not? Has your position changed or are you thinking about changing your position as a result of this conversation?



Can you hold a biblical perspective on this topic and still decide you (personally) shouldn't own a gun? When does the perspective become unbiblical?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 16

Immigration



Introduction (3-5 min)

What is your position on *immigration*? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Do you think each assumption was represented fairly?

Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

How does Israel's dealing with foreigners help inform your understanding of the issue? Why is it helpful to consider the original language in dealing with passages that seem to disagree?

Do you agree with the Todd's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Do you agree that they add to our understanding of this particular issue?

Do you agree with Todd's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Have these verses been helpful in framing your biblical understanding of immigration?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic?

Why is it important to think through our attitudinal position as well as our theological position? How can we balance the two without sacrificing either?

Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware of the historic Christian perspective?

Are you surprised by what John Calvin's believed about this topic?

How do we evaluate two opposite views in church history as we think through our position?

Why do we need to be careful we are considering all factors involved in a situation before coming to a conclusion? How did Dr. Strachan's comments help you to think about the issue?

Is there anything you would add or detract from Todd's assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Do you agree or disagree that the topic affects your personal testimony in these ways?

Would you add or detract from these points?

How can the "love your neighbor" command apply to both sides of the issue?

Have you previously considered how your personal testimony might be impacted by your stance on this issue?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What would you add or detract from these points?

Are there other objections you have heard? How should you respond, based on all we've looked at today?


Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Todd's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that? If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective.

The background of the page is a topographic map. On the left side, there is a vertical black band. The rest of the page is white with light gray contour lines. Some contour lines are labeled with numbers like 760, 740, 720, 700, 680, 660, 640, 620, 600, 580, 560, 540, 520, 500, 480, 460, 440, 420, 400, 380, 360, 340, 320, 300, 280, 260, 240, 220, 200, 180, 160, 140, 120, 100, 80, 60, 40, 20, 0. There are also several small black crosses (+) scattered across the map.

Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 17

Education



Introduction (3-5 min)

How do you think Christians should *educate* their children? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Do you think each assumption was represented fairly?

Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Which of these passages were new to you, in reference to the education issue? Were they helpful?

Do you agree with Dr. Strachan's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Were these verses helpful in forming your understanding biblically? What questions do you still have?

Do you agree with Dr. Strachan's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about education?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic? Is there anything you would like to add or detract?

How do these points inform your understanding of the topic?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware of the historic Christian perspective?

Have you seen the current trend toward homeschooling? Do you agree or disagree with Dr. Strachan's thoughts toward this trend? How was Todd's caution helpful for you in thinking about homeschooling?

Is there anything you would add or detract from the speaker(s) assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

How do these questions about your personal testimony help you to think about this issue?

Would you add or detract from these points?

How might you balance the responsibility of discipleship with the opportunity for a gospel witness?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What would you add or detract from these points?

How do these objections help you to think through your position on the issue?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Dr. Strachan's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Does developing a biblical position on education mean taking a hard-line stance on public, private, or homeschool options? What is the difference between a biblical teaching and a biblical conviction?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 18

Marijuana



Introduction (3-5 min)

What is your position on marijuana? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Do you think each assumption was represented fairly?

Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanation of the verse make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Does seeing the connection between drugs and divination alter how you think about the issue?

Are you surprised that Todd only brought up one explicit Bible verse? Does this change the weight of the one he addressed?

Do you agree with Todd's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Have you ever heard these verses used in this way or applied to this topic? Were they helpful?

Do you agree with Todd's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic? How does it shift your thinking to ask "does this glorify God" rather than "is it wrong"?

Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Are you surprised that there is not much of a historical position on marijuana?

In a case like this, do you think it is fair to equate issues like drunkenness with marijuana? Why or why not?

What principles can you draw from these quotes that are helpful for understanding the historic position?

Is there anything you would add or detract from Todd's assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Do you agree or disagree that the topic affects your personal testimony in these ways?

Would you add or detract from these points?

How have you failed to consider your personal testimony when taking positions on some of these issues? Is this step helpful in building your biblical worldview?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What would you add or detract from these points?

