



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).¹ 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.

This lesson provides the foundation for all subsequent lessons. Here, we take a more in-depth look at Theism, particularly the Christian worldview, in order to lay the groundwork for our study of the other major worldviews.

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 main 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 will need to set up your Anchorsaway site. Most, if not all, of the questions that you have will be answered in the Ministry Manual.
- Be diligent in reading thoroughly the Ministry Manual, the lesson and watching the DVD, as well. We cannot tell you enough just how important this is for you to do. Also, become familiar with the CD in the back cover of this book.

- ❑ Request PRAYER from your church, co-laborers, and students.
- ❑ Gain more knowledge about the topic; read outside resources.
- ❑ Locate and become familiar with the PowerPoint slides for this session on the Resource CD-ROM. 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 Resource CD-ROM. Give 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 that there are enough Anchorsaway Student Worldview Handbooks for each student and the Anchorsaway Small Group Leader's Worldview Handbooks for the small group leaders.
- ❑ Cue up the Christian worldview movie clip illustration ***Chariots of Fire***. Cue instructions are found at the end of this lesson. You will need to buy, borrow or rent any suggested movie because we have not obtained the rights to copy them for you.
- ❑ Before class, prepare a small shoe size box and write Question Box on it. You might consider putting 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...).
- ❑ Provide name tags and (cheap!) ink pens. Have name tags numbered according to the number of small groups you have. (This will 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. (Perhaps a parent could 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, overhead, or on the white board.)

C. Welcome

D. Introduction

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

(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, etc.
- B. In case of bad weather,** have students call (**contact phone #**) to see if there is a meeting.
- C. Program 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.**
- E. Anchorsaway Student Worldview Handbooks are required.** Bring it to every class along with a pen.
- F. 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.
- G. Snacks** – If available, let students know where and when they can be eaten. This should include drinks (water), also.
- H. Parking** – Encourage carpooling as an option for students.
- I. Tell students:** *“This class is for you, not your parents. It is for those 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 number!)*
- J. Invitations** – Students may pick up or be emailed the Anchorsaway invitation fliers for their friends. (Sample invitations are found in the Resource CD-ROM found in the inside of the back cover of this book.)

III. What is Anchorsaway?

- A. Anchorsaway is a college-level Christian worldview educational experience targeting high school 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."² When students have completed the Anchorsaway program, 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 senior or college student. Why seniors?
 1. By the second semester, seniors are mentally moving on from high school to college, the work force or into mission work.
 2. Diving board analogy – Seniors are about ready to jump off the end of the diving board and will either sink or swim in the world beyond high school.
 3. We want our students to not only 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 some 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 any time and anywhere, but this 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 who 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 place experience.**
- J. **It is for those who want to learn more about what other people believe and to learn how to impact their lives positively.**
- 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. Those 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 student, but rather to show the students just how much they need to learn and then give them hope that by the end of the course, 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?

Possible responses to this question from the student might be:

- Parents (What about a Muslim parent?)
 - The Bible says so. (How do you know?)
 - 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. God set the standard for right and wrong. It is not 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



2 A. Opening quote: “All thinking men are atheists.” – Ernest Hemingway³

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 Student Worldview Handbook throughout the class.*)

- B. Ask the students: What is a worldview?** 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 it can change. Explain: Each week you will be discussing aspects of the Christian worldview, as well as other worldviews, and discovering how they impact culture.

