

WRETCHED WORLDVIEW 2



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 or some idea about what to think about the topic. Quickly call out a list of issues (e.g., environmentalism, gambling, dating, entertainment, tithing, music, 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 some challenging issues together, and it will make more sense as we work through these examples.

In fact, let's do a little test-run right now. How do we know that developing a biblical worldview on a topic is what we should be doing? Let's walk through these steps together.

Play Wretched Worldview—Life of the Mind.

Note: Use the included Worldview Worksheet and walk through each step together as a class. This should be a fairly obvious topic, but the point is to see the process in action. Don't merely give the students answers to each step, but help them to walk through the process in their own thinking. The points below are provided as a starting point, but are in no way exhaustive.

Discuss: Use the following to guide discussion.

Pre-understandings: What ideas might someone already have about this topic? Consider both opponents and supporters.

- It is imperative that we develop biblical perspectives on every issue.
- The Bible doesn't speak to every issue.
- Who cares what the Bible says.
- We should have a biblical stance on the core Gospel issues, but other issues aren't as big a deal.

Explicit verses: Do you know of any Bible verses that may help us to think through this issue?

- Note: you may need to supply students with study resources like concordances, or supply references and allow them to think through how they apply.
- Romans 12:1—We are to be transformed by the renewing of our minds (i.e., thinking and behaving like Christ not the world).
- Colossians 3:2—We should operate from an eternal perspective.
- 1 John 4:1—We are not to believe everything we hear but to test it against the truth of God's Word.

Implicit Verses: What verses may not speak directly about thinking biblically but can help us understand the topic?

- Philippians 4:8—We are called to protect our minds and pursue what is true and honorable.
- 1 John 2:6—If we abide in Christ, our life (and thus our stances on difficult issues) should imitate Him.
- Ephesians 4:22–24—We are to put off our old self (and thus worldly ideas) and put on the new self (i.e., righteousness and holiness).

Gospel: How does the Gospel inform our thinking on this topic?

- As those transformed by the Gospel, we are to be about the process of sanctification—growing in holiness.
- As those transformed by the Gospel, we are given the ability through the Holy Spirit to understand the spiritual truths spoken in Scripture (1 Corinthians 2:13–14).

Historical Christian perspective: How did men of faith throughout history view Scripture in relation to forming a position?

- Note: this section will likely be difficult for students to engage in during class, unless you have prepared some resources or quotes for them to use. You may wish to simply demonstrate this step.
- Athanasius: "The Holy Scriptures, given by inspiration of God, are of themselves sufficient toward the discovery of truth."
- St. Augustine: "Whereas, therefore, in every question, which

relates to life and conduct, not only teaching, but exhortation also is necessary; in order that by teaching we may know what is to be done, and by exhortation may be incited not to think it irksome to do what we already know is to be done; what more can I teach you, than what we read in the Apostle? For holy Scripture setteth a rule to our teaching, that we dare not “be wise more than it behoveth to be wise; but be wise, as himself saith, ‘unto soberness, according as unto each God hath allotted the measure of faith.’ Be it not therefore for me to teach you any other thing, save to expound to you the words of the Teacher, and to treat of them as the Lord shall have given to me.”

- Chrysostom: “Wherefore I exhort and entreat you all, disregard what this man and that man thinks about these things, and inquire from the Scriptures all these things; and having learnt what are the true riches, let us pursue after them that we may obtain also the eternal good things.”

Personal Testimony: How should I consider my personal testimony in developing a position on this idea?

- Holding a biblical position makes it clear that I am a Christian and believe the Bible is the authority. If this makes me stand out from the world, even better, as it provides opportunity to point to Christ as the reason for my “set apart-ness”
- If I don’t hold a biblical position, will I look less like a Christian to the world? Or worse, will I undermine the message of the Gospel to the world?

Objections: Now let’s revisit our pre-understandings with the biblical perspective we’ve built.

- It is imperative that we develop biblical perspectives on every issue.
 - Response: True. As Christians, our worldview, and thus our stance on every issue, must be consistent with biblical principles.
- The Bible doesn’t speak to every issue.
 - Response: The Bible may not contain explicit or specific detailed instructions for every issue, but the Bible does teach principles that apply to every issue (2 Peter 1:3).
- Who cares what the Bible says.
 - Response: A true Christian will absolutely care what the Bible (i.e., God’s inspired Word) says.
- We should have a biblical stance on the core Gospel issues, but other issues aren’t as big a deal
 - Response: While there may be some issues that are not as central to the Gospel, we will give an account for the things we think, say, and do. We are called to be set apart and to pursue holiness. That means we want to honor God with our position on every issue, no matter how inconsequential it may seem.



