

WHAT'S YOUR WORLDVIEW

ANSWERING LIFE'S BIG QUESTIONS

Brett Kunkle & Chad Merrihew

SAMPLE ONLY

NAME: _____

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Contents

SECTION ONE	
TRAINING SESSIONS	03
Session One How Your Worldview Affects Every Area of Your Life	05
Session Two Identity—What Does It Mean to Be Human?	23
Session Three Called to Create: Creating Beauty for God's Glory	39
Session Four God, Money, & Economics	59
Session Five God & Politics	77
Session Six The Law Written on Our Hearts	91
SECTION TWO	
REQUIRED READING	105
Reading Plan	106
Reading Quizzes	109
SECTION THREE	
TRIP JOURNAL PROCESSING THE TRIP	135
Day One	137
Day Two	145
Day Three	153
Day Four	161
Day Five	169
Day Six	177
Day Seven	184
Day Eight	192
SECTION FOUR	
TRIP DEBRIEF TAKING YOUR EXPERIENCE HOME	201
Feeling Word Summary	202
Main Takeaway Summary	203
Ten-Year Takeaway	204
Two-Minute Story	205
Action Items to Consider	214
The After Survey	217
SECTION FIVE	
TRIP RESOURCES HELPFUL TOOLS ON AND AFTER THE TRIP	221
Packing List, Guidelines & Expectations, I.E. Jobs	221
Movie Exercise	229
Helpful Articles	237
Helpful Videos, Books, & Online Resources	248
SECTION SIX	
NOTES	251

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Students, Read This Now.

You're about to embark on MAVEN's Worldview Immersive Experience, where you will see how worldview affects the daily life of all people, every day, and how the Christian worldview can look across different careers.

Why would we create an experience like this?

Because your worldview defines every aspect of your whole life, whether you are aware of it or not. Because worldview is so utterly important, we believe that it is vital to understand what worldview is and to think deeply about what our worldview is and should be. **So, we're not afraid of putting our understanding of worldview to the test.**

We are going to challenge you and your beliefs about worldview to see how Jesus describes what a Christian worldview should be.

Not only will The Worldview Immersive Experience challenge your current worldview ... not only will you grow in your understanding of Christian worldview ... you will also see how the Christian worldview looks for different people in different careers. By the time you get home, we pray that God's Holy Spirit will give you a love for the lost and a passion to go and make disciples of Jesus.

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The Before Survey

Before diving into The Worldview Immersive Experience, take a few minutes to complete this survey. Answer the questions as honestly and as thoroughly as you can.

Short Answers...

1. To the best of your ability, write your definition of a worldview. Be as precise and accurate as possible.

2. What does the Bible have to say about economics?

3. From memory, what Biblical passages would you cite to support a free market economy?

- ---
- ---
- ---

4. From memory, what Biblical passages would you cite to explain God's purpose for humanity?

- ---
- ---
- ---

5. In one to two sentences, explain the depravity of man.

Rate Yourself

For the following questions, rate yourself using the following scale:

- 1 = Completely uncomfortable
- 2 = Not very comfortable
- 3 = A bit hesitant
- 4 = Fairly confident
- 5 = Completely comfortable & confident

6. How confident are you that the Bible has answers to ALL of life's questions?

1.....2.....3.....4.....5

7. How comfortable are you with living out your Christian worldview with your close friends and family?

1.....2.....3.....4.....5

8. How comfortable are you in your ability to discern what the Bible has to say about each aspect of your life?

1.....2.....3.....4.....5

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SECTION ONE

TRAINING SESSIONS

WHAT'S YOUR WORLDVIEW: ANSWERING LIFE'S BIG QUESTIONS

Preparation for this trip is absolutely vital. Section One of this guidebook is an interactive engagement tool to help you dive deep into the six-week teaching series, *WHAT'S YOUR WORLDVIEW?*

In this section you will find the following tools for each session:

- **Session Outlines:** During each session, track along with the teachings by filling in the blanks and taking notes.
- **Session Reviews:** After each session, take a minute to quiz yourself on what you retained by completing, from memory, each session's review.
- **Session Discussions:** Lastly, dialogue with your team about each topic, using the discussion questions.

Don't be a passive spectator, be an active learner. Use these tools!

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Session One

How Your Worldview Affects Every Area of Your Life

"I believe in Christianity as I believe that the Sun has risen, not only because I see it, but because by it I see everything else."

C. S. Lewis

Session One Outline

_____ (NIV)

"My goal is that they may be encouraged in heart and united in love, so that they may have the full riches of complete understanding, in order that they may know the mystery of God, namely, Christ, in whom are hidden all the treasures of wisdom and knowledge."

What Is A Worldview?

"A worldview is a commitment a fundamental orientation of the heart, that can be expressed as a story or in a set of presuppositions (assumptions which may be true, partially true, or entirely false) which we hold (consciously or subconsciously, consistently or inconsistently) about the basic constitution of reality, and that provides the foundations on which we live and move and have our being."

James W. Sire | Author | The Universe Next Door

- Worldview: "Your _____ of _____"
- Explanation: Human beings _____ one

The Five Primary Worldview Questions...

1. Origin: Where did _____ come _____?

2. Identity: Who _____ I?
What _____ I?
3. Meaning: Why _____ here?
4. Morality: How _____ I
_____ my _____?
5. Destiny: What _____
when I _____?

Other Important Questions Worldviews Answer...

Ultimate Reality: What kind of
God, if any, actually exists?

External Reality: Is there anything
beyond the physical universe?

Knowledge: What can be known
and how can anyone know it?

Origin: Where'd I come from?

Identity: Who am I?

Location: Where am I?

Morals: How should I live?

Values: What should I consider of
great worth? What's the good life?

Predicament: What is humanity's fundamental problem?

Resolution: How can humanity's problem be solved?

Past/Present: What is the meaning and direction of history?

Destiny: Will I survive the death of my body and, if so, in what state?

Three Major Worldviews...

1. Theism: God _____ all

The Three Great Monotheistic Religions...

- _____
- _____
- _____

2. Pantheism: God _____ all

"[Star Wars is] designed primarily to make young people think about the mystery. Not to say, 'Here's the answer.' It's to say, 'Think about this for a second. Is there a God? What does God look like? What does God sound like? What does God feel like? How do we relate to God?'"

*George Lucas | Director, Producer, & Writer | **Star Wars***

3. **Atheism:** No _____
at all _____

"The Cosmos is all that is, or ever was, or ever will be."

Carl Sagan | Author | Cosmos

"Nature is every person, thing, and place here on Earth and out in space. Nature's the sun, the moon, the stars. It's faraway planets like Venus and Mars. It's the mountains, the valleys, the shore, the sea. Nature is you! Nature is me!"

"...It's all that IS or WAS or EVER WILL BE!"

Stan & Jan Berenstain | The Berenstain Bears in The Bears' Nature Guide: A Nature Walk Through Bear Country

- Ideas have _____
- Bad ideas have _____

Origin: Where Did We Come From?

"...the most reasonable belief is that we came from nothing, by nothing, and for nothing."

**Quentin Smith | Professor Emeritus of Philosophy,
Western Michigan University**

"The amazing thing is that every atom in your body came from a start that exploded. And, the atoms in your left hand probably came from a different star than your right hand. It really is the most poetic thing I know about physics: You are all stardust. You couldn't be here if stars hadn't exploded, because the elements—the carbon, nitrogen, oxygen, iron, all things that matter for evolution—weren't created at the beginning of time. They were created in the nuclear

furnaces of stars, and the only way they could get into your body is if those stars were kind enough to explode. So, forget Jesus. The stars died so that you could be here today."

**Lawrence Krauss | Theoretical Physicist & Professor at
Arizona State University**

_____ (NIV)

In the beginning God created the heavens and the earth.

_____ (NIV)

Since what may be known about God is plain to them, because God has made it plain to them. For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.

"God Exists."

- A claim about the _____ of _____

"God Exists" Is an Objective Claim with Powerful Evidence...

- The _____ argument
- The _____ - _____ argument

- The _____ argument

- The _____
argument

Origin: Where Did We Come From?

- Atheism: The _____
came into _____
from no one, out of
_____, and for no
_____.

- Theism: The _____
was brought into _____
by a personal, powerful
_____ outside the
natural realm, for a _____.

"More consequences for life and action follow from the affirmation or denial of God than from answering any other basic question."

Mortimer Adler | Philosopher & Editor

- Implication: The _____ that
can be drawn from
_____,
although it is not
_____ stated.

Identity: Who Are We? What Are We?

"Man is the result of a purposeless and natural process that did not have him in mind."

George Gaylord Simpson | Atheist | *The Meaning of Evolution*

"From OOZE to US"

Discover Magazine | *Evolution*

"I am just another speck of sand. And the earth, really in the cosmic scheme of things, is another speck. And the sun an unremarkable star—nothing special about the sun. The sun is another speck. And, the galaxy is a speck. I'm a speck, on a speck. We're in a speck among other specks, among still other specks in the middle of specklessness. I'm nothing. I suck."

Bill Nye | "The Science Guy"

"Animal liberationists do not separate out the human animal, so there is no rational basis for saying that a human being has special rights. A rat is a pig is a dog is a boy. They are all mammals."

Ingrid Newkirk | Co-Founder of PETA

"Some environmental philosophers and scientists, however, contend that an individual member of an endangered species is more valuable than an individual human being. Or, as conservation biologist Reed Noss put it to me recently, the value of an individual decreases proportionately with the size of its population."

"Our reactions to the value of humans and other animals are typically shaped by culturally deep religious roots."

"And perhaps, this case will help those who are skeptical of the religious ideas that undergird human supremacy to leave them behind, once and for all. It may be that corresponding conservation policies and efforts would follow if such a value transformation spreads."

"I hope that zoos will soon, and universally, be on the leading edge of this transformation, rather than reinforcing ancient and self-serving human conceits."

*The Huffington Post | Bron Taylor | Professor of
Religion & Nature, University of Florida*

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Human Value: What Are the Conditions That Make Human Beings Valuable?

Cultural Measures...

- _____?
- _____?
- _____?
- _____?

What Does It Mean to Be Human?

_____ (NIV)

Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground." So God created mankind in his own image, in the image of God he created them; male and female he created them.

_____ (NIV)

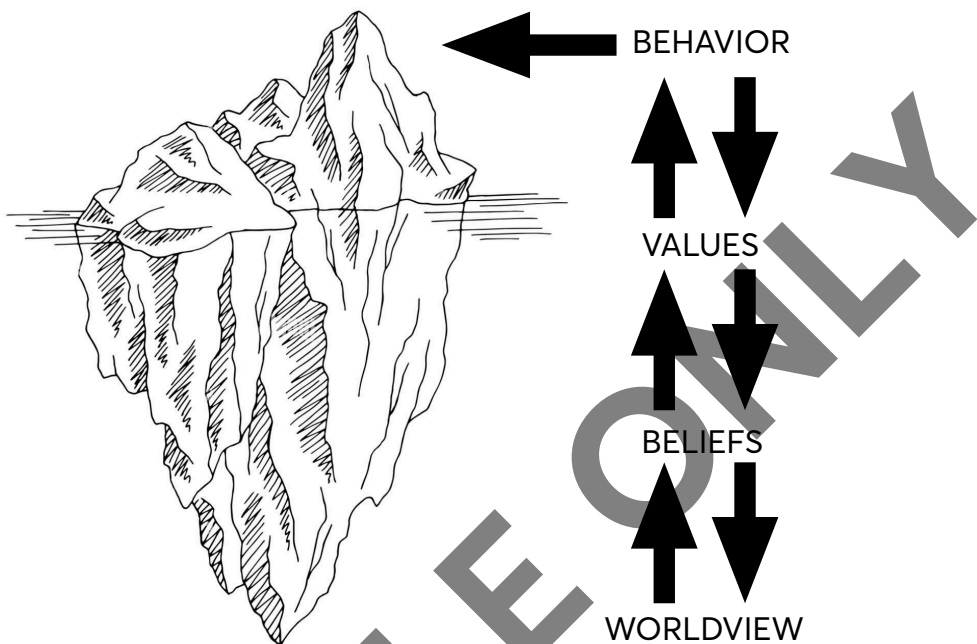
Therefore, just as sin entered the world through one man, and death through sin, and in this way death came to all people, because all sinned...

Homework: Answer the Remaining Three Primary Worldview Questions from Both the Atheist and Theist Worldviews.

- **Meaning:** Why am I here?
- **Morality:** How should I live my life?
- **Destiny:** What happens when I die?

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Illustration 1: An Iceberg



_____ (NIV)
Do not conform to the pattern of
this world, but be transformed by
the renewing of your mind.

Your Worldview Matters.

- Ideas have _____

Are You a Practical Atheist?

Christian: I believe in God...

Atheist: ...but live like He doesn't exist.

How Does Christianity Inform Your View of...

- _____?
- _____?
- _____?
- _____?
- _____?
- _____?

Economics? Money? Arts?
Entertainment? Music? Movies?
Laws? Social issues?

"There is not a square inch in the whole domain of our human existence over which Christ, who is Sovereign over all, does not cry, Mine!"

Abraham Kuyper | Dutch Theologian

Session One Review

Test yourself on what you retained from Session One. Once you've completed this review, grade yourself. Go back through your Session One notes for answers. *Grade* = ____ / 5

Fill-in-the-Blank...

1. What are the five big questions that a worldview answers?

- _____?
- _____?
- _____?
- _____?
- _____?

2. In your own words, describe what a worldview is.

3. List the three major worldviews.

- _____
- _____
- _____

4. What do ideas have?

- Ideas have _____
- Bad ideas have _____

5. List the two primary passages Brett mentioned for answering the question "What does it mean to be human?"

- _____
- _____

SAMPLE ONLY

Session One Discussion

With your team, take time to discuss the content of this session.

1. Which important question(s) about worldview did you have answers for before the session? Which did you not?
2. Which of the three major worldviews do you think most closely aligns with your current views? Why?
3. Are there areas of life where you're a "practical atheist"? Is this a conscious choice or were you unaware of it before today?
4. What one question do you have after today's teaching?
5. Does your worldview significantly influence BOTH your "belief" and "behavior"? Why or why not?

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Session Two

Identity—What Does It Mean to Be Human?

"There are no ordinary people. You have never talked to a mere mortal. Nations, cultures, arts, civilizations—these are mortal and their life is to ours is as the life of a gnat. But it is immortals whom we joke with, work with, marry, snub and exploit..."

C.S. Lewis

Session Two Outline

Who Am I? What Am I?

- Circle: Have I had explicit teaching from the church, answering this question?
Yes / No

If the church doesn't answer ... the world will.

Video Clip: Family Institute of Washington

"In light of all the conversation about gender and identity we began to wonder if there's even a difference between men and women anymore. We went to Seattle University to find out."

Joseph Backholm | Director of Family Policy Institute of Washington | www.FPIW.org

The 6 Questions Joseph Backholm Asked to College Students...

Question 1: "Are you aware of the conversation going around in Washington State right now around kind of gender identity, gender expression issues, and the ability to access facilities on those grounds?"

Question 2: *"Is there a difference in your mind between men and women?"*

Question 3: *"How do you know the difference between men and women?"*

Question 4: *"What would you say I am?"*

Question 5: *"Do you think the difference between men and women matters for any reason?"*

Question 6: *"Is there a reason to have those labels—male or female?"*

"There may be nothing more self-evident in the natural universe than the fact that every animal species is divided into two halves—male and female. Yet the most intelligent of those species seems to be wrestling with whether male or female are actually real things. Have we discovered something new or have we become too clever for our own good?"

Joseph Backholm | Director of Family Policy Institute of Washington | www.FPIW.org

What Is a Social Construct?

- Social Construct: A social construction is _____ that doesn't _____ independently in the world " _____ " world, but is instead an _____ of society.
- Is gravity a " _____ " ?

Video Clip: Diet Coke Commercial

"Look here's the thing about Diet Coke—it's delicious. It makes me feel good. Life is short. If you want to live in a yurt—yurt it up! If you want to run a marathon—I mean that sounds super hard—but OK. I mean, just do you. Whatever that is. And if you're in the mood for a Diet Coke, have a Diet Coke. Diet Coke—because I can."

2018 The Coca-Cola Company

The Message of the Culture

- You define _____. You _____ what it means to be _____.

"People should be able to dance, sing, or dress in any way. You can express yourself however you want. It doesn't matter if you like jazz or rap, ballet or ballroom, dresses or suits. You can just do you. I like Diana Ross. Maybe you do too."

Desmond Napoles | 10 Years Old | World Renowned Drag Queen—AKA "Desmond Is Amazing"

Review from previous session...

- _____ ideas have _____.
- Worldview: "Your _____ of _____"

The Five Big Worldview Questions...

1. Origin: Where did _____ come _____?
2. Identity: Who _____ I? What _____ I?
3. Meaning: Why _____ here?
4. Morality: How _____ I live my _____?
5. Destiny: What _____ when I _____?

Our Starting Point: ORIGIN to IDENTITY

_____ (NIV)
In the beginning God created the heavens and the earth ... So God created mankind...

Powerful Evidence That God Is Real...

- The Kalam _____ Argument

Video Clip: Does God Exist?

"The cosmological argument goes like this ... Whatever begins to exist has a cause. The universe began to exist. Therefore, the universe has a cause."

*Reasonable Faith with William Lane Craig/
ReasonableFaith.org/kalam*

_____ (NIV)

Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground." So God created mankind in his own image, in the image of God he created them; male and female he created them.

"... A person's a PERSON, no matter how small."

Horton Hears A Who! by Dr. Seuss

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights."

The Declaration of Independence

IMAGO DEI: The Image of God.

- 1. _____
- 2. _____

What's Your Price Tag Say?

- _____
- _____
- _____
- _____
- _____
- _____

**The Christian Worldview Says
Your Price Tag Is...**

- "Made in _____ image."

"There are no ordinary people. You have never talked to a mere mortal. Nations, cultures, arts, civilization—these are mortal, and their life is to ours as the life of a gnat. But it is immortals whom we joke with, work with, marry, snub, and exploit—immortal horrors or everlasting splendors."

C.S. Lewis | "The Weight of Glory"

_____ (NIV)

When God created mankind, he made them in the likeness of God. He created them male and female and blessed them. And he named them "Mankind" when they were created. When Adam had lived 130 years, he had a son in his own likeness, in his own image, and he named him Seth. After Seth was born, Adam lived 800 years and had other sons and daughters.

God Designed Humans To...

- Be _____
- Be in _____
- Be in _____
- Rule and Subdue the _____
- Be His Stewards & _____
- Work
- Care for _____
- Learn, to _____, to change, to _____
- Eat
- Delight
- Procreate
- Be sexed: to have two _____
- Worship

**Something Has Gone Wrong. Four
Clear Clues That Indicate Not All
Is Right with the World...**

- _____
- Credit _____
- _____ License
- _____

The Biblical Answer...

_____ (NIV)

Therefore, just as sin entered the world through one man, and death through sin, and in this way, death came to all people, because all sinned...

_____ (NIV)

For all have sinned and fall short of the glory of God.

_____ (NASB)

And this is the judgement, that the light has come into the world, and men loved the darkness rather than the light, for their deeds were evil.

**What Has Sin Done to the Image
of God in Man?**

- It does not _____ the image.
- But it does _____ the image.

_____ (NIV)

The wrath of God is being revealed from heaven against all the godlessness and wickedness of people, who suppress the truth by their wickedness, ¹⁹since what may be known about God is plain to them, because God has made it plain to them. ²⁰For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that people are without excuse.

²¹For although they knew God, they neither glorified him as God nor gave thanks to him, but their thinking became futile and their foolish hearts were darkened. ²²Although they claimed to be wise, they became fools ²³and exchanged the glory of the immortal God for images made to look like a mortal human being and birds and animals and reptiles.

²⁴Therefore God gave them over in the sinful desires of their hearts to sexual impurity for the degrading of their bodies with one another. ²⁵They exchanged the truth about God for a lie, and worshiped and served created things rather than the Creator—who is forever praised. Amen.

²⁶Because of this, God gave them over to shameful lusts. Even their women exchanged natural sexual relations for unnatural ones. ²⁷In the same way the men also abandoned natural relations with women and were inflamed with lust for one

another. Men committed shameful acts with other men, and received in themselves the due penalty for their error.

²⁸Furthermore, just as they did not think it worthwhile to retain the knowledge of God, so God gave them over to a depraved mind, so that they do what ought not to be done. ²⁹They have become filled with every kind of wickedness, evil, greed and depravity. They are full of envy, murder, strife, deceit and malice. They are gossips, ³⁰slanderers, God-haters, insolent, arrogant and boastful; they invent ways of doing evil; they disobey their parents, ³¹they have no understanding, no fidelity, no love, no mercy. ³²Although they know God's righteous decree that those who do such things deserve death, they not only continue to do these very things but also approve of those who practice them.

Review: Two Important Things to Understand About What It Means to be Human...

1. Image of _____ " _____ "
2. Fallen & _____ " _____ "

The Christian Worldview Is the Story of Reality...

- Chapter 1: _____ (Beginning of Time)
- Chapter 2: The _____ (Beginning of Time)
- Chapter 3: _____ (Our Cultural Moment)
- Chapter 4: _____ (End of the Age)

Because of Sin We Have the Need

- To be _____
- And then _____

_____ (NIV)

Jesus said to her, "I am the resurrection and the life. The one who believes in me will live, even though they die, and whoever lives by believing in me will never die. *Do you believe this?*"

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Session Two Review

Test yourself on what you retained from Session Two. Once you've completed this review, grade yourself. Go back through your Session Two notes for answers. **Grade = ____ / 5**

Fill-in-the-Blank...

1. The Christian worldview says your price tag is "Made _____."
 - We find this where in the Bible? _____:
2. List at least three of the kinds of activities human beings were designed for.
 - God designed human beings to _____
 - God designed human beings to _____
 - God designed human beings to _____
3. What does sin not do and what does sin do?
 - Sin does not _____ the image of God
 - Sin does _____ the image of God
4. What are the four "chapters" of the Christian Story?
 - Chapter 1: _____ (Beginning of Time)
 - Chapter 2: The _____ (Beginning of Time)

- Chapter 3: _____ (Our Cultural Moment)

- Chapter 4: _____ (End of the Age)

5. Because of sin we have the need to be _____ and then _____.

SAMPLE ONLY

Session Two Discussion

With your team, take time to discuss the content of this session.

1. Aside from the list Brett gave, what other human activities would you point to as expressions of the image of God in man? Explain.
2. What are the practical implications of being made in God's image? How does this play out in your life?
3. What's one question you have after today's teaching?
4. Do you think the Biblical description of our fallen human condition matches up with reality? If so, how?
5. How does the culture's view of human nature differ from the Biblical view?

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Session Three

Called to Create: Creating Beauty for God's Glory

"A Christian should use these arts to the glory of God, not just as tracts, mind you, but as things of beauty to the praise of God. An artwork can be a doxology in itself."

Francis Schaeffer

Session Three Outline

Worldview Review...

What is a worldview?

- " _____ of _____ "

What are the **FIVE KEY** worldview questions?

1. _____ : _____ ?
2. _____ : _____ ?
3. _____ : _____ ?
4. _____ : _____ ?
5. _____ : _____ ?

Origin to Identity

- Where we come from tells us what it _____ to be _____

Two Important Things to Understand About What It Means to Be Human

- 1. Image of _____.
" _____ "
- 2. Fallen & _____.
" _____ "

Four Key Areas: How the Image of God and Fallenness of Man Inform Us About Reality...

- 1. Arts & _____
- 2. Money & _____
- 3. Law & _____
- 4. Social _____

Arts and Entertainment

How do we think Christianly about the arts and entertainment?

The impact on our culture...

Avengers: End Game

- \$2.8 _____

Bono: Musician among the highest net worth

- \$700 _____

Even technology is made with beauty in mind.

- Apple Computers is worth \$ _____

Video Clip: iPhone Commercial

"The iPhone X described our vision for the future of the smart phone. Today we are extending that vision with significant advances across three entirely new products..."

Apple Computer

Three Key Theological Foundations to Help Us Think Biblically About the Arts & Entertainment...

Theological Foundation #1

Image of God (Gen. 1:26) "Beautiful"

- God is the _____ of objective _____.