Do you agree or disagree with Todd's answers to the objections? Was his conversation with Dr. Strachan helpful?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Todd's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that? If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through

The background of the page is a topographic map. It features a dark green vertical band on the left side. The rest of the page is a light gray color with white contour lines. The contour lines are labeled with numbers such as 600, 620, 640, 660, 680, 700, 720, 740, and 760. There are also several small white crosshair symbols scattered across the map.

the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 19

Women in the Military



Introduction (3-5 min)

Do you think *women should serve in the military*? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Do any of the mentioned pre-understandings describe your thinking on the issue?

Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

How are these verses helpful in thinking through this topic? What questions do you have?

Do you agree with Dr. Strachan's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanation of the verse make sense? Is there anything we need to clarify?

How does this verse shape your understanding of the issue?

Do you agree with Dr. Strachan's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that might help inform this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic? Is there anything you would like to add or detract?

How was Todd's analogy with the pencil helpful for thinking about the roles of men and women?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Is the historic Christian perspective what you were expecting it to be?

What does egalitarian mean? Complementarian? How have you seen evidence that we are living in an egalitarian culture?

How does understanding that we live in an egalitarian culture help you to filter through influences and opinions on the subject? Is there anything you would add or detract from Dr. Strachan's assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Do you agree or disagree that your position on women in military can affect your personal testimony?

Would you add or detract from these points?

How have you struggled to take a stand because of how it might look to others?

How might holding a position contrary to (or ignorant of) biblical principles weaken your testimony?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What about this conversation was helpful for considering the issue?

What would you add or detract from these points?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Dr. Strachan's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 20

Evangelicals and Catholics Together



Introduction (3-5 min)

Do you think evangelicals can partner with Catholics? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Do you think each assumption was represented fairly?

Were there any pre-understanding you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Have you ever heard these verses used in this way or applied to this topic?

Do you agree with Todd's analysis of explicit verses? Is there anything you would add or detract?

Why is it important to define terms, even we're using the same terms?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Why does Todd keep emphasizing the difference between Catholicism and evangelicalism as the difference between heaven and hell? Do you agree with Todd's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic?

Did you realize there was such a difference between the Catholic gospel and the biblical Gospel?

Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware of the historic Christian perspective?

Are you surprised that the Catholic Church was so strongly against Protestants?

Is there anything you would add or detract from the speaker(s) assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society

and culture to influence our beliefs more than the Bible.

Personal testimony

Do you agree or disagree with Todd's consideration of personal testimony?

Would you add or detract from these points?

How does a biblical perspective on this topic strengthen your testimony?

How might your biblical position lead to a witnessing opportunity?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What would you add or detract from these points?

How was Todd's dealing with these objections helpful for thinking through the issue?

Did you have any concerns or questions that were answered? Do you have any that still need to be dealt with?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Todd's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through

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the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 20

Modern Eugenics



Introduction (3-5 min)

What is your position on *population control*? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Do you think there are any other pre-understandings that were not mentioned?

Do you think each assumption was represented fairly?

Were there any pre-understandings you had not previously thought about?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

These verses don't speak directly about eugenics, so what makes them explicit verses? Does this help you frame your understanding of the issue?

Do you agree with Dr. Strachan's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Have you ever thought about how drastically different worldviews can be? How did this conversation impact how you think about the importance of developing a position from a biblical foundation?

Do you agree with Dr. Strachan's analysis of implicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic?

What did Dr. Strachan and Todd say that helped you to understand the biblical worldview better?

How does a rejection of the gospel inform this topic? Have you considered where morality comes from in a non-biblical worldview? Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Does it surprise you that Christians have historically believed children to be a blessing? Why or why not?

Why do you think, biblically speaking, that it is important to emphasize a cautious approach to advances in technology?

Is there anything you would add or detract from Dr. Strachan's assessment?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Have you considered how your personal testimony is effected by your position on eugenics?

Would you add or detract from Dr. Strachan's points?

Is there a disconnect between what you say your position is and how you live?

Do you think Dr. Strachan's phrase "sacrifice of the fittest" is a helpful way to think about the biblical worldview? Why or why not?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What would you add or detract from these points?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with Dr. Strachan's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

How has this conversation been helpful in framing a biblical worldview on the topic of eugenics?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.

Lesson 21

War



Introduction (3-5 min)

What is your position on war? What pre-understandings do you have on the topic? *Discuss positions and pre-understandings. Do not offer correction or allow debate at this point.*

Play the video. You may watch the entire video, or stop to discuss the steps as the video progresses. Use the questions below to guide your discussion.

