

Adam's First Daddy

SMALL GROUP LESSON



Lesson Objective:

In order to have a proper view of reality, we must know where we have come from. Different worldviews purport to have answers to the age-old question, "Who are we and where did we come from?" This lesson answers that question from a biblical perspective. Humankind (that means you!) is the special and unique creature created in God's image.

Set Up Info:

Supplies Needed:

1. Computer or internet connection to watch the YouTube video
2. A deck of cards
3. A white erase board or a large flip chart and appropriate writing utensils.
4. A chart of the Group Activity
5. Bibles so you can look up the Scripture story (or copy the ones below)
6. A passion to see students transformed in their thinking about who we were created to be – our identity.

Instructive Prep:

At least in Western societies, the two leading theories competing for the origins of the universe debate are Intelligent Design (ID) and Darwinian evolution. The implications of each worldview could not be more opposite. For instance, according to evolutionary theory, we are nothing more than a mere accident of time and chance – that's our *identity*. There is no purpose to our existence beyond the carnal redistribution and preservation of our genetic pool. Our morality is humanistic and relative. Little, if any, dignity is

imparted to us as we are just one species among many. If this were not grime enough, we also have no hope of any existence beyond this life. In short, this life is all that exists.¹ Sadly, all things pertinent to a meaningful life are exchanged for the “convenient” possibility of no everlasting judgment for deeds done in the flesh. On the other hand, Christianity offers humankind a meaningful identity and purpose, dignity and value, hope of an everlasting life, and absolute standards of truth and righteousness.

With this overview as a backdrop, this session is designed to help teens understand their identity from a Christian perspective. Contrasting the Christian view of creation with alternative options helps to create a rather stark contrast; doing so emblazes the lines of demarcation. For example, take a moment to check out this colorful image of people jumping at sunset.

<http://www.impactlab.com/wp-content/uploads/2009/05/silhouette1.jpg>

Even at a quick glance, you notice significant details (i.e. toes, fingers, wisps of hair, and ears). Had the contrast not been so distinct, these details would have been harder to see. That is the benefit of contrasting evolution and creation side by side. Your students will quickly begin to see just how amazing God is by infusing his image into humankind. God created our identity.

The progression of these studies is four-fold: *learn, feel, do and what next*. We want students to learn something new, connect at an emotional level to some degree, and participate in doing something during study that brings them to a point of decision. Finally, the *what next* focuses on a change of attitude and/or behavior, which you will find in the challenge of the Life Application section. Remember, the goal is a complete transformation in kids’ lives (i.e. spiritual, emotional, mental, and behavioral), so the application section based on God’s truth is really the crux of the time together! Have fun and lead well.

INTRO:

Figuring out who we are is one of the most important and elusive endeavors we will ever undertake. Our answer to this most basic of all questions comes with far-reaching implications. Here we will begin to explore some of the consequences our commitments entail.

¹ The term for this worldview is existentialism. It is a “philosophical theory or approach that emphasizes the existence of the individual person as a free and responsible agent determining their own developing through acts of the will.”

INTRO STORY:

In 2008, Ben Stein, activist, talk show host, Presidential speechwriter, and millionaire, released *Expelled: No Intelligence Allowed*. This documentary style film exposes the growing evidence among academia that views contrary to or critical of the theory of evolution are “expelled” from the table of discussion. Stein travels the world to interview professors and leaders in their field to uncover this blatant closed-mindedness to follow the evidence to its logical conclusion.

The following is a small excerpt from this film. But before viewing the clip, ask your small group some primer questions (see below). Then, as you watch, have your friends pay close attention to how the interviewees suggest evolution impacts humanity’s view of itself, or our *identity*.

<http://www.youtube.com/watch?v=Ckco2QNNw9w>

Intro Questions:

1. If you had a chance to produce a documentary, what topic would you want others to know more about?
2. What is something you get emotional or passionate about?

PERSONAL REFLECTION QUESTIONS:

Use a deck of cards to determine the order that kids will answer the next questions. Have everybody pick a card and answer with the lowest card going first and the highest value card going last. After the first question is answered, draw another card and do the same thing for subsequent questions.

1. First of all, what is evolution exactly? What did you hear these men say from this video clip concerning the implications of evolution?
2. Did anything in this video surprise you? If so what and how?
3. Do you agree or disagree with the views expressed in this video clip? Does their line of reasoning seem clear or off-based?
4. Are you comfortable with some of the things you heard? Was there anything you found upsetting?

CENTRAL BIBLE PASSAGES

The preceding discussion is designed to create some tension within your group. Since all learning and theological discussion generally begins at the point of tension, this is an effective teaching tool. The following passages are intended to resolve some of that conflict. They are chosen to reflect the biblical and more proper perspective on humankind's identity.

Genesis 1:24-31

²⁴Then God commanded, "Let the earth produce all kinds of animal life: domestic and wild, large and small"—and it was done. ²⁵So God made them all, and he was pleased with what he saw.

²⁶Then God said, "And now we will make human beings; they will be like us and resemble us. They will have power over the fish, the birds, and all animals, domestic and wild, large and small." ²⁷So God created human beings, making them to be like himself. He created them male and female, ²⁸blessed them, and said, "Have many children, so that your descendants will live all over the earth and bring it under their control. I am putting you in charge of the fish, the birds, and all the wild animals. ²⁹I have provided all kinds of grain and all kinds of fruit for you to eat; ³⁰but for all the wild animals and for all the birds I have provided grass and leafy plants for food"—and it was done. ³¹God looked at everything he had made, and he was very pleased. Evening passed and morning came—that was the sixth day.

Psalms 139:13-16

¹³You created every part of me;
 you put me together in my mother's womb.
¹⁴I praise you because you are to be feared;
 all you do is strange and wonderful.
 I know it with all my heart.
¹⁵When my bones were being formed,
 carefully put together in my mother's womb,
 when I was growing there in secret,
 you knew that I was there—
¹⁶ you saw me before I was born.
 The days allotted to me
 had all been recorded in your book,
 before any of them ever began.

LIFE APPLICATION:

1. Together as a group, make a list of as many observations as you can make concerning our identity from God's point of view. After looking at this list, what sort of emotional response do you have towards God? Who have you treated in this past week that honors that person's God-given identity? Have you treated anyone in this past week that dishonors that person's God-given identity? If so, challenge yourself to go apologize for your unkind words or actions.
2. The Bible says we are all created in God's image. That means, among other things, that each person has intrinsic *dignity*. Consider some of the things that are common occurrences you see taking place at your school or on your base. Are there any patterns of social injustice (i.e. bullying, discrimination, prejudice, racism, etc.)? If so, what can we do as a group or individually to change the culture of your world for the better?
3. Invite the group to complete the chart in the group activity section. Then, ask your group which view they would want to be true even if it were not.
4. Write your own challenge:

GROUP ACTIVITY:

CREATION

EVOLUTION

Origin

Purpose

Destiny/
Afterlife

Morality

Truth

Dignity/
Value

As a result of what we learned today our group commits to: