



# TEACHER'S WORLDVIEW HANDBOOK

NANCY S. FITZGERALD

*We are no longer to be children, tossed here and there by waves and  
carried about by every wind of doctrine... Ephesians 4:14*

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Published by  
**Anchorsaway®**  
13240 Old Meridian Street  
Carmel, Indiana 46032  
317-844-0381

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Printed in the United States of America

ISBN 978-0-9771828-1-7

I dedicate this work to

Charles Colson

whose passion for teaching and living out the Christian worldview gave birth to The Colson Fellow Program. Through the Colson Fellow experience, I and many others have been inspired to become influential voices for truth in our culture. I will be forever grateful for his teaching, encouragement, guidance and friendship.





Dear Fellow Worldview Teacher,

Welcome aboard! I am thrilled that the Lord has called you to join us in equipping His children to be beacons of His Glory in a world that is in desperate need of seeing and hearing truth. Our purpose in Anchorsaway is to encourage each student's inner transformation, through the working of the Holy Spirit, by equipping him/her to confidently live out his/her faith in Jesus Christ. This curriculum was written and compiled to give each student a solid biblical foundation from which to make good life choices. We expect our students to become a powerful voice for Christ wherever God might take them.

Having written and taught this curriculum for over twenty years, I have seen God work in ways that I could have never imagined. Those who were curious about "religion" found a relationship with Christ; those who were already Christians found reason for the hope that they had in Christ, and many who were sitting on the fence jumped off into the harvest fields. God is at work. This curriculum was designed for juniors and seniors in high school and college students with the hope of teaching them the foundation of the Christian worldview, along with several lessons on the issues of our day as seen through the eyes of Christ. Now, due to interest from adults, Anchorsaway is being taught in adult Bible studies, churches, staff of churches, Christian schools and in a variety of Christian ministries. Through this experience, each participant should learn the foundations of the Christian faith and how to best interact with those who do not know truth, with gentleness and respect. Our students, hopefully, are ready to go out into the world with confidence and excitement to live out their faith in Christ!

This teacher's handbook is designed to help you teach each week's lesson by supplying you with a multitude of teaching aids along the way. These can be found on the teacher's website. Please peruse through it. Don't forget to check out the variety of supplemental material, including questions that students have asked with suggested teacher responses, PowerPoint slides for each lesson, movie clips for teaching worldviews in your lessons, charts and other helps. As the teaching leader, you can either teach the lessons yourself, have a guest speaker, or play the lesson videos from the teacher website. The Ministry Manual in Appendix A will help you in setting up your classes.

Through the work of the Holy Spirit, you will have the privilege of leading these students to be "no longer like children tossed here and there by waves and carried about by every wind of doctrine..." (Ephesians 4:14) May God bless you on your journey.

Blessings,

Nancy S. Fitzgerald



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## Lesson 1: What Is the Christian Worldview?



Anchor of the Week: The Christian worldview is the way God views the world.

### ✝ Lesson Purpose:

In our culture, we are confronted with a vast assortment of differing philosophies and belief systems, each claiming to be true. With so many messages competing for our allegiance, how are we to navigate through the maze? How are we to discern truth? Is there any truth?

Truth is what is real. It is not a bias, an emotion, hope or opinion. As Christians, we know there is truth to be found, if one is willing to seek God. God is the author of truth, and His Word is truth (John 17:17).<sup>1</sup> The key to unlocking the maze of competing worldviews, therefore, is to know the truth. Only then will we be able to discern all counterfeits.

Young men and women are more confused than ever before about their identity. Society has convinced them that they are of no value because there is no God. They are the most depressed generation that ever lived. Teaching the younger generation that God uniquely created them with great purpose and love will make a huge difference in their lives.



### Lesson Goals:

- Students will understand the concept and purpose of the Anchorsaway program and become familiar with the practical components of the study.
- Students will understand the concept of worldview and its implications for life by answering the following questions:
  1. What is a worldview?
  2. What are the Five Life Questions each worldview must answer?
  3. What are the five major worldviews?
- Students will understand the components of the Christian worldview.



### Check Points:

- ☐ Stop and read the entire Ministry Manual in Appendix A. This will provide you with all of the information that you'll need to set up your Anchorsaway class. Most, if not all, of the questions you may have are answered in the Ministry Manual in Appendix A at the end of this book.
- ☐ Be diligent in reading the Ministry Manual thoroughly. Read through the lesson and watch the lesson video in preparation for each class. We cannot tell you enough just how important this is for you to do. Also, familiarize yourself with the teacher's website, [anchorsawayteachers.org](http://anchorsawayteachers.org).

