

**re:View Worldview Study**

**Topic 02xa – Ultimate Questions Extended Session “A”**

**(To teach this session you will need: student handouts, this leader’s guide, and some popular culture examples for the “Illustration Idea.” You may also wish to use “review\_02xa\_VerseSlides.ppt” for the verses.)**

*NOTE: If you’re teaching the abbreviated 7-session series, you will skip this session. If you’re teaching the extended 13-session series, this is Session 3.*

### Extended Session Overview

Everybody answers the ultimate questions. Each of the two extended sessions for Ultimate Questions have a distinct goal:

1. **Session A:** Students begin to see that popular culture DOES answer the ultimate questions and that they can discern what those answers are.
2. **Session B:** Students themselves answer the ultimate questions and realize their answers are revealed more in their actions than in their words.

We have provided one main teaching activity for each week to accomplish these goals. The leader must decide how best to use the two sessions and the two activities based upon time and student engagement. For example, the first and second extended session could each take one week, or the first might take a week and a half while the second takes only half of the remaining session.

### Suggested Session Layout

Review [6:00]

Illustration Idea [5:00]

Activity [20:00]

Challenge [5:00]

*Total session time [35-40 mins.]*

### Review [6:00]

Remind your students that two weeks ago we learned that culture is to us like the ocean is to a fish. We are surrounded by it. We are influenced by it. We see everything through it. And we can’t escape it.

We also learned that culture influences us in three ways – our behavior, values, and beliefs. Romans 12:2 told us that we shouldn’t be letting culture fit us into its mold. Rather, we must become different – we must become different like a gill-equipped tadpole that turns into an air-breathing frog that has lungs. The way this happens is through renewing the way we think. We need to be aware of how much culture does influence us and we need to be willing to engage it.

Last week we learned that there are four ultimate questions that everyone has to answer. Those questions were:

1. The question of **Origins**.
  - a. Where did everything come from?
2. The question of **Meaning**.
  - a. Why are we here?
  - b. Is there a purpose for the universe, life, etc.?

## Review (cont.)

3. The question of **Morality**.
  - a. How are we supposed to live?
  - b. What's right or wrong?
  - c. Who decides?
  - d. Where does morality come from?
4. The question of **Destiny**.
  - a. What happens when we die?

We learned that everyone has to answer these questions for himself, and some answer them differently.

## Illustration Idea [5:00]

Remind your students that last week you asked each of them to find one example from popular culture for each of the ultimate questions. Ask if anyone brought anything to share. To jumpstart the discussion, you may want to provide your own cultural example to get the juices flowing, or you may call on one of your leader's who you know has brought something. Limit this time to only a couple of examples.

## Activity [20:00]

1. Divide up into at least four small groups. (Make sure that the four or five leaders who did the exercise from last session are evenly divided between the groups to help jumpstart the thinking of the others if necessary).
2. Have your small groups take one of the four ultimate questions. For example, if you have eight quads, have two of them focus on origins, two focus on meaning, two on morality, and two on destiny.
3. With one of your planted leaders acting as the leader of each group, have each group come up with a list of EVERY cultural example answering its respective question.
4. Have each group choose a spokesperson and share their lists with the entire group. Interact with students as they share their examples. Perhaps ask them why they picked certain examples over other ones. The goal is to challenge their critical thinking skills as they develop their worldview skills. Have them pinpoint the "best" examples.
5. Lo and behold, you actually have some of these "best" examples ready to show to your group (because you checked with your leaders on Friday and knew what examples they were going to mention). You can also download reviews from re-films.com for this purpose as well.

## Challenge [5:00]

Remind your students of the Romans 12:2 mandate to not be conformed to the world's mold, but to be transformed by changing how we think. But how do we do that?

Have your students open their Bibles to 1 Thessalonians 5:21. After having a student read, point out that the Apostle Paul tells his readers to "Test everything." For us, this means we must not let anything get into our minds (and hearts) without discerning it – every movie, song, television program.

## Challenge (cont.)

We should always be discerning what a movie is telling us to believe. We should be discerning what a song is telling us about life. What worldview is at the core of a particular television program? How is it telling us to behave?

Have your students turn to 1 Peter 1:13. “Therefore, prepare your minds for action...” Along with the passage from 1 Thessalonians 5:21, we now have a two-fold challenge – use our brains – all the time! Point out the Pater says, “Have active minds.” All too often we are passive: we sit and listen and watch with our brains disengaged.

Challenge your students to take these verses to heart over the next week.

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