(*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:**

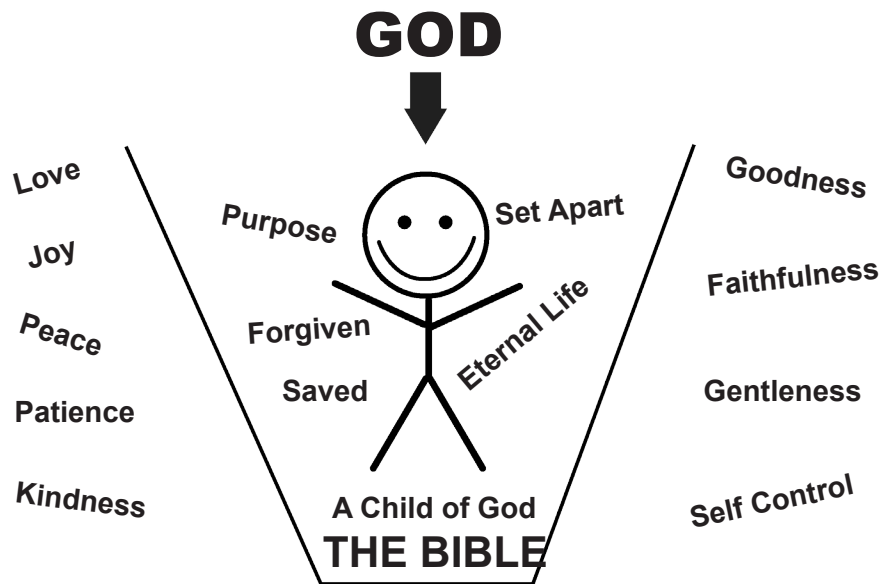
- a. From where did I come?
- b. Why is there such a mess in the world?
- c. What hope do I have?
- d. What is my purpose in life?
- e. What happens when I die?⁴

- 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 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?

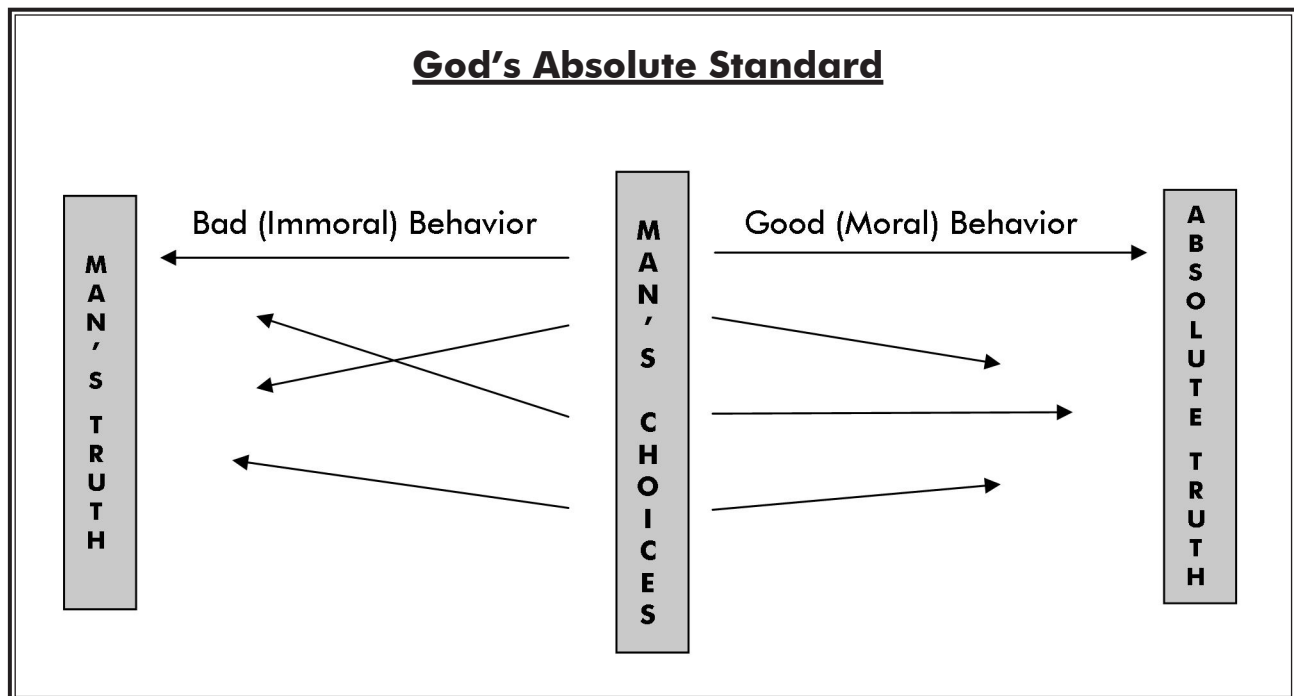
1. From where did I come?

- 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.)