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

Pornography



Introduction (3-5 min)

What is your position on the topic of pornography?

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 any of the listed pre-understandings describe your view?

Which have you heard before?

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?

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 pornography?

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?

Are there any explicit verses that excuse or promote pornography?

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 pornography?

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?

Are there any implicit verses that excuse or promote pornography?

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

Have you ever thought about forgiveness as a reason it may be ok to commit a sin? What is wrong with that thinking?

How does our calling as saints inform our understanding of 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?

Are you surprised at how clearly they condemned lust and sexual immorality?

If these historic figures in the church warned so strongly against lust and passions, 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 pornography affects whether or not you are testifying to be a people set apart for God?

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?

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?

When we look at what the Bible teaches on the issue of pornography, what is clear about the 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.

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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 3

Substance Abuse



Introduction (3-5 min)

Do you believe substance abuse is acceptable (or sometimes acceptable)? 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 any of the listed pre-understandings describe your view? Which have you heard before?

Even if you don't claim it for yourself, do you agree with any of these 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?

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 substance abuse?

What do you think about Todd's assessment that substance abuse is a worship issue?

Do you agree with Dr. Busenitz'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 substance abuse?

Do you agree with Dr. Busenitz'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 there any implicit verses that excuse or promote substance abuse?

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 Jesus' purpose in dying on the cross speak to the idea of substance abuse?

How does our understanding of the Gospel inform our understanding of the topic?

Were you aware of the connection between drugs and witchcraft/idolatry?

How does that change your perspective on 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

Were you previously aware of the historic Christian perspective?

Are you surprised that there is little to find regarding drugs?

What do you think of the speakers' interpretations of the fact?

How does this inform your perspective?

Is there anything you would add or detract from Dr. Busenitz'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 might your personal testimony be affected by your view on alcohol and substance use?

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?

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 Dr. Busenitz's handling of the objections?

How does a correct understanding of Christian liberty impact our understanding of the topic?

What would you add or detract from these points?



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. Busenitz'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

Tithing



Introduction (3-5 min)

Do you believe Christians should tithe? 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 any of the listed pre-understandings describe your view?

Which of these ideas have you heard before?

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?

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 tithing?

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

Are you surprised that there are no New Testament verses about tithing?

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 tithing?

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

Is this an interpretation you've heard before?

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 our understanding of the Gospel inform our understanding of the topic?

How is giving tied to gratitude?

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 to learn there was no established 10% tithe in the church until nearly 600 years after Jesus?

How does the role of the Roman Catholic Church in imposing a mandated tithe inform your perspective?

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

How might your personal testimony be affected by your view on tithing or giving?

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?

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?

Did any of your pre-understandings shift based on this study?

What would you add or detract from these points?


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?

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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 5

Taxes



Introduction (3-5 min)

How should Christians feel toward taxes? 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 any of the listed pre-understandings describe your view?

Which of these ideas have you heard before?

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?

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 paying taxes?

Do you agree with Dr. Busenitz'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 paying taxes?

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

Is this an interpretation you've heard before?

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 our understanding of the Gospel inform our understanding of the topic?

What do you think about the idea that paying taxes is a form of worship?

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 to learn that so many in history taught that paying taxes was right and good even under cruel or evil governments?

Is there anything you would add or detract from Dr. Busenitz'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 might your personal testimony be affected by your attitude toward taxes?

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?

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 Dr. Busenitz's handling of the objections?

Did any of your pre-understandings shift based on this study?

What would you add or detract from these points?

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. Busenitz'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 series of contour lines that represent different elevations. The lines are more closely spaced on the left side, indicating a steeper slope, and more widely spaced on the right side, indicating a gentler slope. There are several numerical labels for the contour lines, such as 600, 620, 640, 660, 680, 700, 720, 740, and 760. Some of these lines are solid, while others are dashed. There are also several small crosshair symbols (+) scattered across the map. The overall color scheme is a mix of light gray and dark teal/green.

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

Lesson 6

Persecution



Introduction (3-5 min)

How do you feel about the possibility of facing persecution? 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 any of the listed pre-understandings describe your view?

Which of these ideas have you heard before?

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?

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 persecution?

How did Todd's summary of 1 Peter help you to think about persecution differently than before?

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 paying taxes?

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

Is this an interpretation you've heard before?

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 our understanding of the Gospel inform our understanding of the topic?

How can persecution further the Gospel? Is that thought surprising to you?

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 do you think the context of these historical figures is different than ours? Does that effect the points they made?

How are the testimonies of martyrs encouraging to you?

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

How might your personal testimony be affected by persecution?

How does your personal testimony prepare you to face persecution?

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?

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?

What would you add or detract from these points?

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 and Dr. Busenitz'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 7

Decision-Making



Introduction (3-5 min)

How do you make decisions? 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 any of the listed pre-understandings describe your approach to decision-making?

Which of these ideas have you heard before?

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?

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 decision-making?

How did Dr. Busenitz's analogy of the train help you to think about the role of feelings in making decisions?

Do you agree with Dr. Busenitz'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 making decisions?

How did Todd and Dr. Busenitz's discussion about praying for wisdom help you to understand biblical decision-making?

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

Is this an interpretation you've heard before?

Which of the verses has helped you to think about the topic more clearly?

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 our understanding of the Gospel inform our understanding of the topic?

How is decision-making tied to priorities?

How does the Gospel affect our priorities?

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 the historic Christian perspective match what you would have guessed?

How does Victorinus' point about making decisions in light of eternity help you to consider the topic?

Is there anything you would add or detract from Dr. Busenitz'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 might your personal testimony be affected by the decisions you make?

How does your personal testimony factor into how you make decisions?

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?

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 Dr. Busenitz's handling of the objections?

What would you add or detract from these points?

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. Busenitz's conclusion? Why or why not?

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

Do you feel more equipped or more confident in decision-making because of this study?

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

Modesty and Apparel



Introduction (3-5 min)

What is your view of modesty and apparel? 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 any of the listed pre-understandings describe your attitude toward the topic?

Which of these ideas have you heard before?

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?

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 modesty?

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 modesty?

How did Todd and Dr. Busenitz's discussion about dressing in a way that honors God help you to think about the topic differently than you may have before?

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

Which of the verses has helped you to think about the topic more clearly?

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 our understanding of the Gospel inform our understanding of the topic?

How does our calling as a peculiar people shift the way you think about modesty and apparel?

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 the historic Christian perspective match what you would have guessed?

Do you think these historical attitudes translate to today? Why or why not?

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

How might your personal testimony be affected by the clothes you choose to wear?

How should your personal testimony inform your perspective on this topic?

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?

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?

What would you add or detract from these points?


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 study been helpful in thinking through this issue?

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

The background of the page is a topographic map. On the left side, there is a vertical band of dark teal color. The rest of the page is light gray with white contour lines. Some contour lines are labeled with numbers like 760, 740, 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 some small black crosses scattered across the map.

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

Sexuality and Gender



Introduction (3-5 min)

What is your view of sexuality and gender? 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 any of the listed pre-understandings describe your attitude toward the topic?

Which of these ideas have you heard before?

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?

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

Do you agree with Dr. Busenitz'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 sexuality and gender?

Have you ever heard these verses used to talk about the biblical position on sexuality and gender?

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

Which of the verses has helped you to think about the topic more clearly?

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 our understanding of the Gospel inform our understanding of the topic?

Have you ever thought of sexuality and gender as a Gospel 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

Does the historic Christian perspective match what you would have guessed?

Do you think these historical attitudes translate to today? Why or why not?

Is there anything you would add or detract from Dr. Busenitz'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 might your personal testimony be affected by your position on sexuality and gender?

How should your personal testimony inform your perspective on this topic?

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?

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 Dr. Busenitz's handling of the objections?

What would you add or detract from these points?

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. Busenitz's conclusion? Why or why not?

How has this study been helpful in thinking through this issue?

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?

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. These 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.

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

Dating vs. Courting



Introduction (3-5 min)

Where do you stand on the dating vs. courting debate? 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 any of the listed pre-understandings describe your attitude toward the topic?

Which of these ideas have you heard before?

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

Were you surprised to hear that there aren't really any explicit verses about dating and courting in the Bible?

Did Todd's explanations of the examples make sense? Is there anything we need to clarify?

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

How did Dr. Busenitz's explanation of examining priorities, principles, and parameters help you think about studying a topic the Bible doesn't speak explicitly about?

Can you think of any verses 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 and principles make sense? Is there anything we need to clarify?

Do you think Todd dealt fairly with the biblical principles that apply to dating or courting?

Which of these ideas has helped you to think about the topic more clearly?

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 our understanding of the Gospel inform our understanding of the topic?

Have you ever thought of how your process of dating or courting might reflect the 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

Are you surprised by the historic Christian perspective?

Does it surprise you that dating is a recent invention?

Do you think these historical practices should be used today? Why or why not?

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

How might your personal testimony be affected by the process you use to find a mate?

How should your personal testimony inform your perspective on this topic?

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?

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?

What would you add or detract from these points?

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 study been helpful in thinking through this issue?

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

Entertainment



Introduction (3-5 min)

How do you know where to draw the line when it comes to entertainment? 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 any of the listed pre-understandings describe your view? Which have you heard before?

Even if you don't claim it for yourself, do you agree with any of these 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?

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 believe the Bible is silent on issues that are not addressed specifically? Do you agree that there are explicit principles that can speak to modern issues?

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 entertainment?

Do you agree with Dr. Busenitz'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 entertainment?

Do you agree or disagree with Dr. Busenitz's assessment that much of modern entertainment tends toward sexual immorality?

Do you agree with Dr. Busenitz'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

How might thinking about what Jesus died for speak to the idea of entertainment?

How does our understanding of the Gospel inform our understanding of the topic?

How does the transformation of the Christian impact the way we should think about entertainment?

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 can church history help us to think about modern ideas if they didn't experience culture the same way we do?

Were you previously aware of the historic Christian perspective?

Is there a particular quote that stands out to you? Why?

Is there anything you would add or detract from Dr. Busenitz'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 might your personal testimony be affected by your view on entertainment choices?

How can your choices of entertainment be a positive testimony for the Gospel?

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?

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 Dr. Busenitz's handling of the objections?

How does a correct understanding of Christian liberty impact our understanding of the topic?

How does Paul's example help you to think about this topic?

What would you add or detract from these points?

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. Busenitz'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 12

Video Games



Introduction (3-5 min)

Should we play video games? 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 any of the listed pre-understandings describe your view? Which have you heard before?

Even if you don't claim it for yourself, do you agree with any of these 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?

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 entertainment?

Was there a principle that stood out to you or caused you to think of the issue in a different way?

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 entertainment?

What do you think about Todd's perspective about good stewardship of time?

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

How does our understanding of the Gospel inform our understanding of the topic?

How does the Christian calling inform the way we think about video games?

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

In what ways do the historic concerns about theatre apply to modern entertainment and video games? Are there ways in which it may not apply?

Were you previously aware of the historic Christian perspective?

Is there a particular quote that stands out to you? Why?

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

How might your personal testimony be affected by whether you play video games?

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?

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?

Did Dr. Busenitz's comments about escapism help you think about the topic? How so?

What would you add or detract from these points?

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 13

Bad Language



Introduction (3-5 min)

What is your view of bad language? 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 any of the listed pre-understandings describe your view? Which have you heard before?

Even if you don't claim it for yourself, do you agree with any of these 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?

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 language?

Do you agree with Dr. Busenitz'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 bad language?

Do you agree with Dr. Busenitz'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

How does our understanding of the Gospel inform our understanding of the topic?

How does the Christian calling inform the way we think about our speech?

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?

Do you think Jerome's perspective is helpful or too severe? Explain.

What do you think about the Martin Luther objection that Todd brought up?

How did Dr. Busenitz's answer help you to think through the topic?

Is there anything you would add or detract from Dr. Busenitz'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 should your personal testimony inform your perspective on this issue?

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?

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 Dr. Busenitz's handling of the objections?

What would you add or detract from these points?

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. Busenitz'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

Gambling



Introduction (3-5 min)

What is your perspective when it comes to gambling? 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 any of the listed pre-understandings describe your view? Which have you heard before?

Do you agree or sympathize with any of these 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?

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 gambling?

Have you ever considered the correlation between greed and idolatry?

Did Todd and Dr. Busenitz's discussion cause you to think differently about that idea?

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 gambling?

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

How does our understanding of the Gospel inform our understanding of the topic?

How does the Christian calling inform the way we think about gambling?

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?

Do you think the historic perspective is helpful here? Why or why not?

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

How should your personal testimony inform your perspective on this issue?

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?

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

How did Todd and Dr. Busenitz's discussion about minor wagers help you to think about the topic? Did they raise points you have not previously considered?

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?

What would you add or detract from these points?


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?

The background of the page is a topographic map. It features a dark teal vertical band on the left side. The rest of the page is light gray with white 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 white crosses scattered across the map.

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

Social Media



Introduction (3-5 min)

What is your view of social media? 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 any of the listed pre-understandings describe your view? Which have you heard before?

Do you agree or sympathize with any of these 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?

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 a biblical position on social media?

Do you agree with Dr. Busenitz'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 social media?

Do you agree with Dr. Busenitz'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

How does our understanding of the Gospel inform our understanding of the topic?

How does the Christian calling inform the way we think about social media?

Have you previously considered how social media might be a gospel 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

Were you previously aware of the historic Christian perspective?

Do you think the historic perspective is helpful here? Why or why not?

What do you think about the emphasis on real relationships and investing resources in building up the church?

Do you think social media helps or challenges those goals?

Is there anything you would add or detract from Dr. Busenitz'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 should your personal testimony inform your perspective on this issue?

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?

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 Dr. Busenitz's handling of the objections?

What would you add or detract from these points?


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. Busenitz'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?

The background of the page is a topographic map with contour lines. The left side features a dark green vertical band. The rest of the page is light gray with white contour lines. Some contour lines are labeled with numbers like 760, 740, 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 white crosses scattered across the map.

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

Environmentalism



Introduction (3-5 min)

What is your stance on environmentalism? 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 any of the listed pre-understandings describe your view? Which have you heard before?

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?

Do you think these verses were presented correctly?

Were they interpreted and applied accurately?

Have you ever heard these verses used to talk about a biblical position on environmentalism?

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 environmentalism?

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

How does our understanding of the Gospel inform our understanding of the topic?

How does the Christian calling inform the way we think about stewardship of the earth?

Have you previously considered how environmentalism is connected to the 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

Are you surprised at the lack of a historic Christian perspective?

What similarities did you see between the historic quotes and the biblical principles previously discussed?

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

How should your personal testimony inform your perspective on this issue?

To what extent should we consider other's opinions or perception of our testimony?

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?

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?

Which of these points has helped you to think about this topic?

What would you add or detract from these points?


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?

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 some dashed lines and small crosshair symbols scattered across the map.

*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 17

Capitalism vs. Socialism



Introduction (3-5 min)

What ideas do you have regarding Capitalism and Socialism? 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 any of the listed pre-understandings describe your view? Which have you heard before?

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?

Do you think these verses were presented correctly?

Were they interpreted and applied accurately?

Have you ever heard these verses used to talk about a biblical position on capitalism vs. socialism?

Do you agree with Dr. Busenitz'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 types of economic governance?

Do you agree with Dr. Busenitz'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 what the Bible has to say on 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 our understanding of the Gospel inform our understanding of the topic?

Have you previously considered how economic systems are connected to the 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 on this issue?

Do you think these historical Christians were applying biblical principles to the topic?

Is there anything you would add or detract from Dr. Busenitz'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 should your personal testimony inform your perspective on this issue?

How does hard work and generosity work together to honor the Lord? How does this help you to think about the topic?

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?

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 Dr. Busenitz's handling of the objections?

Which of these points has helped you to think about this topic?

What would you add or detract from these points?

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. Busenitz'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 18

Critical Race Theory (CRT)



Introduction (3-5 min)

What is your position of Critical Race Theory (CRT)?

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 any of the listed pre-understandings describe your view? Which have you heard before?

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

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

Did Todd's explanation match what you may have heard before?

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 comment—that racism is like telling God that He didn't create well—help you to think about the issue?

Have you ever heard these verses used to talk about a biblical position on CRT?

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 racism and CRT?

Do you agree with Todd's analysis of implicit verses?

Is there anything you would add or detract?

How has Todd's explanation of the verses been helpful in thinking about the topic?

