

re:View Worldview Study

Topic 02xb – Ultimate Questions Extended Session “B”

(To teach this session you will need: student handouts and this leader’s guide. You may also wish to use “review_02xb_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 4.

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 [5:00]

Activity [10:00]

Challenge [5:00]

Application [15:00]

Recap [2:00]

Total session time [35-40 mins.]

Review [5:00]

What is a worldview? A worldview is the way a person looks at the world and life. As believers, what are we commanded by Romans 12:2 to not be conformed to the pattern of the world, but to be transformed by renewing our minds.

Refresh your students’ memories about the four ultimate questions. What are they?

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.?
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?

Activity [10:00]

1. Break up into small groups.
2. Pass out the handout “review_02xb_UltimateQuestions.pdf” and ask the students to write down their answers (be sure to give them time to do this).
3. Group discussion. Have each group pick a spokesperson.
4. Have them share their answers as you write them on overhead, PowerPoint, etc.
5. Once the answers have been listed on the board, then it is time to talk about the difference between “control” beliefs and “stated” beliefs (see next section).

***Rationale:** Most students will give a “Bible” answers here – the things they think they’re expected to say. This activity sets the students up for the next phase of the lesson which explores the difference between what we say or think we believe and what we really believe as evidenced by our behavior.*

Challenge [5:00]

To recognize how we are unconsciously answering these questions, we must first make the link between foundational beliefs and behavior. Our behavior (not our mental affirmation) is the true test of our beliefs. We always act from what we truly believe, rather than what we say we believe.

This is the difference between a control belief and a stated belief. A stated belief is what a person says they believe, and is typically known through what a person says or writes. A control belief is what a person truly believes, and is known through what a person does or doesn’t do.

Some examples would be:

1. I say that I love coffee, but I only drink it once a month. Do I really love coffee?
2. A boy says he likes a girl, but he never calls her, writes her letters, or talks to her in the hallway. Does he really like her?
3. Your little brother says he is tidy and neat, but his room is always trashed and his clothes are always wrinkled. Is he really tidy and neat?
4. Mr. John Doe goes to your church every Sunday, sings all the hymns, takes notes during the sermon, and even helps out at the homeless shelter. He claims to be a faithful and committed Christian, but he routinely gets into trouble, he has a known drug addiction, he never reads the Bible, and his neighbors think he is hot tempered and arrogant. Is John Doe truly a faithful and committed Christian?

We always act out what we truly believe. That is why it is so important to believe the right thing. Look at Romans 1:25: “They exchanged the truth of God for a lie, and worshiped and served created things rather than the Creator – who is forever praised. Amen.” The truth of God is the center point of the universe. We can believe it or, as in this verse, exchange it for a lie that fits our lifestyle choices.

2 Timothy 4:3-4 says, “For the time will come when men will not put up with sound doctrine. Instead, to suit their own desires, they will gather around them a great number of teachers to say what their itching ears want to hear. They will turn their ears away from the truth and turn aside to myths.” This is another passage that points to the importance of knowing truth and mankind’s tendency to hear only what they desire.

Application [15:00]

This is the teachable moment when you need to get very real and talk about how we really behave and how we are actually answering these questions by the way we live.

1. Have your students spread out a little bit and hand out blank pieces of notebook paper.
2. Introduce each of the questions one at a time, giving students time to write out their answers before going on to the next one. You might need to prompt their thinking with the lead-in questions below.

	Definitions	Lead-in questions
Origins	<p>How did you get here?</p> <p>Are you accountable to a personal creator or are you free to do what you want?</p>	<p>What do you like/dislike about yourself? (If God created you and called you very good, what does this say about the level of contentment you should have with yourself? How much contentment to you REALLY have?)</p> <p>How do you respond differently to the cool and un-cool people? (If all humans are God's creating, how are you treating what God called very good? Do you show favoritism?)</p>
Meaning	<p>Why are you here?</p> <p>What's my purpose?</p> <p>What are my priorities?</p>	<p>How do you respond when he/she asks another girl/guy out instead of you?</p> <p>How do you respond when you lose or win? When he/she makes the team instead of you?</p> <p>How do you spend your time? What makes you valuable?</p>
Morality	<p>How do you choose?</p> <p>How do you know what's right and wrong?</p>	<p>Have you made life choices that appear to please authorities?</p> <p>You feel most satisfied when _____ is pleased with you. (This person is the one who dictates what is right or wrong for you to do.)</p>
Destiny	<p>What happens after you die?</p> <p>How will God evaluate your life at the judgment seat of Christ?</p>	<p>List the thing you did through your day yesterday. Then take that list and break it into two categories: Matters for the present, and matters for eternity. Take a look at the amount of things listed in both. Is there an imbalance? If so, write down one thing you can do to correct this.</p>

Recap [2:00]

Make sure you are sensitive in how you end this session. Some students will be doing some deep thinking. Have students commit to one substantive change they want to make in their behavior based on their answers.

Remind them that next week we will begin to dig deeper into how the answers to the ultimate questions shape who we are.

Close in prayer, asking for God's direction and guidance in the lives of you and your students.

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