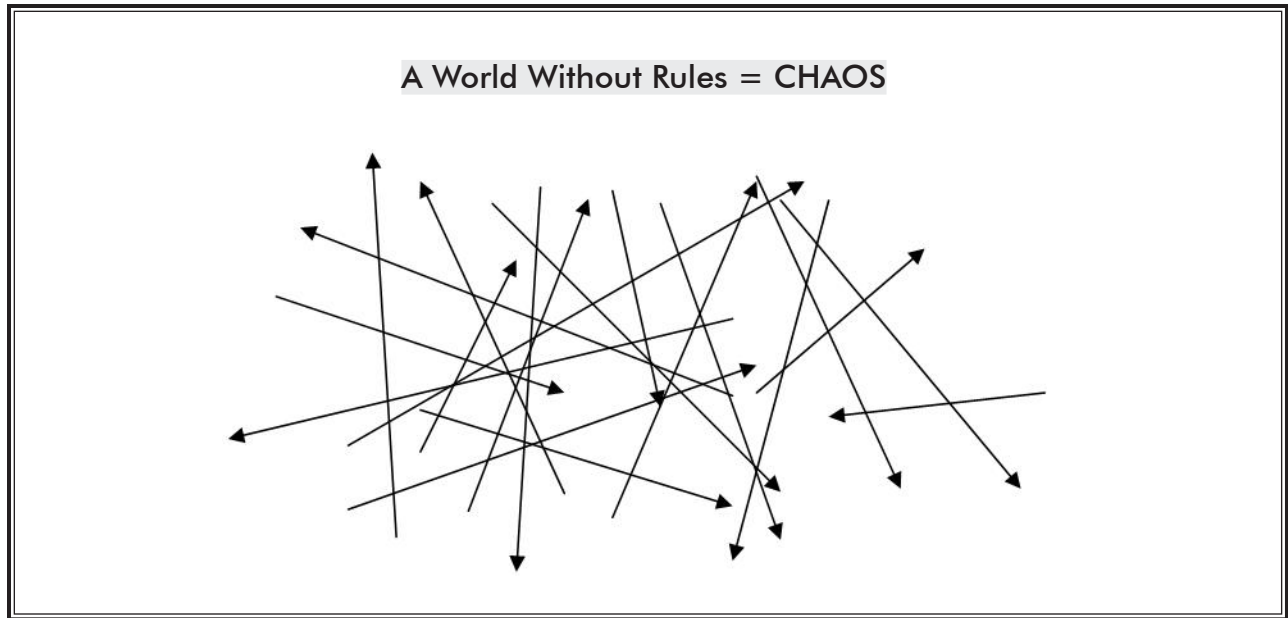
(Note: Each arrow represents a person's moral behavior heading in a good or bad direction.)



- 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.)



(Note: The following 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. You may also want to refer to the handout on the Resource CD-ROM entitled, "The Moral Decline of American Culture," for your own information.)

- c. We see the effects of sin in our culture today in some of the following examples:
 - i. **Prayer in School:**
 - (a) Just fifty years ago, one's religious beliefs, including the freedom to pray in school, were 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.⁵ 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.⁶ 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 gradual 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.

(b) Mr. Jeff Sparks was working in a Christian home for emotionally disturbed children. He saw the negative effects that movies of violence and hopelessness were having on the young boys and girls. He began to pray about what he might do to make a difference. God

encouraged him to begin a movement that encourages film makers to write and produce movies that are truly moving. Jeff founded the Heartland Film Festival which is a driving force in the movie industry today. This nationally recognized film festival gives awards to those films and writers that are making a difference by producing movies that give hope and are life affirming.

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. Fifty years later, one of the top ten songs is "Naughty Girl."
- (b) Jason Patchett was an Anchorsaway student who is extremely talented in music. He was planning to go to college this fall, but put it off for a year as God had called him to go to Nashville and record his music. Jason's dream is to impact his culture for Christ through the musical gifts that God has given to him! (Jason's web site is: www.jasonpatchett.com)

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. Such was the culture just sixty years ago. In that relatively short time, we have seen a subtle pushing of the moral boundaries, so that today's television programming brings into our living rooms and bedrooms unlimited access to complete moral depravity.
- (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 not only allowed but encouraged.

vi. Pornography:

(Note: Because the porn industry is growing so quickly, visit sites like www.porndestroyswomen.org, www.purelifeministries.org and www.uri.edu/artsci/wms/hughes/hughes.htm 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) Fifty years ago, Hugh Hefner and *Playboy* magazine brought pornography from the fringes of society into the mainstream. Today the sight of pornographic images is commonplace on billboards, in magazines, and on the Internet, and pornography continues to become more prevalent. "Porn revenue is larger than all combined revenues of all professional football, baseball, and basketball"

franchises. US porn revenue exceeds the combined revenues of ABC, CBS, and NBC (\$6.2 billion). Child pornography generates \$3 billion annually.”⁶ “In 1998, in the US, \$1 billion was spent on ‘adult content,’ 69% of the total Internet sales.”⁷

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! 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?

Play movie clip illustration:

- a. Show the Theistic (Christian) worldview recommended movie clip: **Chariots of Fire** (PG) Warner Bros., 1981. (**The Christian Worldview Movie Clip** cued for this **lesson** can be found at the end of this lesson.)
- b. Question to ask following the clip: What made this a Christian worldview movie?

VII. Conclusion

-  **3** 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!

Introduction of the small group leaders and volunteers

(Have students break into their small groups.)



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 and one 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. 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.
2. Pass around a sign up sheet for each student's name, address, phone, school, and where they are going after high school. Type them up and send the information to the person in charge of recording all students' names.
3. Have each student introduce him/herself and ask what school he/she goes to and what he/she likes to do outside of school.
4. 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 student's names.
 - e. Be bold and meet other students. It is good practice for next year.
5. 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!!)

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 7 or 8, take note and share it with the Teacher so that they can be addressed.)

10. How would you define the Christian worldview?
11. What does it mean to live out the Christian worldview?
12. Do most Christians live out the Christian worldview? Why or why not?
13. When someone sees you, what worldview would they think that you embraced?
14. What questions, if any, come to mind as a result of this week's lesson?
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 or email your 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?

Worldview Movie Clip:

The Theistic (Christian) worldview recommended movie clip: ***Chariots of Fire*** (PG) Warner Bros., 1981

Scene: Eric Liddell (Ian Charleson) and a group of people are walking out of church on Sunday afternoon. His friend, Sandy McGrath (Struan Rodger), is engaged in a discussion with an older gentleman about who God is.

Start Time: 00:22:38

Cue: Group of people is leaving the church engaged in discussion. Sandy says, “Surely a touch of liberality would be no harm.”

End Time: 00:23:17

Cue: Eric Liddell says, “You’ve still got a choice, Sandy. Nobody forces you to follow Him.”

Clip length: 39 sec.

Teaching point(s): This conversation concerning the nature of God centers around the foundation of the Christian worldview – who God is and who we are as His creation.

Other movie illustration options: *Dead Man Walking* (Gramercy Pictures, 1995), *Bruce Almighty* (Universal Studios, 2002)...

ENDNOTES

- ¹ All Scripture passages come from the *NIV Study Bible* (Grand Rapids: Zondervan, 1995) (unless otherwise indicated).
- ² “Anchors Aweigh,” U.S. Navy 18 March 2005. <<http://www.chinfo.navy.mil/navpalib/traditions/music/anchor1.html#Etymology>>
- ³ Ernest Hemingway, *A Farewell to Arms* (1929; New York: Scribner’s, 1995) 8.
- ⁴ Chuck Colson and Nancy Percy, *How Now Shall We Live?* (Wheaton, IL: Tyndale House Publishers, 1999) xi, xiii.
- ⁵ www.syatp.com
- ⁶ Matt Smith, “Pornography Consumption Statistics,” 21 March 2005 <www.porndestroyswomen.org>
- ⁷ Donna M. Hughes, “The Internet and Sex Industries: Partners in Global Sexual Exploitation,” *Technology and Society Magazine*, Spring 2000. 21 March 2005 <www.uri.edu/artsci/wms/hughes/siii.htm>

Recommended Reading

Key Sites:

"Anchors Aweigh," U.S. Navy 18 March 2005 <<http://www.chinfo.navy.mil/navpalib/traditions/music/anchor1.html#Etymology>>.

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