

# BIBLE 6: Basics for a Biblical Worldview

## Lesson Plan Overview

### Course Objectives

- Analyze the basic components of a Christian worldview.
- Relate the story of Scripture to basic Christian beliefs and values.
- Apply the categories of structure and direction to identity, vocation, relationships, society, and other worldviews.
- Apply a Christian worldview to specific situations in his or her own life and culture.

UNIT 1: WHAT IS A WORLDVIEW?					
Section	Days	Teacher and Student Editions	Activities	Topics (T)	Skills (S)
1.1	1	2–5		T Unit opener; Section introduction; The Parts of a Worldview	S Preassessment: “What is a worldview?”
	2	6–7		T The Thing Everybody Has; 1. Big Story; 2. Basic Beliefs Driven by Loves; 3. Individual and Group Actions	
	3	8–9	1–4	T Different Glasses; Your Glasses; Thinking It Through	S Recognizing worldviews; Self-assessment: “What is a worldview?”
1.2	4	10–11		T Section introduction; Big Stories at the Movies; Big Stories People Tell	
	5	12–15		T Explaining What You See through the Lenses of a Story; What You See through Your Big Story; Evolutionary Glasses; Biblical Glasses	
	6	15	5–6	T Thinking It Through	S Analyzing secularism; Self-assessment: “Which big story is in my head?”
1.3	7	16–18		T Section introduction; Bad Assumptions on TV; Bad Assumptions at School; Bad Assumptions about Technology	
	8	18–20		T Bad Assumptions about Society; Good Assumptions; Assumptions and Worldviews; Thinking It Through	S Self-assessment: “What do I assume about the world?”
1.4	9	21–22		T Section introduction; Proof by Experience; Proof by Authority	
	10	23–26		T Two Major Kinds of Proof; Proof in the Bible; Experience; Authority; Determining What Counts as Proof	S Evaluating an example of an authority
	11	26–27		T The Ultimate Authority, the Ultimate Proof; Thinking It Through	S Defending the Bible as the ultimate authority
1.5	12	28–29		T Section introduction; Head and Heart for Me; Love and “Stuff”	
	13	30–31	7–8	T Love and Arguments; Love and Stories; Head and Heart for God	S Evaluating decisions for underlying loves
	14	31–32		T Thinking It Through	S Self-assessment: “What do I love?”; Evaluating how loves change
1.6	15	33–34		T Section introduction; Dualism versus the Bible	
	16	34	9–10	T The Two-Story View	S Recognizing the two-story view in someone’s life
	17	35–37		T A Real-Life Kid and the Two-Story View; A Real-Life Scientist and the Two-Story View; Thinking It Through	S Recognizing the two-story view in someone’s life
1.7	18	38–41		T Section introduction; Making Sense of the World through a Big Story; The Good Big Story; A Twisted Big Story; Making Sense of the World through Love; Good Love; Twisted Love	

## UNIT 1: WHAT IS A WORLDVIEW?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
	19	42–45		<b>T</b> Making Sense of the World through Authority; Good Authority; Twisted Authority; Making Sense of the Evidence of the World; Making Something of the World
	20	45	11–14	<b>T</b> Thinking It Through <b>S</b> Self-evaluating one’s actions for one’s sense of the world; Self-assessment: “How do I make sense of the world?”
1.1–7	21	46–47		<b>T</b> Unit 1 Review
1.1–7	22	Unit 1 Test		