Video & Discussion (25-45 min)

Pre-understandings

Which of these pre-understandings reflect your position?

Do you think there are any other pre-understandings that were not mentioned?

Do you think each assumption was represented fairly?

Were there any pre-understanding you had not previously thought about?

Why is it important to set aside our pre-understandings as we begin to build a biblical worldview?

Encourage discussion as time allows. Help students to identify their own starting points and to be aware of other pre-understandings.

Explicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Have you ever heard these verses used in this way or applied to this topic?

Are you surprised at the number and strength of verses about war?
Are you surprised by the Bible's teaching on war?

Do you agree with Todd's analysis of explicit verses? Is there anything you would add or detract?

Are there any other verses you can think of that speak explicitly about war?

Encourage students to engage with Scripture and with the points made in the video. Challenge them to look at the verses themselves, examine the context, and

consider whether a verse has been applied correctly. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position.

Implicit verses

Did the explanations of the verses make sense? Is there anything we need to clarify?

Do you think these verses were presented correctly? Were they interpreted and applied accurately?

Do you agree with Todd's analysis of implicit verses? Is there anything you would add or detract?

Have you ever heard the objection Dr. Strachan mentioned? How was Todd's response helpful?

Are there any other verses you can think of that speak implicitly about this topic?

Encourage students to engage with Scripture and with the points made in the video. If you have time, look at some verses together as a class and discuss how they should inform our position on the topic. Allow students to express disagreement, but challenge them to provide biblical support for their position. Remind students that while implicit verses can be helpful, they cannot contradict what the Bible says explicitly.

Gospel

Do you agree with the analysis of how the gospel informs this topic?

How does an understanding of the gospel help balance the strong affirmation of war we saw in the Bible verses? Why is it important to consider the gospel as we are building a biblical understanding? Is there anything you would like to add or detract?

Allow discussion, helping students to think about the topic from a gospel perspective. You may want to take some time to review the gospel at this point. Many people think the gospel is a faith issue and doesn't have much to do with "real-life" issues. Use this time to help students understand that the gospel is not separate from certain areas of our lives.

Historic Christian position

Were you previously aware of the historic Christian perspectives?

How was Todd's discussion of the three positions helpful?

Do you agree with Todd and Dr. Strachan that the Just War Theory is founded in some good principles that can be helpful within a biblical

perspective? Why or why not?

Is there anything you would add or detract from Todd's assessment?

Can you cite and/or explain the three Latin phrases Todd used?

Discuss the historical position. Emphasize the fact that we can learn from history even if their perspectives or motives weren't perfect. We can learn from both successes and failures in the past. We also must recognize that the historic Christian position is a valuable barometer because it spans individuals, cultures, and time periods. Examining the historic position can reveal where we have allowed our society and culture to influence our beliefs more than the Bible.

Personal testimony

Do you agree or disagree with the points of consideration Todd pointed out? Is there another way you think your position on war may impact your personal testimony?

Would you add or detract from these points?

How have you struggled to form a position or to vocalize your position because of how it might affect your personal testimony?

How do you consider the impact your position may have on your personal testimony without compromising on truth?

How does understanding "realms of authority" help you to deal with topics like war?

Encourage students to consider how the topic relates to their personal testimony. Encourage students to share personal examples, if appropriate. Challenge students to consider what their personal testimony should be—are they intending to please God or man?

Common objections

Have you heard any of these objections? Have you raised these objections yourself?

What would you add or detract from these points?

Do you think Todd adequately dealt with the objections? How was this discussion helpful?

Are there other objections you have heard? How should you respond, based on all we've looked at today?

Discuss common objections and how we can evaluate those. Encourage students to walk through each objective and determine if it is a valid objection, how to think through the objection honestly, and how we should respond to it.

Conclusion (3-5 min)

Do you agree with the Todd's conclusion? Why or why not?

Has your position changed or are you thinking about changing your position as a result of this conversation?

Is your position a biblical position? How could you determine that?

If you have students on opposite sides of the issue, decide whether it is appropriate to allow them to engage with each other's arguments. Remember that the point is not to debate the issue, but to think about how to develop a biblical perspective. Guide students toward that end, and encourage them to continue working through the issue using this worldview framework. Address any areas of concern or need for clarification that your students may have.