- ☐ Request PRAYER from your church, co-laborers, and students.
- ☐ Gain more knowledge about the topic by reading outside resources.
- ☐ Locate and become familiar with the PowerPoint slides from the teacher's website for this lesson. If PowerPoint is not possible, print or write on a white board.
- ☐ Contact a former student who is willing to share about his/her Anchorsaway experience. (If this is your first year, this is unnecessary.)
- ☐ Print the Anchorsaway Student Survey from the teacher's website, [anchorsawayteachers.org](http://anchorsawayteachers.org). Give it as a handout to the students and ask them to fill it out and return it the next week. This is optional for those who want to know the profile of their students coming into this study.
- ☐ Make sure there are enough Anchorsaway Worldview Handbooks for each student and small group leader.
- ☐ You can download movie clips from the teacher's website, [anchorsawayteachers.org](http://anchorsawayteachers.org). Make sure that the movie clip represents the worldview that you are teaching. **The movie clips are for teaching purposes only. Do not share the movie clips on social media!**
- ☐ Before class, prepare a small shoe size box and write "Question Box" on it. Put a slot in the top long and wide enough for 3 x 5 cards to fit.
- ☐ Gather incentive prizes for students (i.e. candy, gift certificate, movie ticket, etc.).
- ☐ Provide name tags and (cheap!) ink pens. Have name tags numbered according to the number of small groups you have. This will help divide students into their respective small groups at the end. If some students insist on being together, then let them!
- ☐ Purchase or prepare snacks/drinks. We recommend enlisting a parent to bake cookies for each class. Water instead of soft drinks is recommended.

## I. Opening Activities

**(Note: The gray shaded selections are PowerPoint slides)**

### **A. Greet students as they arrive and ask them to fill out a name tag.**

*(Note: Display Anchorsaway PowerPoint slide as students arrive.)*

### **B. Worship song(s) and prayer**

*(Note: Make sure that all words to the song(s) are either printed out or written on the PowerPoint slide or on the white board.)*

### **C. Welcome**

### **D. Introduction**

1. Students may pick up Anchorsaway invitation fliers to invite their friends.

### **E. Personal Testimony**

*(Note: Testimony from a former student as to what the class meant to him/her, assuming this is not your first year as a teaching program.)*

## II. Housekeeping Announcements

- A. Introduction of teacher:** Include contact information – name, phone #, email, social media, etc.
- B. In case of bad weather,** have students call/text (**contact phone #**) to see if there is a meeting. Social media is also a great way to alert students of class changes.
- C. Class meeting times:** (i.e. Sunday night from 7:00-9:30 PM, or Saturday morning from 9:00-11:30 AM, or perhaps Tuesday evening from 6:00-8:30 PM)
  - 1. First 90 minutes (i.e. 7:00-8:30 PM) – Opening activities and worldview teaching lesson
  - 2. Last 45 minutes to one hour (i.e. 8:30-9:30 PM) – Small group discussion. Tell the students they will be randomly assigned to a small group at the end of this first session and will meet with this same group each week. Emphasize the importance of starting on time.
- D. Have students pick up their name tags.** You can find a nametag template in the Extras on the teacher's website, [anchorsawayteachers.org](http://anchorsawayteachers.org).
- E. Question Box:** Let students know that 3 x 5 cards will be available for any questions the students or small group leaders may have each week. They will be answered at the beginning of the next session.
- F. Snacks:** If available, let students know where and when they can be eaten. This should include drinks (water), also.
- G. Bathroom locations**
- H. Parking:** Encourage carpooling as an option for students.
- I. Tell students:** *"This class is for you, not your parents. It is for juniors, seniors and college students who want to learn more about God and life. While we encourage you to share this information with your parents, the class itself is designed specifically for you. If your parents have questions, have them call me."* Give the students your contact information.
- J. Parent Letter:** The Parent Letter, found on the teacher's website ([anchorsawayteachers.org](http://anchorsawayteachers.org)), will help the parents better understand the classes as well as explain the class content and the expectations of our students. Encourage students to have their parents call you if they have any further questions.
- K. Invitations:** Hand students the Anchorsaway invitation fliers to give to their friends, send via email, or ask them to share class information on social media. Sample invitations can be found on the Teacher's website, [anchorsawayteachers.org](http://anchorsawayteachers.org).
- L. Anchorsaway Worldview Handbooks are required:** Remind each student to bring their book to every class along with a pen or pencil to take notes. Work

through the table of contents and ask the students if there are any particular topics they would like to learn. Review the chapters and what is involved in each, ie: Anchor of the week, chapter contents, recommended reading, prayer requests, and devotionals. Encourage the students to pay attention to chapters from which they can write papers and teach Bible studies.

### III. What is Anchorsaway?

- A. Anchorsaway is a college-level Christian worldview educational experience targeting high school juniors, seniors and college students. Our purpose is to encourage each student's inner transformation through the working of the Holy Spirit and equip them to confidently live out their faith in every area of life, be it on the college campus or in the workplace.**
- B. The goal of Anchorsaway is for students to live passionately, think Christianly and love others unconditionally, for the glory of God.**
- C. Each week we will be presenting a Truth of the Christian faith.** We will refer to this truth as an "anchor." By the end of the course, we will have dropped up to 21 anchors (*depending on when you begin and end your course of study*). At the conclusion of the Anchorsaway experience, most students will be anchored in their faith, prepared to defend it, and excited to go wherever God sends them to impact their culture for Christ.
- D. The name Anchorsaway** is a play on the Navy's use of the words, "anchors aweigh." According to the naval tradition, "The word 'weigh' in this sense comes from the archaic word meaning to heave, hoist or raise. 'Aweigh' means that that action has been completed. The anchor is aweigh when it is pulled from the bottom. This event is duly noted in the ship's log."<sup>2</sup> When students have completed the Anchorsaway class, their anchors are raised (Anchors Aweigh!), their sail set, and God navigates their boat to the point of His choosing.

### IV. For whom is this class designed?

- A. It is for any interested high school junior or senior or college student.** Why juniors and seniors?
  - 1. By the second semester, juniors begin to focus on life after high school and seniors are mentally moving on from high school to college, the work force, the military or into mission work.
  - 2. We want our students to not just survive the next season in life, but to thrive as they live out their Christian faith with confidence.

**B. It is for those who have no faith in God**, but are sincerely seeking Him.

Matthew 7:7-8 *"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened."*

**C. It is for those who have a lot of questions** and need honest answers.

Emphasize: "Our intention here is not to be politically correct. You have come for truth and that is what you are going to get."

**D. Tell the students that this class is NOT a debate class.** If students want to debate, we (the leaders) will be available outside of class, so a debate should not take place during class. There is too much material to cover. Instead, the discussions should be defined by positive, constructive interaction, based on a genuine desire to learn truth.

**E. It is for those who are Christians**, but are tired of playing the "Christian game." It is for those who think they know all the answers (about the Bible, Jesus, the sovereignty of God, etc.) but still don't feel like they really know God.

**F. It is for those who are strong in their faith**, but want to grow deeper in their relationship with God.

**G. It is for those who are exhibiting behavior that is causing guilt and shame.** This class will help you learn how to deal with your feelings and move beyond the guilt and shame to a life with hope and purpose!

**H. It is for those who want to know God's will for their life.**

**I. It is for those of you who want to have a positive, proactive college or work experience.**

**J. Anchorsaway is for those who want to learn more about what other people believe and how to impact their lives positively.** To do this we must **learn** the foundations of our faith, **live** out our faith on a daily basis, **listen** to others as we develop relationships, **love** unconditionally, and be prepared to **lead** others into a relationship with Jesus Christ.

**K. It is for those who want to have a clear understanding** of Christianity and how to effectively communicate their faith with others. God does not subscribe to Christian Clusters. Groups of Christians who only seem to care about their own spiritual needs are not carrying out the great commission. God calls us to be light to a very dark world (Matthew 5:14-16).

1 Peter 3:15 *"But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect..."*

## V. Why do we have a group like this?

**A. It is important to have a firm understanding of the Christian faith. Why?**

Josh McDowell – Only 2% of evangelical students know why they believe.

**B. Group exercise:** Josh McDowell suggests asking students, “Who knows why you believe the Bible?” Have a student who thinks he/she knows why they believe in the Bible answer the following questions:

*(Note: The exchange in this initial exercise should be good-natured, yet to the point. Its purpose is not to embarrass the students, but rather to show the students just how much they need to learn and then give them hope that by the end of the class, they will know the answers to these kinds of questions.)*

1. How long have you been a believer?
2. Do you believe in the Bible?
3. Is the Bible true, historically reliable and accurate? Why?
  - a. Probable responses to this question from the student might be:
    - i. Parents (What about a Muslim parent?)
    - ii. The Bible says so. (How do you know?)
    - iii. Faith (In what? A Muslim could say that. Faith must have an object. Salvation by faith alone is heresy. True salvation comes by grace through faith in Jesus.)
4. Do you believe that lying is wrong? Why?
  - a. Because my parents and pastor say so. (It is wrong to lie because the very nature of God is truth and He set the standard for right and wrong. Lying isn't right or wrong because of what your pastor, parents or friends might think.)

**C. Teacher/Facilitator's personal testimony:** Keep this to five minutes, emphasizing that the goal of the Christian is to know and obey God and thus become a light to a dark world.

**D. Remind the students that the world will not listen to you until you demonstrate to them that you are living out the Christian worldview.**

**When people see you, they will see your God...and that is as close as some of them will ever get to church.**

## VI. Teaching Lesson - page 1 in the Anchorsaway Worldview Handbook

**A. Opening quote:** “All thinking men are atheists.” – Ernest Hemingway<sup>3</sup>

1. What is Hemingway saying here? Provide the following information:

- a. Any “thinking” person will recognize that God does not exist, and therefore, anyone who does believe in God is naïve and unsophisticated.
- b. Hemingway’s idea is very popular and is one that you will hear many of your college professors promoting.
- c. Contrary to Hemingway’s assumptions, Christianity is not a religion for the simple-minded. Christianity is real and rational and can be defended against all ideas that would come against it.

*(Note: Have students refer to the Anchorsaway Worldview Handbook throughout the class.)*

**B. Ask the students: What is a worldview?**

1. Define the term, making the following points:
  - a. It is the way in which one views the world.
  - b. An understanding of how the world works and one’s purpose in the world
  - c. The basic set of beliefs by which one explains the world, interprets circumstances and lives his/her life
  - d. The foundation from which one lives, views life, thinks and responds to the world in which he/she lives

**C. Tell the students that everyone has a worldview which influences their decision-making in life.** The good and bad news of a worldview is that your worldview can change. Explain: Each week you will be discussing aspects of the Christian worldview, as well as other worldviews. We will discover how they impact culture and how we can speak into the lives of people who support worldviews different than ours, with gentleness and respect.

*(Note: Remind them that each week a biblical truth, or anchor point, will be presented. Introduce this week’s anchor point.)*

**D. Anchor of the Week: The Christian worldview is the way God views the world.**

**E. Each worldview has to wrestle with Five Life Questions:**

1. From where did I come?
2. Why is there such a mess in the world?
3. What hope do I have?
4. What is my purpose in life?
5. What happens when I die?<sup>4</sup>

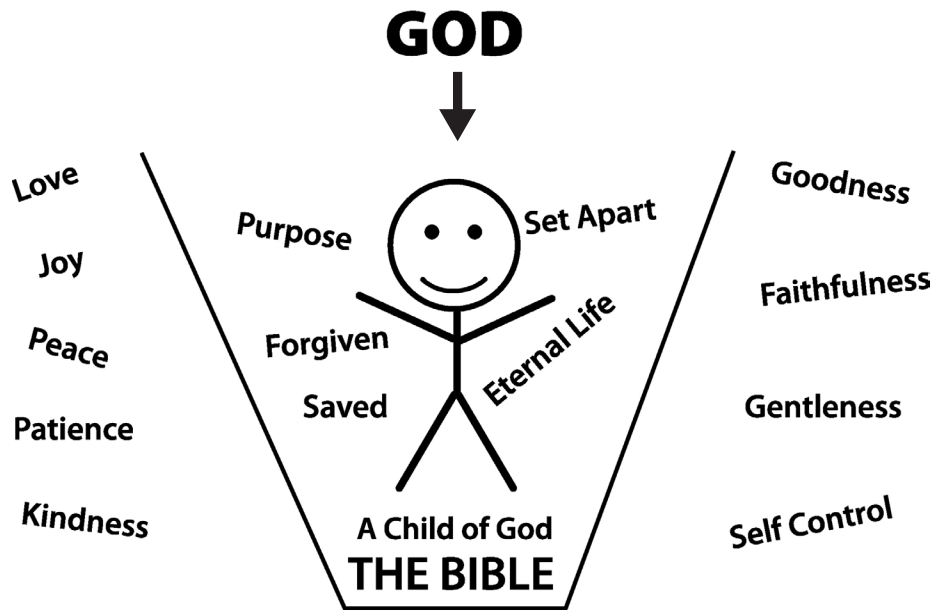
**F. The Five Major Worldview belief systems:** Theism, Humanism/Naturalism, Postmodernism, Pantheism, and Spiritism

**G. Explain to the students that Theism is one of the Five Major Worldview belief systems.** Theism includes the following religions:



1. Christianity
2. Judaism
3. Islam

(Note: Refer your students to the Five Major Worldviews chart at the end of Lesson 2 on page 29 of the Anchorsaway Worldview Handbook as you highlight different aspects of Theism/Christianity.)



## Christianity

Christianity rests on the belief in the God of Scripture who created the universe and everything in it. The Bible is the foundation of the Christian worldview. God has revealed Himself to man through the person of Jesus Christ. The person who responds to the leading of the Holy Spirit and believes that Jesus died for the sins of the world and rose again (proving His deity), is a Christian. When the Christian chooses to allow the Holy Spirit to guide him/her, the fruit of the Spirit (as shown above) will overflow in his/her life.

(Note: Illustrate the foundational aspect of the Christian worldview with the **PowerPoint slide – God, Man, the bridge and the cross**. God, because of His desire to be in relationship with mankind, built a bridge to us. That bridge was the cross.)

### A. Key Characteristics: (an overview)

1. The Bible is the inerrant, inspired Word of God and is the “handbook” for living the Christian life.
2. God created the universe and everything in it.
3. God is a personal Being who has revealed Himself to man (through the Bible, Jesus, and creation).



4. Man is sinful from birth, and therefore unable to be in a personal relationship with a holy God.
5. The relationship between sinful man and a holy God is only restored through the redemptive work of Jesus Christ (through His death and resurrection).
6. Salvation comes only as a gift from God, not through man's good works.
7. Because Christ died for us, we have the privilege of living for Him by imitating God, through the Holy Spirit, in all we do, say, and think.

## **B. How does the Christian worldview answer The Five Life Questions?**

### **1. From where did I come?**

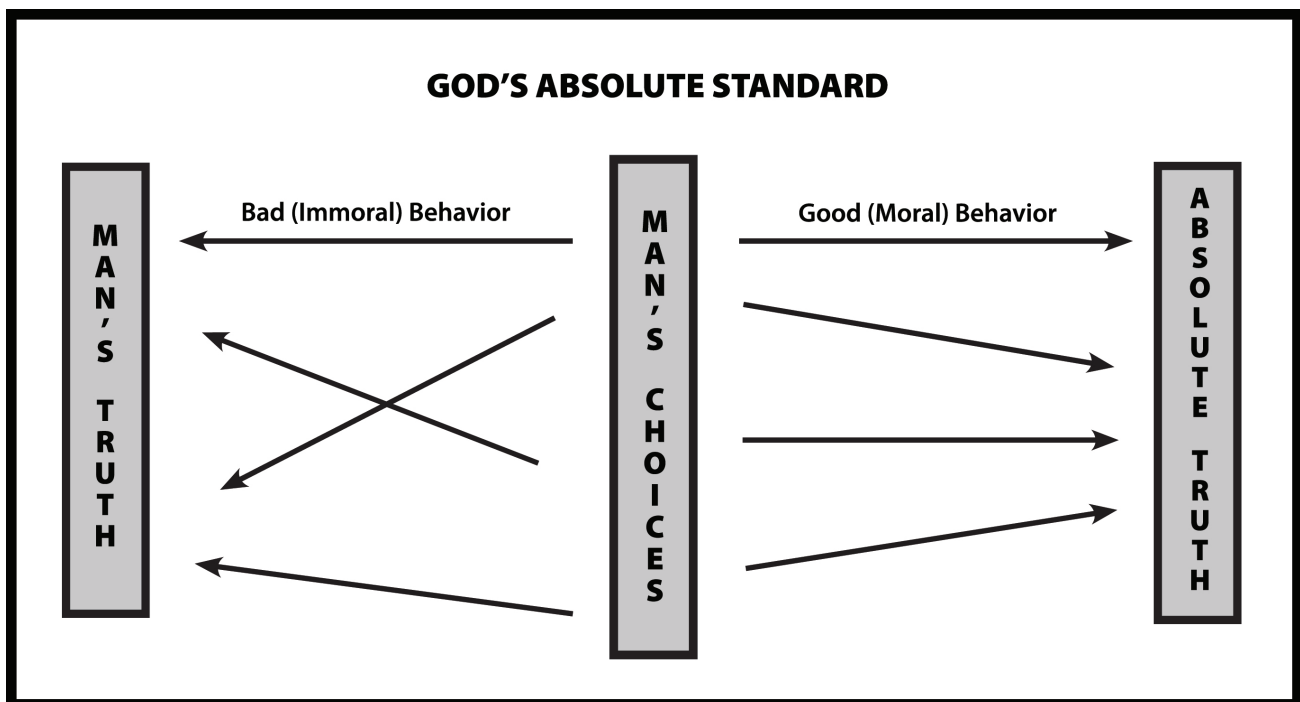
- a. *"In the beginning God created the heavens and the earth"* (Genesis 1:1). The universe and everything in it was created by the personal Creator, God. First the heavens, the earth, and then best of all, He created YOU!

### **2. Why is there such a mess in the world?**

- a. All of us (through Adam and Eve) have rebelled against God. Since that time, we have all been born separate from having fellowship with God. We live for ourselves instead of living for God (Genesis 3; Romans 3:23, 5:12).
- b. God's character reflects His unchanging moral standard for the world, the standard which defines right and wrong behavior. (See diagram below.)

(Note: Each arrow represents a person's moral behavior heading in a good or bad direction.)

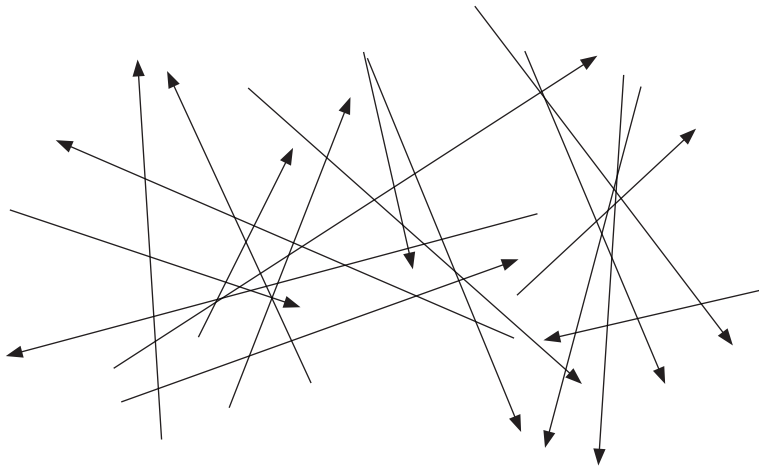
### **God's Absolute Standard**



- i. Tell the students: When we choose to disregard God's standard for us, we invite trouble. The Bible tells us that *"after desire has conceived, it gives birth to sin; and sin, when it is full-grown, gives birth to death"* (James 1:15).
- ii. Ask: What is Scripture telling us? Explain: When we ignore God's standard, our sin will eventually lead to moral decline and, ultimately, to chaos. (See diagram below.)

*(Note: Each arrow represents a person's moral behavior heading in any direction they choose.)*

### **A World that is Disobedient to God = CHAOS**



*(Note: You may want to ask the students how they have seen chaos in their own lives and in the lives of their friends...for example, drugs, driving, internet misuse, music, movies. The following ideas can be used along with student input or perhaps not at all. All are examples of how sin has affected different areas in our culture. You will note that under each title, the breakdown of moral absolutes is stated (a) and followed (b) by something that is being done to try to turn the tide of disobedience to God's standards. If the examples given do not fit with the culture that you are addressing, present your own examples along with possible solutions that might positively impact your culture.)*

- c. We see the effects of sin in our culture today in some of the following examples:
  - i. **Prayer in School:**
    - (a) One's religious beliefs, including the freedom to pray in school, used to be protected. Today, students are prevented from praying in school or even saying a public prayer at a school football game or a graduation.
    - (b) In 1990, a group of thirty students met together in Burleson, Texas,

and became burdened for their friends and their schools. They went to three different schools, gathered around the flag poles and began to pray. The vision for what the students did spread to neighboring states. At 7:00 a.m. on September 12, 1990, more than 45,000 teenagers met at school flagpoles in four different states to pray before the start of school. Now, more than 3 million students from all 50 states participate in SYATP (See you at the pole). Students in more than 20 countries now take part.<sup>5</sup> In places like Canada, Guam, Korea, Japan, Turkey, and the Ivory Coast, students are responding to God and taking seriously the challenge to pray. Is it not amazing what God can do through a few students who want to make a difference?

## ii. The Ten Commandments:

- (a) The founding fathers of the United States understood moral absolutes and the necessity of the Ten Commandments. They encouraged not only their display, but also their incorporation into the lives of the people.<sup>6</sup> Today, however, a battle rages not only for the mere display of the Ten Commandments in the public arena, but also whether or not people are expected to honor and live by them.

- (b) Were the founding fathers of the United States believers in God?

Around the House Chamber, you can see near the top of the walls a row of the world's law givers, and each one is facing one in the middle who is facing forward with a full frontal view — it is Moses and the Ten Commandments!

As you enter the Supreme Court courtroom, the two huge oak doors have the Ten Commandments engraved on each lower portion of each door. As you sit inside the courtroom, you can see the wall right above where the Supreme Court judges sit – a display of the Ten Commandments!

There are Bible verses etched in stone all over the Federal Buildings and Monuments in Washington, DC.

James Madison, the fourth president, known as “The Father of Our Constitution,” made the following statement, “We have staked the whole of all our political institutions upon the capacity of mankind for self-government, upon the capacity of each and all of us to govern ourselves, to control ourselves, to sustain ourselves according to the Ten Commandments of God.”

## iii. Movies:

- (a) Prior to 1968, the generally wholesome nature of movies did not require a rating system. Since then, there has been a decline in

the moral content of movies (language, violence, sex, etc.). The rating system has been adjusted to make these kinds of movies available to younger and younger audiences.

#### iv. Music:

- (a) In music, especially the popular radio and pop songs, the lyrical content has gone from a certain carefree innocence to endorsing drugs, alcohol, vulgarity, cheap sex, etc. In 1953, one of the top ten songs in the country was "The Doggie in the Window," by Patti Page. What are the top ten songs today? Are they reflective of a moral value system?

#### v. Television:

- (a) By today's standards, the offensive content that resulted in the first act of public censorship in 1944 seems hardly worth noting. Since that time, we have seen a subtle pushing of moral boundaries, so that today's television programming brings unlimited access to complete moral depravity into our homes and on our mobile devices.
- (b) Sadly, today there is no Christian program on Prime Time Network TV. There are Christian television stations, and occasionally a Christian feel good story that makes the national or local news. While Christian programming is not allowed, programs that are often saturated with homosexual relationships, the occult, sex, extreme violence and crude language are allowed and encouraged.

#### vi. Pornography:

*(Note: Because the porn industry is growing so quickly, update these stats by visiting sites like [enough.org/stats\\_porn\\_industry](http://enough.org/stats_porn_industry) or Josh McDowell's website, [josh.org](http://josh.org), to find out what the current working statistics are in these areas. It would be a good idea to update your PowerPoint slides accordingly.)*

- (a) Today the sight of pornographic images is commonplace. Pornography continues to wreak havoc on our culture. "Worldwide Pornography Revenues were estimated at over \$97 billion, with the United States totaling \$10-12 billion."<sup>6</sup>  
"The pornography industry is larger than the revenues of the top technology companies combined: Microsoft, Google, Amazon, eBay, Yahoo!, Apple, Netflix and Earthlink. Internet Pornographic Statistics: 4.2 million (12% of total websites), 2.5 billion (8% of total emails) and 42.7% of all internet users view porn."  
  - (1) Every second - \$3,075.64 is being spent on pornography.
  - (2) Every second - 28,258 Internet users are viewing pornography.
  - (3) Every second - 372 Internet users are typing adult search terms

into search engines.

(4) Every 39 minutes a new pornographic video is being created in the United States."<sup>7</sup>

### **3. What hope do I have?**

- a. Jesus Christ, God's Son, came to earth to die on the cross for my sins and was raised to life again, so that if I believe in Him, I can have a personal relationship with God (John 3:16; Romans 10:9-10; 1 Corinthians 15:3-4). Salvation comes not through good works, but only through the gift of God's grace (Ephesians 2:8-9).

### **4. What is my purpose in life?**

- a. My purpose on earth is to love God, to love others, and to live life to the fullest (Matthew 22:36-40; John 10:10).
- b. My goal is to imitate God in what I do, say, and think. As I live my life in Christ, I can, through the leading of the Holy Spirit, be a part of leading others into a relationship with Jesus Christ. I will also work for the renewal of our culture so that justice and righteousness will reign here on earth (Genesis 1:28).

### **5. What happens when I die?**

- a. Those who believe in Jesus Christ will live forever with Him in heaven. (John 3:16, 14:2-3; Revelation 21:1-4).

The Christian worldview is the only worldview that can answer the five life questions with reason, truth, and proof! Taken to fruition, the Christian worldview is the only worldview that leads to life! Next week we will be studying the four major worldviews that you will see played out daily on a college campus or in the workplace. You will be shown how they answer the life questions. Will they answer them with reason, truth, and proof? Will they ultimately lead to life or death?

### **Play movie clip illustration:**

- a. Show a Theistic (Christian) worldview recommended movie clip found in the Christian worldview movie clip section of the teacher's website, [anchorsawayteachers.org](http://anchorsawayteachers.org).
- b. Ask what makes the clip one that reflects the Christian worldview. How was the worldview lived out in this clip?

## VII. Conclusion

At its heart, the Christian faith is about transformation, both in one's personal life and in our culture. The Christian worldview should influence every facet of our lives and cultivate within us the desire to reach our world with the truth of the gospel.

When it comes to defending our faith, 1 Peter 3:15 says, *"always be prepared to give an answer to everyone who asks..."* A grounded understanding of the Christian worldview, therefore, is critical if we are to be able to constructively engage those who hold different worldviews. The better we know our own Christian worldview, the easier it will be for us to recognize those who make false claims regarding truth. By knowing and living out the Christian worldview we will be able to defend our faith when it is challenged by others. Remember that this should always be done with gentleness and respect.

We are all at different points along the spiritual path, and that's okay. The most important thing is that we continue to take the next step on the path that God has planned for us. Hopefully, Anchorsaway will play an important role in your journey. Godspeed, fellow travelers!

**Introduce the small group leaders and volunteers**

***(Have students break into their small groups.)***



## The Framing Exercise

This framing exercise is learning how to see others as God sees them. It is the heartbeat of the biblical worldview. God has commanded us to love one another well; including our family, friends and yes, even our “enemies.” From a human perspective, that seems like an impossible task. However, when we understand who we are from God’s perspective, we begin to understand that all things are possible. Loving those irregular people in our life, including ourselves, is not only possible but extremely important as we live out our life journeys.

The idea behind framing is to see all persons the way God sees them; realizing that we are all broken and in need of God’s love and grace is our starting point. The amazing thing about God is that His love for us is unconditional. He loves all those He has created the same way, He shows no favoritism. Scripture is very clear on how God feels toward those whom He created. Going outside of Scripture and trying to suppose how God might feel is not what this exercise of framing is all about. To interject your opinion or your bias or a short sermon is absolutely not what this exercise is about. To frame someone is to see them, and sometimes speak it into the person, how God has said He sees them throughout the Scriptures via the work of the Holy Spirit.

Framing a Christian “I love you. I have loved you before the beginning of time. I put you together in your mother’s womb. You are fearfully and wonderfully made. You matter to me. I made you different than all people that I have created through time. The iris of your eye, your thumbprint and your DNA are unique to just you. I designed you in my image so that you can reason, be relational and be able to receive my love and love me in return. You believe that I loved you so much that I sacrificed my Son through crucifixion to pay in full the price for all your sins, past, present and future! Because you believe, I have made you my child and sent the Holy Spirit, to live in you forever. This is not a little piece of me, but all of me. Through the work of the Holy Spirit in you, you now have access to all that you will ever need to live life to the full: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Through me, as you read my word in the Scriptures, you will learn more of who I am, who you are and what it is I require of you. I do not want your performance as an attempt to earn my love, acceptance or acknowledgment. You already have it all. As my child, I want you to be a light of hope and encouragement to the world who needs me. I want you to love me and to love others by loving and serving them and by being ready and willing to tell them about me. Yes, I designed you with purpose to live life to the fullest extent and when you die, you will no longer experience suffering and death but will live with me in heaven forever. ”

Psalms 139:13-16

Genesis 1:26

John 3:16

1 John 3:2

Ephesians 1:13

Galatians 5:22-23

Matthew 5:14-16

Luke 10:27

1 John 3:16







## Small Group Discussion Guide

### Lesson 1: What Is the Christian Worldview?

#### Small Group Objective:

The goal is to get to know your small group and to begin to develop a sense of community. The student needs to know that the small group is a safe place that encourages questions about life, God, and anything in between. Each student needs to be given the opportunity to speak. Do not let one person dominate the discussion.

#### ✓ Check Points:

- ☐ Bring 3 x 5 cards for your students to write down any questions they may have which aren't answered during the discussion.
- ☐ Prepare a brief personal testimony to share with your small group.

**Small Group Discussion: (Do not feel that you must cover all questions. Make sure that you keep your group on topic. Always end in prayer!)**

1. Have the students turn to the devotionals in the back of their notes, and show them how to use them this coming week by doing day one together.

*(Note: When contacting them this next week, make sure to ask them, "What is it about the devotionals you like?" Tell them that this is what you will be asking. Once they do one, they will love it!)*

2. As the small group leader(s), introduce yourself. Share a brief testimony of how you came to have a personal relationship with Jesus Christ and why you wanted to lead this small group.
3. Pass around a sign up sheet for each student's name, address, phone, school, and where they are going after high school, if applicable. Type them up and send the information to the person in charge of recording all students' names.
4. Have each student introduce him/herself and ask what school he/she goes to and what he/she likes to do outside of school.
5. What makes an effective small group?
  - a. Be on time, and be committed to come every time the class meets.
  - b. No question is a stupid question; you can always pass if you are called on and you do not wish to answer.
  - c. Be courteous and listen to others.

- d. Pray for each other even if you forget other students' names.
  - e. Be bold and meet other students. It's good practice!
6. What do you hope to get out of your involvement with Anchorsaway?
  7. Has someone ever challenged you in your faith? How did you respond?
  8. What are some things that you want to study in Anchorsaway?
  9. What questions do you want answered?

*(Note: If your students respond to question 8 or 9, take note and share it with the teacher so that they can be addressed.)*

10. How would you define the Christian worldview?
11. How would you frame yourself?
12. Why is it important for you to know how God sees you?
13. Do most Christians live out the Christian worldview? Why or why not?
14. When someone sees you, what worldview would they think that you embraced?
15. Ask for prayer requests, and tell students that you will be faithful to pray for them.
16. Encourage students to record prayer requests in the prayer request section of their handbooks.
17. Spend the remaining time in prayer.

*(Note: If the students have questions that you are unable to answer, simply thank them for the great question and tell them you don't know the answer, but will get back to them by the following week. Be sure to call, text or email the members in your small group each week. Talk about a question they raised or how their week is going. Send group questions to the large group leader so they can be answered at the beginning of the next week's lesson.)*

### ★ After the Session

1. Contact each small group member during the week. Ask them about their devotional time, a question they have raised, or how their week is going.

**Suggested Review Questions**

(to be used at the beginning of next lesson):

1. What do we mean when we use the term “worldview?”
2. What do you see as the good news of the Christian worldview?
3. Can you tell me something about the Christian worldview?
4. What are the Five Life Questions each worldview must answer?
5. How does the Christian worldview respond to each question?

**ENDNOTES**

<sup>1</sup> All Scripture passages come from the *NIV Study Bible* (Grand Rapids: Zondervan, 1995) (unless otherwise indicated).

<sup>2</sup> “Anchors Aweigh,” U.S. Navy 15 September 2009. <[http://www.navy.mil/navydata/nav\\_legacy.asp?id=191](http://www.navy.mil/navydata/nav_legacy.asp?id=191)>.

<sup>3</sup> Ernest Hemingway, *A Farewell to Arms* (1929; New York: Scribner’s, 1995) 8.

<sup>4</sup> Chuck Colson and Nancy Pearcey, *How Now Shall We Live?* (Wheaton, IL: Tyndale House Publishers, 1999) xi, xiii.

<sup>5</sup> [www.syatp.com](http://www.syatp.com)

<sup>6</sup> Fight the New Drug. <<http://fightthenewdrug.org/10-porn-stats-that-will-blow-your-mind/>>.

<sup>7</sup> [www.familysafemedia.com](http://www.familysafemedia.com)

## Recommended Reading

### Key Sites:

"Anchors Aweigh," U.S. Navy 15 September 2009. <[http://www.navy.mil/navydata/nav\\_legacy.asp?id=191](http://www.navy.mil/navydata/nav_legacy.asp?id=191)>.

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Up to date statistics on Pornography Consumption. 17 November 2017. <<http://www.covenanteyes.com/2016/01/19/what-are-the-most-up-to-date-stats-on-pornography/>>.

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- Phillips, W. Gary, William E. Brown, and John Stonestreet. *Making Sense of Your World: A Biblical Worldview*. Salem, WI: Sheffield Pub., 2008.