## UNIT 2: HOW SHOULD THE BIBLE SHAPE MY WORLDVIEW?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
2.1	23	48–51	15–16	<b>T</b> Unit opener; Section introduction; Where the Bible Came From <b>S</b> Tracing the history of the English Bible
	24	52–53		<b>T</b> Why God Gave Us the Bible; Knowing Things through Stories; Knowing God through His Story
	25	54–55		<b>T</b> Why We Need the Bible to Know God; Thinking It Through <b>S</b> Self-assessment: “Why do I need my Bible?”; Defending the necessity of the Bible
2.2	26	56–57		<b>T</b> Section introduction; God—the Eternal Author
	27	58–59	17–20	<b>T</b> Planning the Good End from the Very Beginning <b>S</b> Analyzing the structure of the Bible’s story
	28	60–61		<b>T</b> God—the Author-Creator; The End of God’s Story; Thinking It Through
2.3	29	62–63		<b>T</b> Section introduction; God’s Very Good Creation
	30	64–66		<b>T</b> Created in the Image of God; The Creation Mandate; 1. Multiply and Fill the Earth; 2. Subdue the Earth and Have Dominion over It
	31	67	21–24	<b>T</b> Real Value; Thinking It Through <b>S</b> Analyzing family, school, and work for structure
2.4	32	68–70		<b>T</b> Section introduction; The Fall of Adam and Eve
	33	70–72	25–28	<b>T</b> The Curse <b>S</b> Analyzing family, school, and work for fallen direction
	34	72–73		<b>T</b> The Curse and the Creation Mandate; Blaming God; Thinking It Through <b>S</b> Analyzing a nonbiblical view of death
2.5	35	74–75		<b>T</b> Section introduction; Stages in the Bible; God’s Covenant with Noah; God’s Covenant with Abraham
	36	76–77		<b>T</b> God’s Covenant with Israel through Moses; God’s Covenant with David; The Promised New Covenant
	37	78	29–31	<b>T</b> The Hero of God’s New Covenant—Jesus; Thinking It Through <b>S</b> Tracing Christ through the Bible’s story; Self-assessment: “How has the true Hero changed my life?”
2.6	38	79–80		<b>T</b> Section introduction; The First and Second Kings; The Church and the King
	39	80–82	33–34	<b>T</b> Conquering the Citizens; Conquering the Hearts <b>S</b> Summarizing the church’s role in God’s plan while suffering
	40	83–84	35–36	<b>T</b> The King Who Redeems; The King Who Rules; Thinking It Through <b>S</b> Recognizing final redemption in the Bible
2.7	41	85–87	37–40	<b>T</b> Section introduction; Structure and Direction <b>S</b> Discerning fallen direction in popular culture
	42	87–88	41–42	<b>T</b> Living a Redemptive Life <b>S</b> Suggesting redemptive direction for family, school, and work

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Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
	43	88–89		<b>T</b> The Biblical Story and Your Desires; Thinking It Through <b>S</b> Analyzing politics for structure and direction; Self-assessment: “How am I responding to God’s unfolding plan of redemption?”
2.1–7	44	90–91		<b>T</b> Unit 2 Review
2.1–7	45	Unit 2 Test		

## UNIT 3: WHO IS GOD, AND WHY SHOULD I CARE?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
3.1	46	92–95		<b>T</b> Unit opener; Section introduction; All These Things; Your Greatest Need and the Bible <b>S</b> Evaluating needs
	47	96–97		<b>T</b> What God Is Like; The Attributes of God
	48	98–99	43–44	<b>T</b> The Trinity; How You Should Respond; Thinking It Through <b>S</b> Formulating a biblical understanding of God; Self-assessment: “How does the Bible’s story affect my story?”
3.2	49	100–101		<b>T</b> Section introduction; Truth—for Real
	50	102–3	45–46	<b>T</b> God and Truth <b>S</b> Formulating a biblical understanding of truth
	51	103		<b>T</b> Living Out the Truth; Thinking It Through <b>S</b> Self-assessment: “Why should I tell the truth?”
3.3	52	104–5	47–49	<b>T</b> Section introduction; Good—for Real; Observing Stories; Observing Jesus <b>S</b> Formulating a biblical understanding of good and evil
	53	106–8		<b>T</b> God and Goodness; How Your Worldview Handles Evil; God’s Wisdom
	54	108–9		<b>T</b> God’s Moral Standard; God’s Solution to Evil; Living Out Goodness; Thinking It Through <b>S</b> Evaluating a nonbiblical view of evil; Self-assessment: “Am I choosing good things?”
3.4	55	110–11		<b>T</b> Section introduction; Beauty—for Real
	56	112–13	51–52	<b>T</b> Defining Beauty <b>S</b> Formulating a biblical understanding of beauty
	57	114	53–56	<b>T</b> God and Beauty; God’s Truth, Goodness, and Beauty; Thinking It Through <b>S</b> Evaluating the beauty of cultural products; Self-assessment: “Do I measure beauty by God’s standard of beauty?”
3.5	58	115–16		<b>T</b> Section introduction; Defining Love the Wrong Way; Fuzzy Feelings?; Self-Sacrifice?
	59	117–18	57–58	<b>T</b> Love—for Real; God and Love <b>S</b> Formulating a biblical understanding of love
	60	118–19		<b>T</b> A People for His Name; When God’s Love Goes Deep; Thinking It Through <b>S</b> Self-assessment: “How do I show love to others?”
3.6	61	120–22	59–61	<b>T</b> Section introduction; A Bible Study on God’s Ultimate End; For Himself <b>S</b> Formulating a biblical understanding of God’s glory
	62	122–23		<b>T</b> For His Glory; God as All in All
	63	124–25		<b>T</b> Why God Created You; Thinking It Through <b>S</b> Self-assessment: “What is my relationship to God’s glory?”
3.7	64	126–28		<b>T</b> Section introduction; Seeing from the Highest Pedestal <b>S</b> Evaluating nonbiblical views of God’s relationship with creation

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Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
	65	128–30		<b>T</b> God, the Bridge Builder; An Involved God
	66	130–31		<b>T</b> Celebrities; Thinking It Through <b>S</b> Self-assessment: “How is God involved in my life?”
3.1–7	67	132–33		<b>T</b> Unit 3 Review
3.1–7	68	Unit 3 Test		

## UNIT 4: WHO AM I?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
4.1	69	134–37		T Unit opener; Section introduction; Sources of Identity
	70	138–40	63–66	T A Bunch of Identities; Gender Confusion S Evaluating statements about identity; Analyzing identity change
	71	140–41	67–70	T The Bible and Your Identity; Thinking It Through S Formulating a biblical understanding of identity
4.2	72	142–43		T Section introduction; God and Human Worth
	73	144–45	71–72	T God and Human Worth S Defending human worth
	74	146		T God and Human Worth; Human Worth and Idols; Your Value; Thinking It Through S Self-assessment: “How should I view myself?”
4.3	75	147–48		T Section introduction; Layers of Sin
	76	149–50		T The Fall and Your Identity; The Fall and Your Desires
	77	151–52	73–74	T Structure and Fallen Direction in You; Thinking It Through S Self-evaluation of fallen nature; Self-assessment: “How am I fallen?”; Self-assessment: “How should I talk to God about my sin?”
4.4	78	153–55		T Section introduction; Two Families; Redemption through Adoption
	79	156–57	75–76	T Sanctification; Redeemed Identity S Formulating a biblical understanding of sanctification
	80	158–59		T The Gospel; Thinking It Through S Self-assessment: “How is God’s image restored in me?”; Formulating a response to failure according to identity in Christ
4.5	81	160–61		T Section introduction; Union with Christ; Vine and Branches
	82	162–63		T Head and Body S Analyzing identity in Christ for help in sanctification
	83	163–65		T Overcoming Sin; If You Love Me; Thinking It Through S Self-assessment: “How does love for Christ change me?”
4.6	84	166–69	77–78	T Section introduction; The Flesh S Formulating a biblical understanding of the flesh
	85	170–71		T Idols of the Heart
	86	171–73	79–80	T Conquering the Enemy Within; Thinking It Through S Formulating a strategy for opposing the flesh; Formulating God-honoring priorities
4.7	87	174–76		T Section introduction; Opposition from Without; The Devil
	88	177–78	81–83	T The World S Evaluating appeals to the flesh and formulating biblical responses

## UNIT 4: WHO AM I?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
	89	178–79	85–86	<b>T</b> Resisting the Devil and His Kingdom; Love and Fighting; Thinking It Through <b>S</b> Formulating a strategy for opposing outside temptations; Self-assessment: “How should I pray to fight sin?”
4.1–7	90	180–81		<b>T</b> Unit 4 Review
4.1–7	91	Unit 4 Test		

## UNIT 5: HOW SHOULD I SPEND MY TIME?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
5.1	92	182–85		T Unit opener; Section introduction; The Image of God and the Creation Mandate
	93	186–87	87–88	T The “Cultural” Mandate S Formulating a description of cultural development
	94	187–89	89–90	T Created for Culture; Thinking It Through S Suggesting redemptive direction for cultural categories
5.2	95	190–91	91	T Section introduction; Reading for Wisdom S Formulating a biblical definition of <i>wisdom</i>
	96	191–93		T The Fear of the Lord; Becoming Wise in One Lifelong Step
	97	193–95		T Loving the Best Things; Thinking It Through S Self-assessment: “Are my decisions good, better, or best?”; Evaluating options for after-school activities
5.3	98	196–97		T Section introduction; Living Lives of Good Works
	99	198–200		T Loving Your Neighbor with Your Job; Wisdom and Good Works; Thinking It Through S Evaluating an example of loving neighbors with a business
5.4	100	201–3		T Section introduction; “Because I Said So!”; 1. Because Your Youth Is the Time to Become Wise
	101	203–4	93–94	T 2. Because School Helps You Do Good Works out of Love for Others S Formulating a biblical perspective of wisdom and work
	102	205		T 3. Because Submitting Your Life to God Makes You Flourish; Thinking It Through S Self-assessment: “What is my attitude toward school?”
5.5	103	206–8		T Section introduction; Different Kinds of Culture S Evaluating responses to social media
	104	208–9		T Condemning Culture; Consuming Culture
	105	210–11	95–99	T Critiquing Culture; Copying Culture; Next Up; Thinking It Through S Evaluating cultural products; Self-assessment: “Do I condemn, critique, consume, and copy the appropriate things?”
5.6	106	212–14		T Section introduction; Taking the Next Step; Cultivating Culture
	107	214–16		T Creating Culture S Evaluating a Christian creator’s view of creating culture
	108	216–17		T Now Do It; Thinking It Through S Formulating and enacting a Christian view of cultivating and creating culture
5.7	109	218–19		T Section introduction; Devoted to Good Works
	110	219–21		T The Good Works of Cultivation and Creation S Evaluating an example of cultivating and creating

## UNIT 5: HOW SHOULD I SPEND MY TIME?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
	111	221		T Influencing; Thinking It Through
5.1–7	112	222–23		T Unit 5 Review
5.1–7	113	Unit 5 Test		

## UNIT 6: HOW SHOULD I RELATE TO OTHERS?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
6.1	114	224–27		T Unit opener; Section introduction; God Created Man in His Image
	115	228–29	101–2	T Masculine Character; Special Revelation about Men S Evaluating statements about men
	116	230–31		T General Revelation about Men; Thinking It Through
6.2	117	232–33		T Section introduction; God Created Woman in His Image
	118	234–35	103–4	T Feminine Character; Special Revelation about Women S Evaluating statements about women
	119	236–37		T General Revelation about Women; Thinking It Through
6.3	120	238–40		T Section introduction; Husbands: Loving Leaders; Fathers: Loving Leaders S Evaluating the love of a faithful husband
	121	241–43		T Wives: Suitable Helpers; Mothers: Instructive Leaders; Your Future; Thinking It Through S Evaluating responses to unbiblical parents
6.4	122	244–47		T Section introduction; The Biblical Responsibilities of Children; 1. Obeying Your Parents; 2. Honoring Your Parents
	123	247–49		T 3. Loving Your Siblings; A Biblical Warning to Children; Living Long in the Land; Thinking It Through S Self-assessment: “Am I meeting my responsibilities and avoiding dangers?”
6.5	124	250–51		T Section introduction; Living in Community; What Friendship Is; Finding Friends
	125	252–53	105–6	T Faithful Wounds and Greater Love; Friendship Failures S Formulating a biblical understanding of friendship
	126	254–55		T Friends for Life; Thinking It Through S Self-assessment: “Do I have good friendships?”; Evaluating responses to sinning friends
6.6	127	256–58		T Section introduction; What Society Is; Manhood and Womanhood in a Fallen World; The Consequences of Confusion
	128	259–60		T The Grace of God in Your Family S Analyzing the impact of fallen thinking about the family
	129	261		T A Strong Web; Thinking It Through S Self-assessment: “How can I support and strengthen my family?”
6.7	130	262–63		T Section introduction; The Presence of Homosexuality
	131	264–65		T Political Cliques; Social Media Nastygrams

## UNIT 6: HOW SHOULD I RELATE TO OTHERS?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
	132	266–67		<b>T</b> Strengthening the Web; Your Voice in Your Society; Thinking It Through <b>S</b> Analyzing the impact of social media; Self-assessment: “How can I support and strengthen my friendships?”
6.1–7	133	268–69		<b>T</b> Unit 6 Review
6.1–7	134	Unit 6 Test		

## UNIT 7: HOW SHOULD I FIT INTO SOCIETY?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
7.1	135	270–74		T Unit opener; Section introduction; Extremes
	136	274–77		T CFR: The Individual; CFR: The Community
	137	277	107–8	T Getting off the Seesaw; Thinking It Through S Formulating a biblical understanding of individuals and communities; Self-assessment: “Am I valuing community?”
7.2	138	278–79	109	T Section introduction; Understanding the Church S Formulating a definition of <i>church</i>
	139	279–81	111–12	T 1. Universal Church; 2. Local Church S Analyzing biblical word pictures of the church
	140	281–82		T The Mission of the Church; Permitting the Little Children; Thinking It Through
7.3	141	283–85		T Section introduction S Evaluating responses to church
	142	285–86	113–14	T Church Membership; What to Look for When You Go to Church S Evaluating a church biblically
	143	287–88		T Ways You Can Participate in Church; Thinking It Through S Self-assessment: “What can I do in my local church?”; Defending the need for church
7.4	144	289–90		T Section introduction; The Bible and Your Neighbor
	145	290–92		T Community Organizations S Evaluating the importance of community organizations
	146	292–93	115–16	T Healthy Communities; Thinking It Through S Researching community organizations
7.5	147	294–95		T Section introduction; Back to the Basics S Analyzing a community organization’s fulfillment of the Creation Mandate and the Great Commission
	148	295–97		T 1. Helping Your Neighbors’ Physical Needs S Self-assessment: “How can I get involved in my community?”
	149	298–99		T 2. Helping Your Neighbors’ Spiritual Needs; Thinking It Through
7.6	150	300–302	117–18	T Section introduction; Why Government Began; The Fall and Government; Creation and Government S Analyzing government for structure and direction
	151	302–3	119–21	T Purposes of Government S Formulating biblical purposes for government
	152	303–5		T Limits on Government; King Jesus and Caesar; Thinking It Through S Analyzing a nonbiblical view of government
7.7	153	306–8		T Section introduction; Responsibilities of a Christian Citizen; Pray; Participate; Submit; Witness

## UNIT 7: HOW SHOULD I FIT INTO SOCIETY?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
	154	309–11		<b>T</b> Virtues of a Christian Citizen; Prudence; Boldness with Humility; Respect; Thinking It Through <b>S</b> Self-assessment: “How’s my citizenship?”; Analyzing responses to laws
7.1–7	155	312–13		<b>T</b> Unit 7 Review
7.1–7	156	Unit 7 Test		

## UNIT 8: HOW DO I RELATE TO PEOPLE WITH OTHER WORLDVIEWS?

Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
8.1	157	314–18	123–26	<b>T</b> Unit opener; Section introduction; The Making of Worldviews; The Idolatry of False Worldviews <b>S</b> Formulating a biblical understanding of idolatry
	158	318–19	127–28	<b>T</b> The Making of Cultures <b>S</b> Analyzing a philosophy of social media for the underlying worldview
	159	319–21		<b>T</b> Why You Should Understand Different Worldviews; How to Talk to People with Different Worldviews; Thinking It Through <b>S</b> Self-assessment: “How is my witness?”; Evaluating responses to other worldviews
8.2	160	322–24		<b>T</b> Section introduction; The History of Islam; The Story, Beliefs, and Practices of Islam; Creation; Fall; Redemption <b>S</b> Defending the death of Jesus
	161	324–25, 327		<b>T</b> The Five Pillars; Different Groups in Islam <b>S</b> Evaluating Muslim beliefs about evil
	162	326–27	129–30	<b>T</b> Bible Answers to Muslim Beliefs; Thinking It Through <b>S</b> Contrasting Muslim and biblical worldviews
8.3	163	328–29		<b>T</b> Section introduction; The History of Buddhism; The Story, Beliefs, and Practices of Buddhism; Four Noble Truths; The Eightfold Path
	164	330–31		<b>T</b> The Problem with Desire; Bible Answers to Buddhist Beliefs
	165	332–33	131–32	<b>T</b> Thinking It Through <b>S</b> Contrasting Buddhist and biblical worldviews; Evaluating Buddhist beliefs about eternity
8.4	166	334–36	133–34	<b>T</b> Section introduction; The History of the Nones; Unbelief’s Different Belief <b>S</b> Analyzing unbelief for idolatrous characteristics
	167	336–37	135–36	<b>T</b> ; The Story, Beliefs, and Practices of Unbelief <b>S</b> Evaluating Nones’ beliefs about sharing resources; Contrasting Nones’ and biblical worldviews
	168	337–39		<b>T</b> Bible Answers to Nones’ Beliefs; Thinking It Through
8.5	169	340–41	137–38	<b>T</b> Section introduction; An Example of Secularism <b>S</b> Preassessing for secular thinking
	170	342		<b>T</b> The History of Secularism <b>S</b> Evaluating secularism’s view of Christianity
	171	343–45	139–40	<b>T</b> The Myth of Secular Neutrality; Bible Answers to the Secular Solution; Thinking It Through <b>S</b> Evaluating secularism’s claim of neutrality
8.6	172	346–48		<b>T</b> Section introduction; The Story, Beliefs, and Practices of MTD <b>S</b> Evaluating responses to hurtful truths
	173	348–50, 352		<b>T</b> Christianity and MTD <b>S</b> Evaluating MTD’s view of church

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Section	Days	Teacher and Student Editions	Activities	Topics (T) Skills (S)
	174	351–52	141–42	<b>T</b> Bible Answers to MTD’s Beliefs; Thinking It Through <b>S</b> Contrasting MTD’s and biblical worldviews; Defending the need to tell the truth
8.7	175	353–55		<b>T</b> Section introduction; 1. God Gave Me a Good World as a Gift to Enjoy; 2. The World I Live in Demands That I Be Discerning
	176	356–57		<b>T</b> 3. I Can Thrive in This World with God’s Help; 4. I Can Live with Hope That Christ Will Make Everything Right Again <b>S</b> Self-assessment: “Where do I go from here?”
	177	358–59		<b>T</b> My Worldview Plan <b>S</b> Formulating a worldview plan
	178	358–59		<b>T</b> My Worldview Plan <b>S</b> Presenting a worldview plan
8.1–7	179	360–61		<b>T</b> Unit 8 Review
8.1–7	180	Unit 8 Test		