

re:View Worldview Study Topic 03 – Worldviews

(To teach this session you will need: “03_Swear_Worldviews” DVD, television or projector, DVD player, student handouts, and this leader’s guide. You may also wish to use “review_03_VerseSlides.ppt” for the verses.)

*NOTE: If you’re teaching the abbreviated 7-session series, this is Session 3.
If you’re teaching the extended 13-session series, this is Session 5.*

Suggested Session Layout

Watch “Swear” Film [5:22]
Film Discussion [5:00]
Watch “Worldviews” Teaching Segment [6:55]
Teaching Segment Discussion [5:00]
Challenge [10:00]
Recap [2:00]
Total session time [35-40 mins.]

Watch “Swear” Film [5:22]

Brief Synopsis: When a bank is robbed in a small town, it is Chief Detective Howard’s job to investigate the case. When police arrive at the scene, they find surveillance lines cut, and no clues left behind. Will statements from the witnesses solve the case? One robbery. Six witnesses. Two robbers. Or maybe it was three? *(For further insight, be sure to watch the directorial comments before viewing the film with your students. You may also choose to show the directorial comments as part of the discussion time.)*

Film Discussion [5:00]

1. Could the detective determine what happened from the testimonies of the witnesses? Why or why not?
No, he couldn’t. Everyone had a different perspective.
2. Did the detective ask all of the same questions? If so, did the answers match?
The detective asked all the same questions. However, the answers didn’t match.
3. How is it possible for everyone to answer the questions differently?
Everyone has a different perspective; they come from a different walk of life, etc. Just because it is the same question doesn’t mean it will have the same answer.
4. From their answers, what information can you determine about each of the witnesses?
Students should be able to identify different characters and describe them. Examples include: macho guy, rich snobby lady, scared bank teller, short guy, tall woman, older observant guy.

(Feel free to use optional handout “reView_03_SwearFilmQuestions.pdf”)

Watch “Worldviews” Teaching Segment [6:55]

Synopsis and Outline: A worldview is a category of consistent answers to the four ultimate questions. There are three main answers (worldviews): Naturalism, Transcendentalism, and Theism. Every person has a worldview, whether he or she recognizes it or not.

- I. Introduction: What is a Worldview?
 - a. The Focus of a Worldview
 - b. What Our Worldview Does
- II. How Our Worldview Works
- III. The Three Major Worldviews: An Overview
- IV. Conclusion: Worldviews Are Seen Everywhere

(For your reference, a teaching outline of Dr. Brown’s teaching segment can be found under “reView_03_TeachingSegmentOutline.pdf.”)

Teaching Segment Discussion [5:00]

1. Who has a worldview?

Everyone has a worldview. It is a part of being human. For some reason, every person tries to make sense of the world. We are concerned about relationships, moral questions, our future, etc. The animals do not concern themselves with these things. It is how we have been made by God.
2. What are the two roles of a worldview?
 - a. *Explanation of the world*
 - b. *Application to life*
3. How did Dr. Brown define the two roles?
 - a. *View OF the world*
 - b. *View FOR the world*
4. Someone once said, “Find a worldview that fits you and then live it passionately.” What is wrong with this statement?

The issue is not to find a worldview that fits you, but to find one that fits the world. In other words, find truth. I don’t want to find a worldview that fits my own personality. I want to know what is true. Too many people want to live comfortable lives of deception.
5. Say, “Let me give you another metaphor to help distinguish between the two.” Then ask, “What’s the difference between the role of an artist and an architect?”
 - a. *An artist helps us understand what is happening through his painting.*
 - b. *An architect helps us know how to behave because we see the blueprints.*

Challenge [10:00]

Moving the discussion from the abstract to the personal application, ask the students to give an example from their own lives of how their worldview explains life (artist) and when it guides their behavior (architect). To stimulate their thinking, you can use these examples:

	Explanation of the World	Application to Life
Examples from romance <i>(Ask group for other examples based on time and interest.)</i>	Guy sees a pretty girl in the hall winks at him, so he thinks he has a chance of going out with her.	Guy talks to his friend to talk to her friend to see if she'll go out with him, and then he finds out she just had something in her contact.
Examples from media <i>(Ask group for other examples based on time and interest.)</i>	PETA's Web site (www.peta.org) has many campaigns talking about protecting animals.	We decide not to eat animals or use them for clothing after reading the site.
Examples from Bible <i>(Ask group for other examples based on time and interest.)</i>	My Christian friend is dying from leukemia.	Because I know God is in control, I will not despair.

Have students open their Bibles to Proverbs 20:11. Have someone read it and then explain the importance of not only believing truth, but living it. It can't be taken for granted. "Even a child is known by his actions". The way we live our lives clearly demonstrate what is at the heart of our worldviews.

Turn to Matthew 7:21-23 and read it. Point out that just because someone calls Jesus "Lord, Lord" doesn't mean that they know the Lord or that the Lord knows them. Merely saying we believe doesn't make it so.

Recap [2:00]

Explain to the students that now that we've looked at the two main ways worldviews function in our lives, we will think more about the three main worldviews in our world next week.

PLEASE NOTE: If you are teaching the 7-week study, you will continue to topic 4 next week. If you are teaching the 13-week study, next week will be an Extended Session.

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