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 our understanding of the Gospel inform our understanding of the topic?

Have you previously considered how CRT fails to align with the 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 on this issue?

Do you think these historical Christians were applying biblical principles to the topic?

What do you think about the fact that Todd didn't shy away from dealing with a wrong understanding among historical figures in church history?

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

How should your personal testimony inform your perspective on this issue?

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?

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?

Which of these points has helped you to think about this topic?

What would you add or detract from these points?

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?

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 19

Zoom Church



Introduction (3-5 min)

Do you think live-streaming church is a good thing? 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 any of the listed pre-understandings describe your view?

Which have you heard before?

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?

Do you think these verses were presented correctly?

Were they interpreted and applied accurately?

Were you previously aware of the meaning of the word “church”?

How does this help you to think about the issue?

Have you ever heard these verses used to talk about a biblical position on church assembly?

Do you agree with Dr. Busenitz’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 idea of the assembly of church?

Do you agree with Dr. Busenitz's analysis of implicit verses?

Is there anything you would add or detract?

How has Todd and Dr. Busenitz's discussion about the difference in physical assembly vs. virtual assembly been helpful in thinking about the topic?

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 our understanding of the Gospel inform our understanding of the topic?

Have you previously considered how virtual church could undermine the biblical purpose for the assembly of believers?

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 this issue?

Do you think these historical Christians were being faithful to the biblical teaching on the idea?

Is there anything you would add or detract from Dr. Busenitz'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 should your personal testimony inform your perspective on this issue?

How does meeting in person or meeting virtually impact your testimony?

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?

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 Dr. Busenitz's handling of the objections?

Which of these points has helped you to think about this topic?

What would you add or detract from these points?

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. Busenitz'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

Worship Music



Introduction (3-5 min)

What is your position on worship music? 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 any of the listed pre-understandings describe your view?

Which have you heard before?

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?

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

Have you ever heard these verses used to talk about a biblical position on worship music?

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 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

How does our understanding of the Gospel inform our understanding of the topic?

Have you previously considered how your worship reflects your view of the Gospel?

How does the distinction between style and substance help you to think faithfully about 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 on this issue?

Do you think these historical Christians were being faithful to the biblical teaching on the idea?

How do these historic quotes help you to think about the topic in a way you haven't before?

What do you think about the merry-go-round illustration? Have you experienced “worship” like that?

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

How should your personal testimony inform your perspective on this issue?

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?

Do you find it helpful to ask the question “Is this the best way to honor God” rather than just asking if something is acceptable?

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?

Which of these points has helped you to think about this topic?

What would you add or detract from these points?

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 21

Secular Music



Introduction (3-5 min)

What is your position on listening to secular music? 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 any of the listed pre-understandings describe your view?

Which have you heard before?

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?

Do you think these verses were presented correctly?

Were they interpreted and applied accurately?

Have you ever heard these verses used to talk about a biblical position on secular music?

How does speaking of music choices as a “wisdom issue” help you to think about the issue?

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 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

How does our understanding of the Gospel inform our understanding of the topic?

Have you previously considered how using your time and Christian liberty can be a reflection of the 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 on this issue?

Do you think these historical Christians were being faithful to the biblical teaching on the idea?

How do these historic quotes help you to think about the topic in a way you haven't before?

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

How should your personal testimony inform your perspective on this issue?

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?

What do you think about the connection between music and Christian meditation?

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?

Which of these points has helped you to think about this topic?

What would you add or detract from these points?

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 22

Adult Kids Honoring Parents



Introduction (3-5 min)

What is your position on honoring parents as adults? 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 any of the listed pre-understandings describe your view?

Which have you heard before?

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?

Do you think these verses were presented correctly?

Were they interpreted and applied accurately?

Have you ever heard these verses used to talk about a biblical position on honoring parents as an adult?

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 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

How does our understanding of the Gospel inform our understanding of the topic?

Have you previously considered the relationship between family and the Gospel?

Does this idea affect your thinking on 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 on this issue?

Do you think these historical Christians were being faithful to the biblical teaching on the idea?

How do these historic quotes help you to think about the topic in a way you haven't before?

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

How should your personal testimony inform your perspective on this issue?

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?

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?

Which of these points has helped you to think about this topic?

What would you add or detract from these points?

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.