

Lesson 2: What Goes Into a Worldview?

The smorgasbord of ideas: you are what you *believe*!

1 min

Previously in Reality Bites...

Last lesson the class discovered worldviews and how it is being compared to glasses. They discovered that everyone has a worldview. They also learned that not all worldviews are based on true reality such as Truman's in *The Truman Show*.

Remind the class about this.

1 min

Opening Prayer

1

"Dear Father, thank you for bringing us here together. Thank you that we have the **privilege** to **study** your **Word**. Be with us as we **continue** to learn about what is **real** and **true**. Help us by your **Spirit** to **understand** and **discern** as we seek to live our lives for you. In Jesus' name. Amen."

GOALS:

- To know the definition of worldview
- To learn that ideas (about what's true) make up a worldview
- To convince the students of the relevance of worldview by discovering and examining the student's own

THE BIG PICTURE

We continue laying the foundations of our study. In this lesson the class will learn a definition of "worldview," and see what kinds of things they contain. They will also discover the reality and relevance of this subject by investigating their own worldview.

Next lesson, the class will move on to looking at an example of a very influential *starting point*, Naturalism. Then the unit will end with an emphasis on making a choice, between man's *ideas* and God's Word.

2

VERSES TO PONDER

Ask if anyone remembers last week's verses. Give them a little time before you read them out:

Matthew 16:15-16

- ¹⁵Then Jesus asked them, "But who do you say I am?"
¹⁶Simon Peter spoke up, "You are the Messiah, the Son of the living God."

Ask the class the result of last week's challenge which was *what it means for their life to believe that Jesus is the Son of God*. Give them a minute to do this.

3

BIBLE READING

Read aloud Colossians 2:8.

- ⁸Don't let anyone fool you by using senseless arguments. These arguments may sound wise, but they are only human teachings. They come from the powers of this world and not from Christ.

Tell the class to keep this verse in mind as we study today's lesson.



Prepare in advance!

Requirements:

- Read the instructions for the activity on smorgasbordofbeliefs.pdf
- Print out the food labels and the names of the dishes from beliefdishes.pdf
- Print out worldviewdef.pdf
- Go to class early to set up the room
- A table and a tablecloth
- Food items from the instruction sheet*
- 6 serving trays
- Enough paper plates for your class
- Scissors, Blu-Tac or sticky tape

*If your class is too large and/or you need to watch your budget, do the activity with the printed labels but with no food.

4

20 mins

ACTIVITY: SMORGASBORD OF BELIEFS

Tell the class they are now going to investigate their own worldview.

Chat with them briefly about whether they know what a smorgasbord is, whether they've been to one, and if they've heard of the phrase "You are what you eat."

Get them to go to the table you set up before class. Say this is the "Smorgasbord of Beliefs," and they are going to find out *who they are* based on *what they believe*.

Tell them to grab a paper plate and go around the table, collecting items of food from each serving tray based on whether they believe its label is true. They will place their food on their plate (no eating yet!) and return to their seats. Once everyone has finished, ask each student to read aloud the beliefs that are on their plate, while everyone else listens.

Now discuss the following questions:

Q: What do you think each tray on the smorgasbord table represents?

[Each tray represents important topics or questions about what is really true.]

Q: What do you think the different food items represent?

[Different ideas about what's true in these areas.]

Q: Is it important what we believe about these things?

[Yes. These topics are all very important, and our views in these areas form some of our most fundamental beliefs.]

Q: How do our deepest beliefs affect us in life?

[They influence and guide us in our choices.] - Note that in later lessons we will discover why our choices do matter under a Christian worldview.

Tell them these ideas or beliefs on different issues are what forms a person's worldview, and they work to influence us (like the glasses activity from last week). Then have the class read aloud the following definition:

"A worldview is a set of ideas and beliefs that people have about what's really true, and it strongly influences their behaviour and decisions throughout life."

Continue the discussion with the following questions.

Q: Imagine if this was actually a smorgasbord of food, how would we decide what to add to our plate?

[We choose based on what we like, what looks nice, and what we prefer more than other things.]

Q: Should we choose our beliefs about reality like that?

[No. Because reality doesn't depend on our preferences.]

Q: Then how should we choose what to believe?

[We should choose to believe what's really true.]

Tell the class that, as they can see, each tray has so many options. There are many different ideas about the same topics. What should we do? How do we choose? Can they all be right?

Well, let's look at the bible for answers.



Leader's Notes

The point of this activity is for the class to be thinking about what beliefs they actually have on different issues, and to point out to them that this is what forms their worldview. So at this point we won't be focusing on what is right and wrong in their belief system. Therefore, don't challenge them when they are reading out the beliefs they chose for their plate, which would potentially be confusing for them. Be mindful and take note of the things they don't quite understand, or may believe wrongly, so that we can help their understanding in later lessons. We have designed the last three questions of the activity to convey the importance of believing the truth.

5

7-10 mins

BIBLE STUDY



Read Colossians 2:6-8.

⁶You have accepted Christ Jesus as your Lord. Now keep on following him. ⁷Plant your roots in Christ and let him be the foundation for your life. Be strong in your faith, just as you were taught. And be grateful. ⁸Don't let anyone fool you by using senseless arguments. These arguments may sound wise, but they are only human teachings. They come from the powers of this world and not from Christ.



Discuss these points:

Q: Since we belong to Jesus, what should we do in life?

[V. 6 & 7 - keep on following him, plant our roots in him and let him be the foundation of our lives.]

Q: Is our worldview strongly related to our life?

Yes.

Q: How can Jesus be the foundation of our worldview?

[Relying on him for wisdom and understanding of what's true.]

Q: According to this passage, what should we do with ideas and beliefs that don't have Jesus as their foundation?

[V. 8, don't let them fool us.]

Q: Can you think of examples of these human ideas?

[Evolution, Naturalism, Postmodernism, etc.] Note: after a few ideas are named, and especially if the students don't know what they are, you can mention that we will be studying some of them in later lessons.

Q: What can guard us from being fooled by these sometimes clever and seemingly true worldviews?

[The Word of God and the Holy Spirit. Study God's Word to know his teachings. Judge everything in light of His Word and with the discernment that the Holy Spirit gives us. So... read your Bible, and always think and pray about things!]

6

VERSE TO PONDER

1 min



Read Colossians 2:8 out loud:

⁸Don't let anyone fool you by using senseless arguments. These arguments may sound wise, but they are only human teachings. They come from the powers of this world and not from Christ.



Tell the class to think about this verse throughout the coming week, when they encounter these kinds of persuasive ideas at school, at home, among friends or in the media.

7

Closing Prayer

"Dear Father, thank you for your **Word** and your **Spirit** that **guard** us **against** even the cleverest **lies**. Help us to **love** studying your **Word** with a **passion** for your **truth**, as it helps us to **live** a **good** and exciting **life**. In Jesus' name. Amen."

8

1 min

Next Week

Tell the class that next lesson we will learn what is *behind* all these ideas, that will greatly help us to connect different ideas together and understand much about the world and how people think!