_____ (NASB)

Out of the ground the LORD God caused to grow every tree that is pleasing to the sight and good for food...

_____ (NIV)

The heavens declare the glory of God; the skies proclaim the work of his hands.

Exodus 26 | Detailed Aesthetic Design of the Tabernacle

_____ (NIV)

"Make the tabernacle with ten curtains of finely twisted linen and blue, purple and scarlet yarn, with cherubim woven into them by a skilled worker. All the curtains are to be the same size—twenty-eight cubits long and four cubits wide. Join five of the curtains together and do the same with the other five. Make loops of blue material along the edge of the end curtain in one set and do the same with the end curtain in the other set. Make fifty loops on one curtain and fifty loops on the end curtain of the other set, with the loops opposite each other. Then make fifty gold clasps and use them to fasten the curtains together so that the tabernacle is a unit. Make curtains of goat hair for the tent over the tabernacle—eleven altogether. All eleven curtains are to be the same size—thirty cubits long and four cubits wide. Join five of the curtains together into one set and the other six into another set. Fold the sixth curtain double at the front of the tent. Make fifty loops along the edge of the end curtain in the other set. Then make fifty bronze clasps and put them in the loops to fasten the tent together as a unit. As for the additional length of the tent curtains, the half curtain that is left over is to hang down at the rear of the tabernacle. The tent curtains will be a cubit

longer on both sides; what is left will hang over the sides of the tabernacle so as to cover it. Make for the tent a covering of ram skins dyed red, and over that a covering of the other durable leather. Make upright frames of acacia wood for the tabernacle. Each frame is to be ten cubits long and a cubit and a half wide, with two projections set parallel to each other. Make all the frames of the tabernacle in this way. Make twenty frames for the south side of the tabernacle and make forty silver bases to go under them—two bases for each frame, one under each projection. For the other side, the north side of the tabernacle, make twenty frames and forty silver bases—two under each frame. Make six frames for the far end, that is, the west end of the tabernacle, and make two frames for the corners at the far end. At these two corners they must be double from the bottom all the way to the top and fitted into a single ring; both shall be like that. So there will be eight frames and sixteen silver bases—two under each frame. Also make crossbars of acacia wood: five for the frames on one side of the tabernacle, five for those on the other side, and five for the frames on the west, at the far end of the tabernacle. The center crossbar is to extend from end to end at the middle of the frames. Overlay the frames with gold and make gold rings to hold the crossbars. Also overlay the crossbars with gold. Set up the tabernacle according to the plan shown you on the mountain. Make a curtain of blue, purple and scarlet yarn and finely twisted linen, with cherubim woven into it by a skilled worker. Hang it with gold hooks on four posts of acacia wood overlaid with gold and standing on four silver bases. Hang the curtain from the clasps and place the ark of the covenant law behind the curtain. The curtain will separate the Holy Place from the Most Holy Place. Put the atonement cover on the ark of the covenant law in the Most Holy Place. Place the table outside the curtain on the north side of the tabernacle and put the lamp stand opposite it on the south side. For the entrance to the tent make a curtain of blue, purple and scarlet yarn and finely twisted linen—the work of an embroiderer. Make gold

hooks for this curtain and five posts of acacia wood overlaid with gold. And cast five bronze bases for them."

_____ (NIV)

"...He overlaid the inside with pure gold. He paneled the main hall with juniper and covered it with fine gold and decorated it with palm tree and chain designs. He adorned the temple with precious stones. And the gold he used was gold of Parvaim. He overlaid the ceiling beams, doorframes, walls and doors of the temple with gold, and he carved cherubim on the walls."

Objection: Isn't beauty in the eye of the beholder?

Response / Argument #1...

- **Clear Case Example 1:** Is the Sistine Chapel by Michelangelo more beautiful than Simon Fujiwara's "No Milk Today" painting (cow poop on canvas)?
- **Clear Case Example 2:** Would you say the scene of an ugly alleyway is just as beautiful as the scene of a beautiful sunset over the ocean or a beautiful mountain range?

Response / Argument #2...

If there is no objective beauty, there are no better artists? There are no masters like a Shakespeare, Handel, or Michelangelo?

- Shakespeare's play "King Lear." If there's no art that's objectively beautiful then Shakespeare's classic play isn't any better than a kindergarten play?
- The *Messiah* by Handel is a recognized beautiful piece of music. Recognized to be better than most.
- Michelangelo's painting is recognized as some of the best art ever.

Response / Argument #3...

- **Modern Day Example:** Look at Instagram accounts. Are some more beautiful than others?

Takeaway...

- Look for & _____ God's _____ beautiful world.

Temptation...

Fallen & Sinful | "Broken"

- There's nothing _____ beautiful. It's all _____.

The Perception of Beauty Is in the Eye of the Beholder.

Takeaway...

- Beware of growing a taste for _____ & _____.

Video Clip: Levi's Commercial

What's this commercial communicate about the value of human beings, resolving conflict, broken relationships, etc.?

_____ (NIV)

Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.

Theological Foundation #2

Image of God (Gen. 1:26) "Beautiful"

- Beauty points beyond _____, to the beautiful _____

_____ (NIV)

One thing I ask from the Lord, this only do I seek: that I may dwell in the house of the Lord all the days of my life, to gaze on the beauty of the Lord and to seek him in his temple.

All Art Is Pointing...

- To _____?
- To _____?

Takeaway...

- Beauty should lead us into _____ of _____.

Temptation...

Fallen & Sinful | "Broken"

- Worship the human _____, not the divine _____.

_____ (NIV)
For although they knew God, they neither glorified him as God nor gave thanks to him, but their thinking became futile and their foolish hearts were darkened. Although they claimed to be wise, they became fools and exchanged the glory of the immortal God for images made to look like a mortal human being and birds and animals and reptiles.

Theological Foundation #3

Image of God (Gen. 1:26) "Beautiful"

- We should _____,
not just _____.

Reflection Question...

- Are you just "swiping"?

GEN Zers spend six to nine hours daily consuming media, on an average of five different screens.

Temptation...

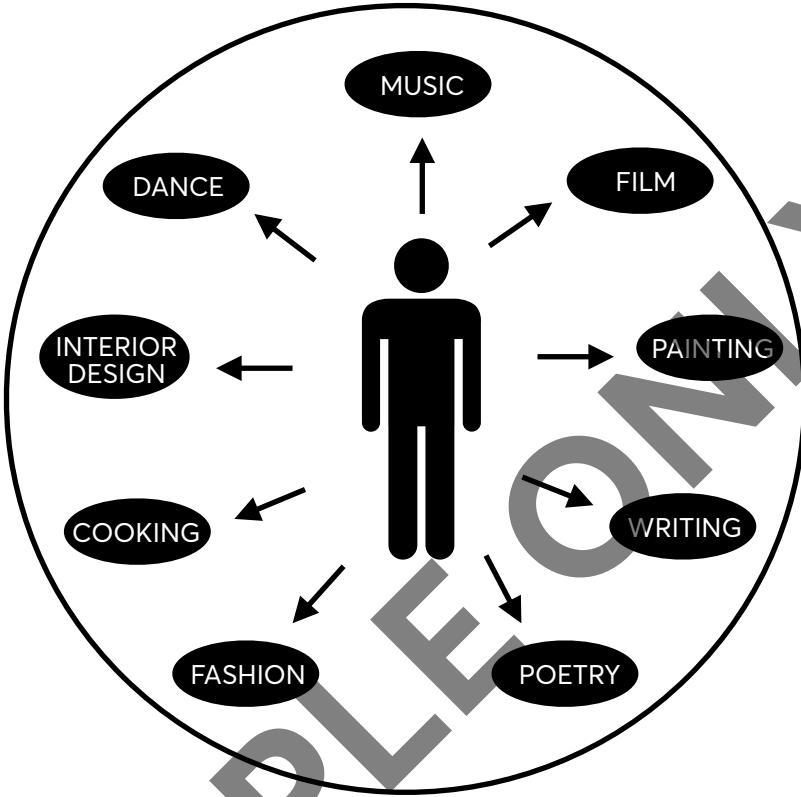
Fallen & Sinful | "Broken"

- Consume, _____,
consume.
- The medium is not _____.
- Active _____ vs.
Passive _____.

_____ (NIV)

God blessed them and said to them, Be fruitful and increase in number, fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.

Illustration 2: All Types of Artists...



"Christian is the greatest of all nouns and lamest of all adjectives. Anytime you put Christian before any art form, as an adjective, it basically ruins it... When you think of art adjectivally, that is, add Jesus and stir, it is going to be a disaster."

**Greg Alan Thornbury | Former President of
the King's College, New York City**

Two Categories & Three Words to Remember...

1. Content

- _____
- _____

vs.

2. Form

- _____

Video Clip: "Old Fashioned" Movie Trailer

- Have an honest conversation about the quality of art Christians put out there ... Why isn't the FORM compelling?

"We've limited Christianity to salvation and sanctification ... Christianity is the truth about everything. If you say you have a Christian worldview, that means you see the world through that lens —not just how people get saved and what to stay away from ... Christians need to embrace that there need to be believers talking about love and social issues and all other aspects of life."

**Lecrae | Award-Winning Hip-Hop Arts
Co-Founder of Reach Records**

**As Christians We Need to Bring
Content & Form Together to
Create Beauty That
Communicates Truth and
Goodness to Ultimately Point Us
Back to God.**

Example...

- Computer Animation Studio:

To learn more about PIXAR, read
the book *The Wisdom of Pixar* by
Robert Velarde

- PIXAR Movie: _____

**Video Clip: The movie *Up* (4-
Minute Excerpt)**

Ask these three questions as you
watch the video clip from *Up*...

1. Does it contain truth?
2. Does it contain goodness?
3. Is it beautiful?

To Summarize...

*"The Christian shoemaker does his duty not by putting little crosses
on the shoes, but by making good shoes, because God is interested
in good craftsmanship."*

Martin Luther

Takeaway...

- Do more "_____."

_____ (NIV)

So whether you eat or drink or
whatever you do, do it all for the
glory of God.

SAMPLE ONLY

Session Three Review

Test yourself on what you retained from Session Three. Once you've completed this review, grade yourself. Go back through your Session Three notes for answers. **Grade = ____ / 5**

Short Answer...

1. In your own words, explain a counterargument to the following claim: "Beauty is in the eye of the beholder."

Fill-in-the-Blank...

2. What are the two things that all art points to?

- _____
- _____

3. List the three things necessary for all good art.

- _____
- _____
- _____

4. The medium is not neutral...

- _____ vs. _____

5. How can you create more than consume?

SAMPLE ONLY

Session Three Discussion

Discuss with your team the content of this session.

1. What are you creating? Where are you creating? How can you create more than consume?
2. What do you think of the claim, "Beauty is in the eye of the beholder"?
3. What's one question you have after today's teaching?
4. What are you currently consuming? Where do you consume it (e.g., art gallery, social media)? Where is this art pointing and how does it do so?
5. Do you think God has called YOU to create any art? What might that be?

SAMPLE ONLY

SAMPLE ONLY

Session Four

God, Money, & Economics

"No servant can serve two masters. Either he will hate the one and love the other, or he will be devoted to the one and despise the other. You cannot serve both God and Money."

Jesus of Nazareth

Session Four Outline

Worldview Review

What is a Worldview?

" _____

_____ "

What are the **FIVE** key worldview questions?

- 1. _____ : _____ ?
_____ ?
- 2. _____ : _____ ?
_____ ?
- 3. _____ : _____ ?
_____ ?
- 4. _____ : _____ ?
_____ ?
- 5. _____ : _____ ?
_____ ?

Developing *Worldview Eyes*...

- Where and how did you see and think about beauty, the arts, and entertainment this past week?

Economics...

What is Economics...?

- Economics: "a social science _____ chiefly with description and _____ of the production, _____ and consumption of goods and _____"

Name one area of our earthly lives that has nothing to do with economics.

**Christian Economics
Worldview...**

Two key answers to what it means to be human...

1. Image of _____
" _____ "
2. Fallen & _____
" _____ "

Illustration 3: Image of God / Fallen & Sinful

IMAGE OF GOD

CREATIVITY

FREEDOM

INTELLIGENCE

FALLEN & SINFUL

SELFISHNESS

ENVY

COVETOUSNESS

SAMPLE ONLY

**A Sampling of Key Scriptures
Helping Us Think Carefully About
Economics...**

_____ (NIV)

In the beginning God created the heavens and the earth.

- God is the _____ of all things

_____ (NIV)

God blessed them and said to them, "Be fruitful and increase in number, fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."

- God _____ to us and makes us _____

_____ (NIV)

You shall not steal.

- God gives us _____.

_____ (NIV)

The Lord God took the man and put him in the Garden of Eden to work it and take care of it. And the Lord God commanded the man, "You are free to eat from any tree in the garden, but you must not eat from the tree of the knowledge of good and evil, for when you eat from it you will certainly die."

- Work is a _____ thing.

_____ (NIV)

To Adam he said, "Because you listened to your wife and ate fruit from the tree about which I commanded you, 'You must not eat from it,' cursed is the ground because of you, through painful toil you will eat food from it all the days of your life. It will produce thorns and thistles for you, and you will eat the plants of the field. By the sweat of your brow you will eat your food until you return to the ground, since from it you were taken; for dust you are and to dust you will return."

- Sin has major _____ for our work and _____.

_____ (NIV)

But godliness with contentment is great gain. For we brought nothing into the world, and we can take nothing out of it. But if we have food and clothing, we will be content with that. Those who want to get rich fall into temptation and a trap and into many foolish and harmful desires that plunge people into ruin and destruction. For the love of money is a root of all kinds of evil. Some people, eager for money, have wandered from the faith and pierced themselves with many griefs.

_____ (NIV)

In the name of the Lord Jesus Christ, we command you, brothers and sisters, to keep away from every believer who is idle and disruptive and does not live according to the teaching you received from us. For you yourselves know how you ought to follow our example. We were not idle when we were with you, nor did we eat anyone's food without paying for it. On the contrary, we worked night and day, laboring and toiling so that we would not be a burden to any of you. We did this, not because we do not have the right to such help, but in order

to offer ourselves as a model for you to imitate. For even when we were with you, we gave you this rule: "The one who is unwilling to work shall not eat." We hear that some among you are idle and disruptive. They are not busy; they are busybodies. Such people we command and urge in the Lord Jesus Christ to settle down and earn the food they eat. And as for you, brothers and sisters, never tire of doing what is good.

- We are commanded to care for _____.

_____ (NIV)
Lazy hands make for poverty, but diligent hands bring wealth.

_____ (NIV)
I went past the field of a sluggard, past the vineyard of someone who has no sense: thorns had come up everywhere, the ground was covered with weeds, and the stone wall was in ruins. I applied my heart to what I observed and learned a lesson from what I saw: A little sleep, a little slumber, a little folding of the hands to rest—and poverty will come on you like a thief and scarcity like an armed man.

_____ (NIV)

All the believers were together and had everything in common. They sold property and possessions to give to anyone who had need. Every day they continued to meet together in the temple courts. They broke bread in their homes and ate together with glad and sincere hearts, praising God and enjoying the favor of all the people.

- The body of _____ takes care of one _____.

Free Market Capitalism...

What is Capitalism...?

- Capitalism is an _____ system that is _____ by private property, _____ of economic exchange, competitive markets and _____ government intervention. While the _____ doesn't set _____ in a _____ market, the market does through the law of _____ and _____.

Video Clip: *Wallstreet* Movie Excerpts...

- How is capitalism, money, and business being portrayed? Is it positive or is it negative?

•

Illustration 4: The Trading Game

Instructions: Count how many people are participating in the game. Gather enough items for each person to have one item. Divide the group into multiple rows of 2-6 people per row. Pass out one item per person. **Plant someone in the group who will be the thief. Their goal's to find something someone has and hide it.*

- **First Action:** On a scale of 1-10 each person needs to write down in their guidebook how satisfied they are with the item they have. If you are totally satisfied with your item mark a 10 and if you are extremely unsatisfied with your item you'd put down a 1.
- **Trading | Round 1:** You can trade your item with the person to your right only. You aren't forced to trade but are limited to who you can trade with.
- **Next:** Now report your level of satisfaction with your item on a scale of 1-10.
- **Trading | Round 2:** You can trade your item with anyone in your row.
- **Next:** Now report your level of satisfaction with your item on a scale of 1-10.
- **Trading | Round 3:** You can trade your item with anyone in the row horizontal or vertical to you.

- **Next:** Now report your level of satisfaction with your item on a scale of 1-10.
- **Trading | Final Round:** You can trade your item with anyone playing the game.
- **Finally:** Report your final level of satisfaction with your item on a scale of 1-10.

Takeaways from the Trading Game...

1. Trading freely can add _____.
2. The more trading _____, the _____.
3. A free exchange is a win-win _____.
4. The game is win-win because of the _____ set up beforehand.
5. Scarcity is almost always _____.
6. Economic value is in the _____ of the _____.

**Illustration 5: The Difference
Between the DMV & Apple Inc.**

- Compare the feelings you have when you walk into the DMV compared to the feelings you have when you walk into the Apple Store.
- What’s the difference between the two experiences and why?

Selfishness vs. Self-Interest

_____ (NIV)
And the second is like it: Love your neighbor as yourself.

_____ (NIV)
Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interest but each of you to the interests of the others.

**Video Clip: Prager University /
Walter Williams**

- See how Walter Williams makes the argument that free market capitalism actually creates a situation where we can end up serving each other.

_____ (NIV)

For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.

_____ (NIV)

Defend the weak and the fatherless; uphold the cause of the poor and the oppressed. Rescue the weak and the needy; deliver them from the hand of the wicked.

- Good _____ are not enough.

Examples of Good Intentions Not Being Enough...

1. TOMS Shoe Company
2. Church Shoe Drives

The Past 100 Years of Economic Data Shows...

- Free market capitalism's poverty's best solution.
- In 1820 94% of the global population lived in poverty.
- In 1820 81% of the global population lived in extreme poverty.

- By 1992 the poverty rate dropped to 51% with 24% in extreme poverty.

Video Clip: Prager University

Do you agree with Prager U that free market capitalism has been the greatest solution to poverty in the world?

Resources for Further Study...

1. The Virtues of Capitalism by Scott Rae
2. PragerU.com—Search “economics” and watch the videos
3. The Bible

One Final Thing to Consider...

Is humanity's greatest need economic?

_____ (NIV)

At one time we too were foolish, disobedient, deceived and enslaved by all kinds of passions and pleasures. We lived in malice and envy, being hated and hating one another. But when the kindness and love of God our Savior appears, he saved us, not

because of righteous things we had done, but because of his mercy. He saved us through the washing of rebirth and renewal by the Holy Spirit, whom he poured out on us generously through Jesus Christ our Savior, so that, having been justified by his grace, we might become heirs having the hope of eternal life.

SAMPLE ONLY

Session Four Review

Test yourself on what you retained from Session Four. Once you've completed this review, grade yourself. Go back through your Session Four notes for answers. *Grade* = ____ / 5

Short Answer...

1. What is economics?

2. List the four key components of Free Market Capitalism.

- ---
- ---
- ---
- ---

3. Describe what Genesis 2:15-17 says about the nature of man/the theology of economics.

4. Explain the distinction between selfishness & self-interest.

5. What does the trading game illustration describe?

Session Four Discussion

With your team, take time to discuss the content of this session.

1. How would you define economics? In what areas of your life does economics play a role?
2. Is there a current economic view that you agree with? Is there a country you can point to that has implemented this economic system? If so, what are the results?
3. What's one question you have after today's teaching?
4. What stands out to you the most about the description of free market capitalism? Why?
5. What clarifications do you need from Session Four?

SAMPLE ONLY

Session Five

God & Politics

"The Bible does speak to every issue in life, and our political issues are informed by our theology. There's no such thing as a politician or a political issue that is not theological. You cannot do politics without theology."

Voddie Baucham

Session Five Outline

Choose Your Side.

1. "Government gives us our rights."

AGREE or DISAGREE?

2. "What is the higher value—equality or liberty?"

EQUALITY or LIBERTY?

3. "Is the government's main role to provide or protect?"

PROVIDE or PROTECT?

4. "We should have a right to education."

AGREE or DISAGREE?

5. "We should keep religion out of government."

AGREE or DISAGREE?

6. "Should Christians be Democrats or Republicans?"

DEMOCRATS or REPUBLICANS?

What is a Worldview?

"Your _____ of
_____ "

Politics...

"The activities _____
with the governance of a
_____ "

Christian Worldview

- _____

Three Big Ideas...

1. R _____
2. R _____
3. R _____

What is a Right?

- "A _____
claim"

A Right? Something Else?

1. A Right to Life

RIGHT or SOMETHING ELSE?

2. A Right to Bear Arms

RIGHT or SOMETHING ELSE?

3. A Right to Freedom of Speech

RIGHT or SOMETHING ELSE?

4. A Right to Home Ownership

RIGHT or SOMETHING ELSE?

Goods or services that are granted as rights require you to coerce people fiscally or physically to provide a continuous supply to others.

Negative Rights

- Obliges someone to _____ from _____ doing something

Positive Rights

- Obliges someone to do _____

Negative Right?

- Right to _____
- Bear _____
- Private _____
- Freedom of _____

- Freedom of _____

Positive Right?

- Police _____
- Right to _____
- Public _____
- Health _____
- Social _____

"Unalienable Rights"

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights."

The Declaration of Independence

Where Do Rights Come From?

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

Universal Declaration of Human Rights 1984

Analogy...

"I don't believe in mailmen, but I can still read my mail."

Made in the Image of God

- " _____ "

What Came First?

- Rights?
- Government?

Who Is Responsible for You?

_____ (NIV)

In the name of the Lord Jesus Christ, we command you, brothers and sisters, to keep away from every believer who is idle and disruptive and does not live according to the teaching you received from us. For you yourselves know how you ought to follow our example. We were not idle when we were with you, nor did we eat anyone's food without paying for it. On the contrary, we worked night and day, laboring and toiling so that we would not be a burden to any of you. We did this, not because we do not have the right to such help, but in order to offer ourselves as a model for you to imitate. For even when we were with you, we gave you this rule: "the one who is unwilling to work shall not eat." We hear that some among you are idle and disruptive. They are not busy; they are busybodies. Such people we command and urge in the lord Jesus Christ to settle down and earn the food they eat. And as for you, brothers and sisters, never tire of doing what is good.

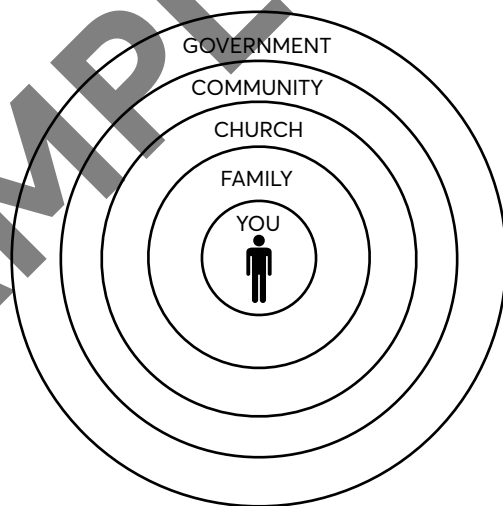
_____ (NIV)

The one who sins is the one who will die. The child will not share the guilt of the parent, nor will the parent share the guilt of the child. The righteousness of the righteous will be credited to them, and the wickedness of the wicked will be charged against them.

_____ (NIV)

Do not be deceived. God cannot be mocked. A man reaps what he sows. Whoever sows to please their flesh, from the flesh will reap destruction; whoever sows to please the Spirit, from the Spirit will reap eternal life.

Illustration 4: Spheres of Sovereignty...



GOD IS SOVEREIGN OVER EVERYTHING

What Is the Role of Government?

"We the People of the United States, in Order to form a more perfect Union, establish Justice, ensure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

The Preamble of the Constitution

_____ (NIV)

"Tell us then, what is your opinion? Is it right to pay the imperial tax to Caesar or not?" But Jesus, knowing their evil intent, said, "you hypocrites, why are you trying to trap me? Show me the coin used for paying the tax." They brought him a denarius, and he asked them, "whose image is this? And whose inscription?" "Caesar's," they replied. Then he said to them, "so give back to Caesar what is Caesar's, and to God what is God's."

_____ (NIV)

Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Consequently, whoever rebels against the authority is rebelling against what God has instituted, and those who do so will bring

judgment on themselves. For rulers hold no terror for those who do right, but for those who do wrong. Do you want to be free from fear of the one in authority? Then do what is right and you will be commended. For the one in authority is God’s servant for your good. But if you do wrong, be afraid, for rulers do not bear the sword for no reason. They are God’s servants, agents of wrath to bring punishment on the wrongdoer. Therefore, it is necessary to submit to the authorities, not only because of possible punishment but also as a matter of conscience. This is also why you pay taxes, for the authorities are God’s servants, who give their full time to governing. Give to everyone what you owe them: If you owe taxes, pay taxes; if revenue, then revenue; if respect, then respect; if honor, then honor.

Fallen & Sinful

• "_____"

Individual

- Fallen _____ is capable of great _____ and must be _____.

"I hope once again to have reminded people that man is not free unless government is limited. There's a clear cause and effect here that is as neat and predictable as a law of physics: as government expands, liberty contracts."

Ronald Reagan | Farewell Address to the Nation

The Bigger the Government, the Smaller the Citizen.

Is Civil Disobedience Ever Justified?

Argument #1: Romans 13

- "Obey" vs. " _____ "

Argument #2: Acts 5:29

Three Big Ideas...

1. Rights ... Come from _____.
2. Responsibility ... of Government should be _____.

_____ (NIV)

I urge, then, first of all, that petitions, prayers, intercession and thanksgiving be made for all people—for kings and all those in authority, that we may live peaceful and quiet lives in all godliness and holiness. This is good, and pleases God our savior, who wants all people to be saved

and to come to a knowledge of truth.

SAMPLE ONLY

Session Five Review

Test yourself on what you retained from Session Five. Once you've completed this review, grade yourself. Go back through your Session Five notes for answers. *Grade = ____ / 5*

Fill-in-the-Blank...

1. List the three big ideas concerning politics:
 - R_____
 - R_____
 - R_____
2. What is one of the three big questions concerning politics?
 - _____?

Short Answer...

3. Give an argument from scripture of when civil disobedience may be justified.

4. Describe the difference between negative & positive rights.

5. What are "Spheres of Sovereignty"?

Session Five Discussion

With your team, take time to discuss the content of this session.

1. In the "Choose Your Side" activity, what issues did you struggle with? Why?
2. How does your Christian faith shape your current political views? Do you hold any views that need to be reevaluated?
3. What's one question you have from today's teaching?
4. Has your opinion on any political issue changed or been challenged because of this teaching? Which one and how?
5. What is the Biblical view of the role of government? What Biblical verses would you use to support your views?

SAMPLE ONLY

Session Six

The Law Written on Our Hearts

"It is after you have realized that there is a real moral law, and a power behind the law, and that you have broken that law and put yourself wrong with that power—it is after all this, and not a moment sooner, that Christianity begins to talk."

C.S. Lewis

Session Six Outline

Debate Questions...

- Can we _____ morality?
- If an action is _____, is it also _____?

What Is a Worldview?

"Your _____ of
_____ "

Law...

"The system of _____ that a particular country or community recognizes as _____ the actions of its members and may enforce by the imposition of _____ "

Christian Worldview

- _____
- How do we know _____ from _____?

True or False?

- _____: It is wrong to torture young children for fun.
- _____: Killing innocent people for no reason is wrong.
- _____: Raping women is morally good.
- _____: We should practice racism.
- _____: You should beat your sibling often.

Moral Intuitions...

- "A _____ way of seeing something."

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights."

The Declaration of Independence

Sense Perception

MORAL VALUES, MORAL LAWS, MORAL OBLIGATIONS

- Inference to the best _____

Where do laws come from? What best explains them?

- Personal
- Authority
- Oughtness
- Objective
- Non-Physical

"When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation."

The Preamble to the Declaration of Independence

"How does one determine whether a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of St. Thomas Aquinas: an unjust law is a human law that is not rooted in eternal law and natural law."

Martin Luther King Jr. | Letter from Birmingham Jail

Natural Law...

- "The _____ order written in the world and especially in human _____ and known to all people through their natural faculties—and/or conscience—even part from the divine _____."

Made in the Image of God

_____ (NIV)

Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground." So God created mankind in his own image, in the image of God he created them, male and female he created them.

_____ (NIV)

Since what may be known about God is plain to them, because God has made it plain to them. For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without

excuse.

_____ (NIV)

"For when Gentiles who do not have the law do instinctively the things of the law, these, not having the law, are a law to themselves, in that they show the work of the law written in their hearts, their conscience bearing witness and their thoughts alternately accusing or else defending them..."

"The Law Written on Our Hearts"

"It is more reasonable to believe such elemental things [like wife-beating and child abuse] to be evil than to believe any skeptical theory that tells us we cannot know or reasonably believe any of these things to be evil ... I firmly believe that this is bedrock and right and that anyone who does not believe it cannot have probed deeply enough into the grounds of his moral beliefs."

Ethics Without God by Kai Nielsen

New York: Prometheus Books, 1990, 10-11

Fallen & Sinful

• " _____ " _____ (NIV)

The wrath of God is being revealed from heaven against all the godlessness and wickedness of people, who suppress the truth by their wickedness, since what may be know about God is plain

to them."

Can You Legislate Morality?

Three Options of Government...

1. P_____
2. P_____
3. P_____

Video Clip: William Wilberforce & the End of the African Slave Trade

The Separation of Church & State

"Believing with you that religion is a matter which lies solely between man and his god, that he owes account to none other for his faith or his worship, that the legislative powers of government reach actions only, and not opinions, I contemplate with sovereign reverence that act of the whole American people which declared that their legislature would 'make no law respecting an establishment of religion, or prohibiting the free exercise thereof,' thus building a wall of separation between church and state."

Thomas Jefferson

"Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens ... let it simply be asked: where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition that morality can be maintained without religion."

If an Action Is Legal, Is It Also Moral?

Case Study...

The Argument for Pro-Life...

- **Premise 1:** It is _____ to intentionally _____ an innocent _____ being.
- **Premise 2:** Abortion _____ kills an _____ human being.
- **Conclusion:** Therefore, abortion is _____.

Video Clip: "Stand to Reason" on Abortion

There's probably no God. Now stop worrying and enjoy life.

Atheist Billboard Campaign in England

I tried being good. But I got bored.

T-Shirt | Cultural Phrase

"It would seem that our lord finds our desires not too strong, but too weak. We are half-hearted creatures, fooling about with drink and sex and ambition when infinite joy is offered us, like an ignorant child who wants to go on making mud pies in a slum because he cannot imagine what is meant by the offer of a holiday at the sea. We are far too easily pleased."

C.S. Lewis

God Gives Us Law... "Don't Have Sex Outside of Marriage."

- Guard Your Heart from Something...
- ...to Guard Your Heart from Something

_____ (NIV)

"Blessed is the man who does not walk in the counsel of the wicked or stand in the way of sinners or sit in the seat of mockers. But his delight is in the law of the lord, and on his law, he meditates day and night. He is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither. Whatever he does prospers."

Session Six Review

Test yourself on what you retained from Session Six. Once you've completed this review, grade yourself. Go back through your Session Six notes for answers. *Grade = ____ / 5*

Fill-in-the-Blank...

1. What is a worldview?
 - "Your _____ of _____"
2. What is a Moral Intuition?
 - "A _____ way of seeing something"
3. List the three postures that government takes toward any behavior.
 - P _____
 - P _____
 - P _____
4. What is the SLED test?
 - P _____
 - P _____
 - P _____
 - P _____

Short Answer...

5. Explain the argument given in this session for "Pro-Life."

SAMPLE ONLY

Session Six Discussion

With your team, take time to discuss the content of this session.

1. Have your answers to the intro debate questions changed or been challenged by the teaching today? Why or why not?
2. Why might Christians, who believe in the authority of the Bible, still disagree about what is morally right or wrong?
3. What's one question you have after today's teaching?
4. Why doesn't everyone acknowledge moral law?
5. Which of these six teaching sessions has had the most impact on your daily life? How so?

SAMPLE ONLY

MAVEN

SAMPLE ONLY

SECTION TWO

REQUIRED READING

***What's Your Worldview?* by James N. Anderson**

***A Student's Guide to Culture* by Brett Kunkle & John Stonestreet**

To prepare for your Immersive Experience you are required to read *What's Your Worldview* by James N. Anderson and *A Student's Guide to Culture* by Brett Kunkle & John Stonestreet, as well as take a series of quizzes after each section of reading. As you read, write notes in the margin, and underline or highlight key points, to make it easier to study for each quiz. Don't read just to meet the requirement but read to grow in your knowledge of God's truth!

In Section Two you'll find the following tools to help you:

- **Reading Plan:** Use the reading plan to help you gauge what you need to read before each quiz. Do not save reading until the last minute. Cramming won't work!
- **Suggested Readings:** It's important you keep learning. Consider watching and reading the other suggested materials listed in this section.
- **Reading Quizzes:** After you read the appropriate chapters, you will then take the quiz assigned to that reading plan.

Enjoy your reading. Block out time to read and make sure you're not just reading because you were told to!

Reading Plan

- 1. *What's Your Worldview?* by James N. Anderson
- 2. *A Student's Guide to Culture* by Brett Kunkle & John Stonestreet

<u>Due By...</u>	<u>Chapters</u>
Quiz 1	Book 1 <i>All of Book 1</i>
Quiz 2	Book 2 Chapter 1, Chapter 2, Chapter 3
Quiz 3	Book 2 Chapter 4, Chapter 5, Chapter 6
Quiz 4	Book 2 Chapter 7, Chapter 8, Chapter 9, Chapter 10, Chapter 11, Chapter 12, Chapter 13, Chapter 14
Quiz 5	Book 2 Chapter 15, Chapter 16, Chapter 17, Chapter 18

Preparedness: You will be taking quizzes on each section of reading assigned. You must bring your required readings, your guidebook, and be on time for the quizzes. If you forget your book, your guidebook, or are late for a quiz, points will be deducted.

"Read, mark, learn, and inwardly digest."
Book of Common Prayer

Suggested Readings

Here are two additional books and one video series, which are highly encouraged but not mandatory, that will help prepare you for your Worldview Immersive Experience.

Video Series

1. *For the Life of the World: Letters to the Exiles* directed by Eric Johnson and David Phelps

Books

1. *The Story: The Bible as One Continuous Story of God and His People* by Max Lucado and Randy Frazee
2. *The Universe Next Door* by James W. Sire

SAMPLE ONLY

Reading Quizzes

Test Yourself. How Well Have You Read & Studied?

SAMPLE ONLY

Reading Quiz #1

You have read *What's Your Worldview?* in its entirety. Now, prepare for this quiz. First, use this as a study guide. (Don't mark it up yet, but you can use it to prepare.) Second, take the quiz here once your leader gives you permission.

1. Define the three worldviews listed below. Give one example religion for each one.

- Theism is _____

An example of a theistic religion is _____

- Pantheism is _____

An example of a pantheistic religion is _____

- Atheism is _____

An example of an atheistic religion is _____

2. What one question from Part I QUESTIONS in the book stuck out to you the most? Why? (pgs. 17-40)

- The _____ Question

- _____?

- This question stuck out to me because _____

3. What one category from Part II CATEGORIES in the book stuck out to you the most? Why? (pgs. 41-52)

- _____ Worldviews

- This category stuck out to me because _____

4. Which worldview from Part III WORLDVIEWS was the most difficult for you and why? (pgs. 53-96)

5. List one question, if any, you reconsidered along your journey through the book. What made you reconsider that question? (Part I; pgs. 17-41)

- The _____ Question

- _____?

- I reconsidered this question because

6. What is the Non-Christian Theist Worldview? (pg. 51)

7. What is one way the Quasi-Theist Worldview and the Finite Theist Worldview differ? (page. 47-50)

- One difference is

8. In what way does the Monistic Worldview differ from the Mystic Worldview? In what one way are they similar? (pgs. 69-72)

- One difference is

- One similarity is

9. Which worldview did you land at and what was your reaction to getting it? (Part III; pgs. 53-96)

- My worldview is

- My reaction was

10. Did your opinions toward your original worldview change after completing the book? Why or why not

_____?

SAMPLE ONLY

Quiz #1 Grading Rubric

Grading is done on the honor system so please be 100% honest as you fill out your grading rubric.

1. **Did You Read:** If you read the entirety of *What's Your Worldview?* not just some or most of it, then give yourself 50 points. There are no partial points here—you either get 50 or 0. Reading 99% doesn't get you there.

Points = _____

2. **Questions Correct:** Every question you got right, give yourself 5 points. There are 50 points available here.

Points = _____

3. **Preparedness:** If you forgot your book, subtract 10 points. If you forgot your guidebook, subtract 10 points. If you were late for this quiz, take away 1 point for each minute late. Add up how many total points you need to subtract.

Points = - _____

4. **Your Grade:** Total your points from Number 1 and Number 2, subtract any points from Number 3, and put your final score below.

Total Points = _____/100

Grade = _____%

If you received a 70% or above, you pass! If you did not, please schedule a makeup date with your leader.

Reading Quiz #2

Now that you've read the Introduction, Chapters 1, 2, and 3 of *A Student's Guide to Culture*, go through this quiz as a study guide first. Feel free to make a copy on another sheet of paper for practice but wait to officially take this quiz until your leader gives permission.

1. In the Introduction, author Brett Kunkle shares with you the purpose of this book. What is it? (pg. 16)

- The purpose of this book is

2. How does author Andy Crouch define culture? (pg. 23)

- Culture is

3. Culture shapes us in a variety of ways. The analogy the book used to summarize how culture shapes is an ocean. Why is culture like an ocean? (pg. 25)

4. What are four key aspects that make up culture? (pgs. 25-26)

- _____

- _____
- _____
- _____

5. How do the scriptures describe reality? (pg. 29)

6. What are the four "chapters" of God's Story? (pgs. 33-35)

- _____
- _____
- _____
- _____

7. What is the best first question to ask when approaching culture? (pg. 37)

- What is _____
_____?

8. What is your salvation for? (Ch. 3)

- My salvation is for _____

9. What two reactions to culture have tempted Christians of every generation? (pg. 40)

- The first is to _____

- The second is to _____

10. Based off what's been shared so far in the book, how might you avoid becoming a culture casualty?

SAMPLE ONLY

Quiz #2 Grading Rubric

Grading is done on the honor system so please be 100% honest as you fill out your grading rubric.

1. **Did You Read:** If you read the Introduction plus Chapters 1-3 of *A Student's Guide to Culture* in their entirety, not just some of it, then give yourself 50 points. There are no partial points here—you either get 50 or 0. Reading 99% doesn't get you there.

Points = _____

2. **Questions Correct:** Every question you got right, give yourself 5 points. There are 50 points available here.

Points = _____

3. **Preparedness:** If you forgot your book, subtract 10 points. If you forgot your guidebook, subtract 10 points. If you were late for this quiz, take away 1 point for each minute late. Add up how many total points you need to subtract.

Points = - _____

4. **Your Grade:** Total your points from Number 1 and Number 2, subtract any points from Number 3, and put your final score below.

Total Points = _____/100

Grade = _____%

If you received a 70% or above, you pass! If you did not, please schedule a makeup date with your leader.

Reading Quiz #3

Now that you've read Chapters 4, 5, and 6 of *A Student's Guide to Culture*, go through this quiz as a study guide first. Feel free to make a copy on another sheet of paper for practice but wait to officially take this quiz until your leader gives permission.

1. Ideas have _____. And bad ideas have _____. (pg. 49)
2. What is one of the biggest challenges in the information age? (pg. 51)
 - Discovering who to _____ and who to _____ with _____ life
3. The question isn't whether you have a worldview. The question is ... ? (pg. 54)
 - Which _____ ?
4. What are five modern idols of our current culture? (pg. 61)
 - _____
 - _____
 - _____
 - _____
 - _____
5. What three areas are critical to identity formation? Define each. (pgs. 62-66)
 - First: _____

- Defined as

- Second: _____

- Defined as

- Third: _____

- Defined as

6. Statistics point to a large number of older teens and college students dropping out of church. In order for you to not be a statistic, what is one thing you must be a part of? (pg. 66)

- The _____

7. Author Sherry Turtle argues in her book *Alone Together: Why We Expect More from Technology and Less from Each Other* that as our technology increases so do three other things. What are they? (pg. 67)

- _____
- _____
- _____

8. What three areas does technology put us at risk of losing touch with? (pgs. 68-69)

- First, _____
- Second, _____
- Third, _____

9. What are the four lies technology is teaching us? (pgs. 70-72)

- Lie #1: _____
- Lie #2: _____
- Lie #3: _____
- Lie #4: _____

10. List the four device-free zones suggested as places where you unplug. (pg. 73)

- _____
- _____
- _____
- _____

Quiz #3 Grading Rubric

Grading is done on the honor system so please be 100% honest as you fill out your grading rubric.

1. **Did You Read:** If you read Chapters 4-6 of *A Student's Guide to Culture*, not just some of it, then give yourself 50 points. There are no partial points here—you either get 50 or 0. Reading 99% doesn't get you there.

Points = _____

2. **Questions Correct:** Every question you got right, give yourself 5 points. There are 50 points available here.

Points = _____

3. **Preparedness:** If you forgot your book, subtract 10 points. If you forgot your guidebook, subtract 10 points. If you were late for this quiz, take away 1 point for each minute late. Add up how many total points you need to subtract.

Points = - _____

4. **Your Grade:** Total your points from Number 1 and Number 2, subtract any points from Number 3, and put your final score below.

Total Points = _____/100

Grade = _____%

If you received a 70% or above, you pass! If you did not, please schedule a makeup date with your leader.

Reading Quiz #4

Now that you've read Chapters 7-14 of *A Student's Guide to Culture*, go through this quiz as a study guide first. Feel free to make a copy on another sheet of paper for practice but wait to officially take this quiz until your leader gives permission.

1. Name the two culture lies Christians should *not* buy into in regard to pornography. (pgs. 77-78)

- Lie #1: Porn is _____

- Lie #2: Porn is _____

2. What Biblical verse in Genesis lays out God's design for human sexuality? (pg. 79)

- Genesis _____ : _____ - _____

3. List the three lies surrounding Christians in regard to the hookup culture. (pgs. 85-86)

- Lie #1: _____

- Lie #2: _____

- Lie #3: _____

4. Give the three lies surrounding Christians in regard to sexual orientation. (pgs. 93-96)

- Lie #1: _____

- Lie #2: _____

- Lie #3: _____

5. For a person struggling with gender identity, God's story offers an accurate diagnosis and the singular cure. What scripture would you use that offers this insight? (pg. 106)

- _____: _____

6. In Chapter 11 on "Affluence and Consumerism" we see Luke 9:23-25 as a reference for how Jesus describes this reality. In your own words, how does Jesus describe reality here? (pg. 115)

7. What four statistics would you give to someone who says drug and alcohol abuse aren't that big of a problem for high school students? (pg. 119)

- _____% of twelfth-graders _____

- _____% of twelfth-graders _____

- _____% of twelfth-graders _____
- Nearly _____% of twelfth-graders _____

8. In Chapter 13 on "Entertainment" you're given seven action steps. Choose four you want to implement into your own life. (pgs. 128-130)

- _____
- _____
- _____
- _____

9. Give the three lies surrounding us in regard to racism. (pgs. 133-134)

- Lie #1: _____
- Lie #2: _____
- Lie #3: _____

10. What is one fact from Chapter 14 on "Racial Tension" you could give to make the argument that the portrayal of America as an overtly racist nation is inaccurate? (pg. 138)

Quiz #4 Grading Rubric

Grading is done on the honor system so please be 100% honest as you fill out your grading rubric.

1. **Did You Read:** If you read Part Three of *A Student's Guide to Culture*, not just some of it, then give yourself 50 points. There are no partial points here—you either get 50 or 0. Reading 99% doesn't get you there.

Points = _____

2. **Questions Correct:** Every question you got right, give yourself 5 points. There are 50 points available here.

Points = _____

3. **Preparedness:** If you forgot your book, subtract 10 points. If you forgot your guidebook, subtract 10 points. If you were late for this quiz, take away 1 point for each minute late. Add up how many total points you need to subtract.

Points = - _____

4. **Your Grade:** Total your points from Number 1 and Number 2, subtract any points from Number 3, and put your final score below.

Total Points = _____/100

Grade = _____%

If you received a 70% or above, you pass! If you did not, please schedule a makeup date with your leader.

Reading Quiz #5

Now that you've read Part Four and Chapters 15-18 of *A Student's Guide to Culture*, go through this quiz as a study guide first. Feel free to make a copy on another sheet of paper for practice but wait to officially take this quiz until your leader gives permission.

1. As you read and study the Bible, you should remember the following seven things: (pgs. 140-144)

- _____
- _____
- _____
- _____
- _____
- _____
- _____

2. Why should we think the Bible is the authoritative source of truth for all humanity? (Ch. 16)

3. List the three arguments offering powerful evidence of God's existence, which also provide clues to His identity and character. (pgs. 146-147)

- The _____ argument
- The _____ - _____ argument
- The _____ argument

4. In one sentence, explain the fine-tuning argument. (pg. 147)

5. Here are the three ways listed in this book in which the trustworthiness of the Bible can be proven. Define each one. (pg. 148)

- Transmission: _____

- Historicity: _____

- Inspiration: _____

6. Which one of the three statements from Chapter 17 on "What the Culture Teaches About Religion" do you hear the most? (pgs. 151-152)

7. What are the four key questions you should be able to answer to make the case that Christianity is objectively

true? (pg. 153)

- Does _____?
- Does _____?
- Did _____?
- Is _____?

8. When you're talking to someone with different beliefs, what two questions should you ask over and over again? (pg. 154)

- What do _____?
- How do _____?

9. The authors gave five ways to navigate pluralism. Which one is hardest for you? Which one is easiest? (pgs. 153-155)

- The Hardest: _____
- The Easiest: _____

10. List the four ideas that shape God's Story, which will help you confront and shape the culture around you. (pg. 158)

- _____
- _____
- _____
- _____

Quiz #5 Grading Rubric

Grading is done on the honor system so please be 100% honest as you fill out your grading rubric.

1. **Did You Read:** If you read Chapters 15-18 of *A Student's Guide to Culture*, not just some of it, then give yourself 50 points. There are no partial points here—you either get 50 or 0. Reading 99% doesn't get you there.

Points = _____

2. **Questions Correct:** Every question you got right, give yourself 5 points. There are 50 points available here.

Points = _____

3. **Preparedness:** If you forgot your book, subtract 10 points. If you forgot your guidebook, subtract 10 points. If you were late for this quiz, take away 1 point for each minute late. Add up how many total points you need to subtract.

Points = - _____

4. **Your Grade:** Total your points from Number 1 and Number 2, subtract any points from Number 3, and put your final score below.

Total Points = _____/100

Grade = _____%

If you received a 70% or above, you pass! If you did not, please schedule a makeup date with your leader.

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MAVEN

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SECTION THREE

TRIP JOURNAL

PROCESSING THE TRIP

Congratulations! Your Worldview Immersive Experience has begun. You've read two books, taken five quizzes, and absorbed six content-packed teaching sessions. Wow! You've worked hard, prepared well, and now's the time to see your work pay off. Don't forget, you won't remember everything. It's alright to say you don't know or to pull out this guidebook to review. That's why you have it. Use it on the trip.

This section is to give you space to process your days with God and your team. Processing is important. You will be given space each night to debrief the day. You'll do this alone and then share it as a team to end your night.

- **Morning Time with God:** Start each morning with God by engaging in His word.
- **Daily Reflection:** Use the reflection pages to process the day's activities, people, main takeaways, and feelings. Don't miss one of the most significant parts of each day—processing it with God, yourself, and others. Each day has much to offer.
- **Evening Prayer:** Prayer is important. End each evening in prayer. Engage in a variety of creative prayer practices throughout this section to foster intimacy with God.

SAMPLE ONLY

Day One

Where Are You?

SAMPLE ONLY

right now in order to move forward.

DISTRACTIONS...

What distractions are you bringing into this Worldview Immersive Experience?

NEEDS...

What do you need to receive during this Worldview Immersive Experience?

right now in order to move forward.

DISTRACTIONS...

What distractions are you bringing into this Worldview Immersive Experience?

NEEDS...

What do you need to receive during this Worldview Immersive Experience?

right now in order to move forward.

DISTRACTIONS...

What distractions are you bringing into this Worldview Immersive Experience?

NEEDS...

What do you need to receive during this Worldview Immersive Experience?

right now in order to move forward.

DISTRACTIONS...

What distractions are you bringing into this Worldview Immersive Experience?

NEEDS...

What do you need to receive during this Worldview Immersive Experience?

right now in order to move forward.

DISTRACTIONS...

What distractions are you bringing into this Worldview Immersive Experience?

NEEDS...

What do you need to receive during this Worldview Immersive Experience?

right now in order to move forward.

DISTRACTIONS...

What distractions are you bringing into this Worldview Immersive Experience?

NEEDS...

What do you need to receive during this Worldview Immersive Experience?

HOPES...

What do you hope to get out of your Worldview Immersive Experience?

ONLY

FEARS...

What are you nervous about, as you head into this Worldview Immersive Experience?

[illegible]

Opening Prayer

This is a time to express yourself (spiritually, mentally, emotionally, and physically) to God.

Prayer of Petition

The week has begun. You just processed through your distractions, needs, hopes, and fears for the week. Now lift these up as a request to God. What do you need from Him this week? Ask for these things.

Lord,

Amen.

Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God.

Philippians 4:6

Daily Reflection

Process your day. It's important. Take time to examine the day's events. Use the questions and evening prayer exercise to help you see how God was working throughout your day.

ACTIVITIES...

What event(s) are sitting with you from today? What event(s) do you want to remember?

ONLY

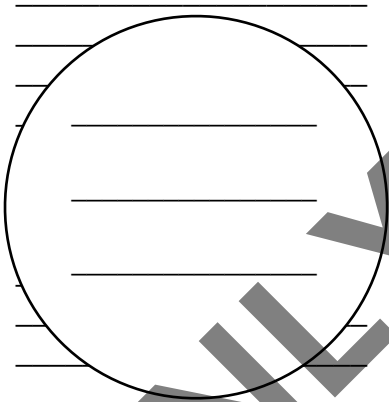
PEOPLE...

Who is someone you met for the first time today? Who are they? What did you like about them?

[illegible]

MAIN TAKEAWAY...

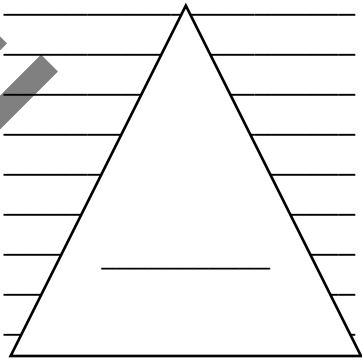
What did you learn today about yourself, God, life, or others, which you'd like to remember? It can be simple or complex.



A large circle is positioned on a set of horizontal lines. Inside the circle, there are three horizontal lines for writing. A large, diagonal watermark reading "SAMPLE ONLY" is overlaid across the page.

I FEEL...

What one word would you use to describe how you are feeling about today's experiences?
Examples: overwhelmed, frustrated, excited, hopeful, and so on.



A large triangle is positioned on a set of horizontal lines. Inside the triangle, there is one horizontal line for writing. A large, diagonal watermark reading "SAMPLE ONLY" is overlaid across the page.

Evening Prayer

Prayer is one of the most important disciplines in the life of a Christian. It's one way to talk to God. Take time now to use today's prayer exercise to be with the Creator.

Prayer for Letting Go and Receiving

Find a comfortable position. Close your eyes and take a few deep breaths.

First, think about concerns or issues that you might need to set aside or let go. Take a few minutes to pray through the areas of your day you need to let go of and give to God. Release any burdens, frustrations, or distractions from your day. In Matthew 11:28 Jesus encourages us to give him our burdens so we may find rest. Give him your problems from the day. Find rest in Him.

Second, think about needs you may have for this week. Ask humbly to receive from God whatever he has for you. Ask the Holy Spirit to fill you with love, joy, peace, patience, kindness, goodness, gentleness, and self-control.

As you enter into today's evening prayer, be sure to take it slow. Take deep breaths throughout this prayer. Be with God. Let go of what you need and receive what He has for you.

Journal any thoughts if needed...

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Day Two

Diving In!

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Morning Time with God

The Renewal of Your Mind by Luke Seidman

Scripture Reading: Romans 12:1-2

"I appeal to you therefore, brothers, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect."

Our worship to God is not solely our participation in church service, how much we serve, or how beautiful our voices are in worship. In verse 2, Paul explains that what God is concerned with is our minds, and it is easy to see why. Our minds are where we process thoughts, feelings, emotions, and is where we decide what our actions will be. Think about all of the influences on your mind for a moment: TV, film, music, commercials, the way your friends talk, the things they talk about. Each of these are constantly competing for our attention, for our obsession. Image, the way that we want people to see us, is forefront in our thoughts all the time. The mind has the capability to create and produce, but the things that we let influence our minds have a huge impact on what we produce and on every action we take.

True worship to the Lord starts with recognizing the things that hold the most influence over us, the things that are continually influencing us, and sacrificing then to the "will of God," if need be. Spend a few minutes this morning analyzing your normal day to see what your greatest sources of influence are. Are you influenced by your friends at school and the things they tell you to be interested in? What about your teammates and coaches,

or even the music you listen to and the YouTube videos you watch?

In Romans 8:5-6, Paul explains that, *"Those who live according to the flesh have their minds set on what the flesh desires, but those who live in accordance with the Spirit have their minds set on what the Spirit desires. The mind governed by the flesh is death, but the mind governed by the Spirit is life and peace."*

To "live in accordance with the Spirit" means the main source of influence for those claiming to live for Christ is Christ Himself. So how do we recognize the things that influence our minds in negative ways and then let Christ be our main influencer?

Proverbs 9:10 states that *"The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding."*

The first step toward having a renewed mind is gaining an understanding of who God is and how He calls you to live, and there is no better way to do this than through Scripture. Through studying Scripture, we can see where God wants us to grow, what influences exist in our lives, and where we need to sacrifice these to Him.

Loving Renewal

Psalm 139:23-24

"Search me, O God, and know my heart! Try me and know my thoughts! And see if there be any grievous way in me and lead me in the way everlasting!"

In 1 Peter 1:15, Peter explains that God calls us to, *"be holy in everything you do, just as God who chose you is holy."* This passage can seem disheartening because living perfectly holy in every moment of everyday is impossible. However, God is not saying You must be holy and perfect **or else**, but He is stating

that He wants to walk with us as we imperfectly pursue a life of righteousness for Him.

Although change may feel like it comes slowly in our lives sometimes, we can trust that God will be faithful to us, wants to work with us as we change for Him, and is encouraging even when we mess up. Life with Christ isn't about being perfect in the here and now, but about daily pursuing God's righteousness and asking for His help in that.

Philippians 1:6

"And I am sure of this, that he who began a good work in you will bring it to completion at the day of Jesus Christ."

What are areas of your life that you need renewal in? Are you struggling with a particular sin, negative thoughts toward yourself or others? Spend some time analyzing where you think God wants you to grow, where your mind needs to be renewed.

Group Discussion:

With your group, discuss what stuck out to you the most from the passage (Romans 12:1-2), what challenged you the most, and what you think God's purpose behind this passage is.

Daily Reflection

Process your day. It's important. Take time now to examine your day. Use the questions and evening prayer exercise to help you see how God was working throughout your day.

ACTIVITIES...

What did you do today? What one activity specifically stood out to you?

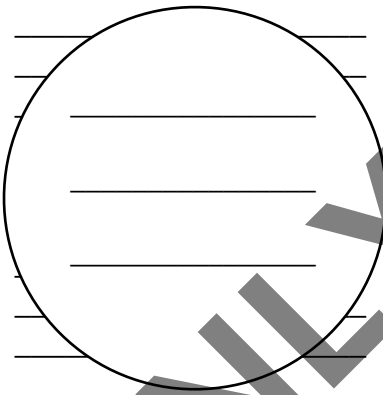
PEOPLE...

Who stood out to you today? Why?

Handwriting practice lines for reflection notes.

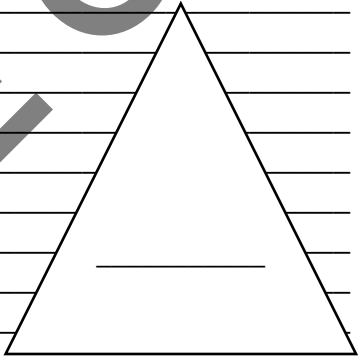
MAIN TAKEAWAY...

What do you want to take away from today? What did you learn that'll be important to remember?



I FEEL...

Use one word to describe how you are feeling about today's experiences.



Evening Prayer

Prayer is one of the most important disciplines in the life of a Christian. It's one way to talk to God. Take time now to use today's prayer exercise to be with the Creator.

Six Word Prayer

Six Word Prayer

Ernest Hemingway introduced the Six Word Memoirs years ago with his famous short story, "For Sale: Baby shoes, never worn." Each word was well-chosen and vital to the message he was conveying. In the same way, think of what you want to say to God at the end of this day and choose your words carefully.

In six words only, write a prayer to God. Structure your prayer however you'd like.

Lord,

_____	_____
_____	_____

Amen.

SAMPLE ONLY

Day Three

Immersing Deeper in the Experience...

SAMPLE ONLY

Morning Time with God

Your Body Is a Temple of the Lord *by Luke Seidman*

Scripture Reading: 1 Corinthians 6:19-20

Rewrite:

Read this passage slowly, three times all the way through. In the space below, rewrite this verse in your own words. Focus on the purpose of this passage.

Questions:

What questions do you have after reading this passage? Is there anything that is challenging to you, that you agree or disagree with?

Who:

Read all of 1 Corinthians 6. Who is writing this passage? For whom is this passage written?

What:

What is happening in this text; what is the purpose of this passage?

Why:

When was this passage written? What is going on in Corinth when this passages was written? What provoked Paul to write this to the church there?

So What?

What is God saying to the universal church through this passage? In other words, what are the implications of this passage for all Christians?

What is God saying to you in this passage? Prayerfully think of one takeaway you have from the reading this morning.

Challenge Question:

What do you think it looks like to live as "temple(s) of the Holy Spirit" in terms of drinking alcohol or using tobacco? What about with other addictive things such as caffeine and sugar? What about tattoos?

Group Discussion:

With your group, discuss what stuck out to you the most from the passage, what challenged you the most, and what you think God's purpose behind this passage is.

Daily Reflection

What did God teach you today? What activity stretched you? Take time to process your day with God. It's important.

ACTIVITIES...

What one activity from today stretched you most? Write about it.

ONLY

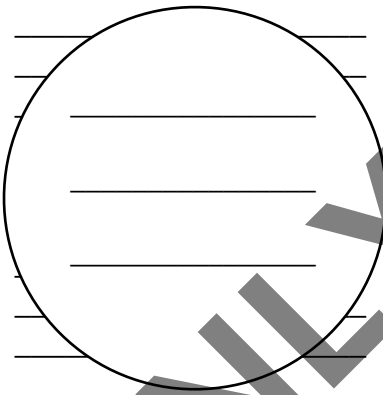
PEOPLE...

What conversation stuck out most to you today? Why? Who was it with?

[illegible]

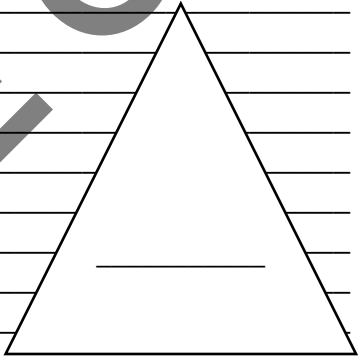
MAIN TAKEAWAY...

What do you want to take away from today? What did you learn that'll be important to remember?



I FEEL...

Use one word to describe how you are feeling about today's experiences.



Evening Prayer

Be still. Get comfortable. Pray. Pray honestly. Pray creatively. Prayer can be simple—pray simply. Be with God.

Prayer Art

Spend time in silence. Think about the day. Thank God for it. Spend time reflecting on a scene you always want to remember. Draw it here as a prayer of thanksgiving to God. If you feel awkward trying to draw a prayer, then compose a short prayer to God in words.

SAMPLE ONLY

SAMPLE ONLY

Day Four

Keep Pushing Even When You Are Tired...

Morning Time with God

Give to Caesar What's Caesar's, and to God What's His by
Luke Seidman

Scripture Reading: Matthew 22:15-22

Much like today, taxes were an extremely divisive issue when Jesus had this interaction with the Pharisees. In this story, the Pharisees and the Herodians represent opposing factions in terms of how they viewed taxes. The Pharisees, opposed to the Roman occupation that was currently taking place in Jerusalem, did not want to pay the taxes levied against the Israelites by Rome. The Herodians, on the other hand, were a sect of Jews who were more cooperative with the Romans and were willing to pay the taxes.

The Pharisees intentionally gathered together members from different parties in an attempt to coerce Jesus into taking a stance on taxes that would alienate either of the two groups He was with.

Why do you think Jesus' response left both groups amazed and with no further questions?

Rewrite:

Read this passage slowly, three times all the way through. In the space below, rewrite this verse in your own words.

Questions:

What questions do you have after reading this passage? Is there anything that is challenging to you, that you agree or disagree with?

Who:

Read all of Matthew 22. Who is writing this passage? For whom is this passage written?

What:

What is happening in this text; what is the purpose of this passage?

So What?

What is God saying to the universal church through this passage? In other words, what are the implications of this passage for all Christians?

What is God saying to you in this passage? Prayerfully think of one takeaway you have from the reading this morning.

Challenge Question:

How do you think Jesus would want you to approach paying taxes if the money was going toward an obviously corrupt government?

Group Discussion:

With your group, discuss what stuck out to you the most from the passage, what challenged you the most, and what you think God's purpose behind this passage is.

SAMPLE ONLY

Daily Reflection

What did God teach you today? What activity stretched you? Take time to process your day with God. It's important!

ACTIVITIES...

What did you do today? Make a list, or simply highlight the parts of your day you remember.

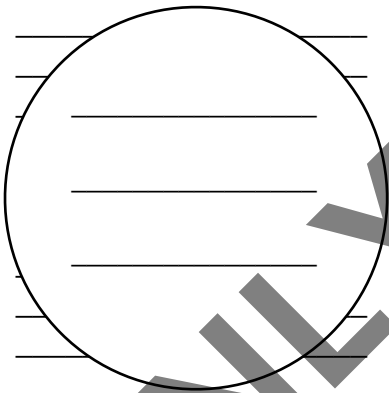
PEOPLE...

Who do you have on your heart from today? Write about them.

ONLY

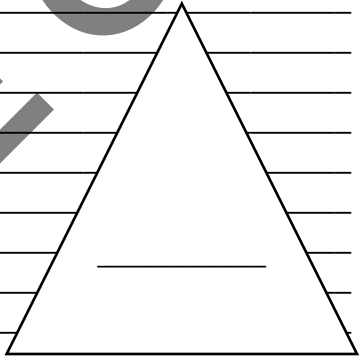
MAIN TAKEAWAY...

What do you want to take away from today? What did you learn that'll be important to remember?



I FEEL...

Use one word to describe how you are feeling about today's experiences.



Evening Prayer

Be in conversation with God. Pray. It's important.

Poetry Prayer

King David wrote songs and poetry to his King; these are the Psalms. Tonight, write to your King in the form of poetry. Use any type of poetry you'd like—sonnet, free-verse, haiku, etc. Remember, this is just for you & God. No one else will read this—unless you choose to share it.

Handwriting practice lines for poetry writing.

SAMPLE ONLY

Day Five

Pushing Yourself Deeper...

SAMPLE ONLY

Morning Time with God

The Parable of the Talents *by Luke Seidman*

Scripture Reading: Matthew 25:14-30

Rewrite:

Read this passage slowly, three times all the way through. In the space below, rewrite this verse in your own words.

Questions:

What questions do you have after reading this passage? Is there anything that is challenging to you, that you agree or disagree with?

What:

What is happening in this text; what is the purpose of the passage?

Why:

When was this passage written? What is Jesus talking about in this passage?

So What?

What is God saying to the universal church through this passage? In other words, what are the implications of this passage for all Christians?

Challenge Question:

What is the purpose of Jesus' words in verse 29, when he states, "For whoever has will be given more, and they will have an abundance. Whoever does not have, even what they have will be taken from them"?

Group Discussion

With your group, discuss what stuck out to you the most from the passage, what challenged you the most, and what you think God's purpose behind this passage is.

Daily Reflection

Process your day now. Don't go to bed without taking time to sit silently in your activities, people, takeaways, and feelings from your day. You need to process.

ACTIVITIES...

What was your favorite part of today? Why?

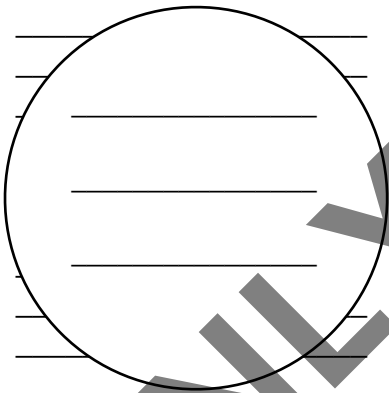
PEOPLE...

Whose life encouraged you today? Why?

Handwriting practice lines for reflection notes.

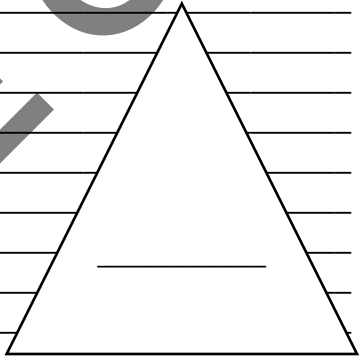
MAIN TAKEAWAY...

What do you want to take away from today? What did you learn that'll be important to remember?



I FEEL...

Use one word to describe how you are feeling about today's experiences.



Evening Prayer

What do you want to talk with God about tonight? Do you believe prayer can change things? Pray as though your prayer matters—it does!

Prayer Journal

Write out in sentence and paragraph form an in-depth prayer to God. Be specific, sincere, and vulnerable. Just write. Be honest, simple, and pray to God like you would talk to a friend.

Lord,

Handwriting practice lines for the prayer journal.

Amen.

SAMPLE ONLY

Day Six

Finishing Strong...

SAMPLE ONLY

Morning Time with God

Treasures in Heaven *by Luke Seidman*

Scripture Reading: Matthew 6:19-24

Rewrite:

Read this passage slowly, three times all the way through. In the space below, rewrite this verse in your own words.

Questions:

What questions do you have after reading this passage? Is there anything challenging to you? Do you agree or disagree?

Who:

Read all of Matthew 6. Who is writing this passage? For whom is this passage written?

What:

What is happening in this text; what is the purpose of this passage?

So What?

What is God saying to the universal church through this passage? In other words, what are the implications of this passage for all Christians?

What is God saying to you in this passage? Prayerfully think of one takeaway you have from the reading this morning.

Challenge Question:

Is storing up "treasures in heaven" something to be desired? Is the goal of life as a Christian to store up treasures in heaven, and if so, how do we accomplish this, and if not, what is the goal?

Group Discussion:

With your group, discuss what stuck out to you the most from the passage, what challenged you the most, and what you think God's purpose behind this passage is.

SAMPLE ONLY

Daily Reflection

Shh ... Sit quietly. What happened today? What did you learn about yourself? Take time now to rethink your day before going to bed.

ACTIVITIES...

What did you do today? Did any specific thing stick out, which you want to remember?

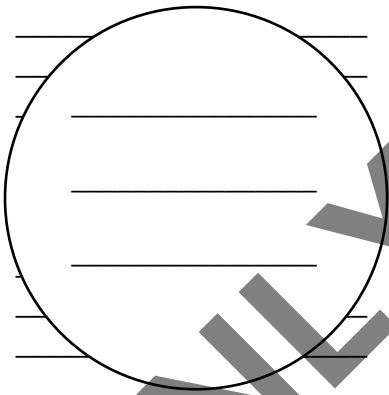
PEOPLE...

Who frustrated you today? Why? Write about it.

Handwriting practice lines for the reflection section.

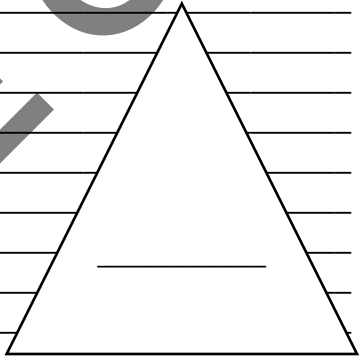
MAIN TAKEAWAY...

What do you want to take away from today? What did you learn that'll be important to remember?



I FEEL...

Use one word to describe how you are feeling about today's experiences.



Evening Prayer

What is on your heart right now? Pray about it. You can share anything with God.

Short Focusing Prayer

Often, as we progress in our prayer time, our mind will wander and we may not notice for a moment or even a few minutes that we are just back to thinking of concerns of our day. When this happens, we can refocus our minds on God and our communication with him by using two simple steps.

Step 1 - Take a few seconds to slow down, take a few deep breaths, and calm down before the Lord. By thinking about our breathing and body for a moment and taking a couple of deep breaths, we can refocus our mind and body.

Step 2 - Think of a biblical name for God that you connect with, for example: Jesus, Lord, Yahweh, Messiah, Savior. Then make request of Him or tell Him something that will re-center your mind on prayer. A very common form of this is called the "Jesus Prayer" and it goes like so: "Lord Jesus Christ, Son of God, have mercy on my soul." It may be as simple as "Jesus, help me focus on you."

Feel free to write your prayer below and use it tonight and in the future. It is not a magic formula, but rather just a way to help get yourself back on track when your mind wanders.

God is my refuge and strength
Psalm 46:1

Day Seven

Still going...

SAMPLE ONLY

Morning Time with God

God's Sovereign Choice *by Luke Seidman*

Scripture Reading: Romans 9:6-23

Rewrite:

Read this passage slowly, three times all the way through. In the space below, rewrite this verse in your own words.

Questions:

What questions do you have after reading this passage? Is there anything that is challenging to you, that you agree or disagree with?

Who:

Who is writing this passage? For whom is this passage written?

What:

What is happening in this text; what is the purpose of this passage?

So What?

What is God saying to the universal church through this passage? In other words, what are the implications of this passage for all Christians?

What is God saying to you in this passage? Prayerfully think of one takeaway you have from the reading this morning.

Challenge Question:

Do you believe that God "chooses to show his wrath" to certain individuals "to make the riches of his glory known"? If so, how does this affect our lives as Christians?

ONLY

Group Discussion:

With your group, discuss what stuck out to you the most from the passage, what challenged you the most, and what you think God's purpose behind this passage is.

Daily Reflection

Sit quietly. What happened today? What did you learn about yourself? Take time to rethink your day before going to bed.

ACTIVITIES...

What did you do today? Did any specific thing stick out to you from today you want to remember?

ONLY

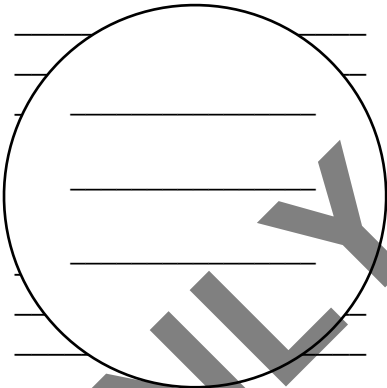
PEOPLE...

Who frustrated you today? Why?
Write about it.

[illegible]

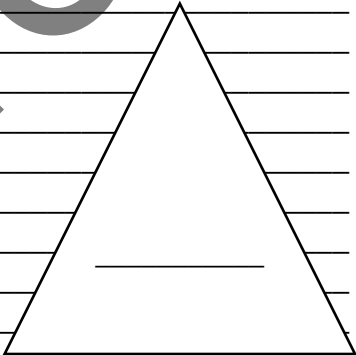
MAIN TAKEAWAY...

What do you want to take away from today? What did you learn that'll be important to remember?



I FEEL...

Use one word to describe how you are feeling about today's experiences.



Evening Prayer

What is on your heart right now? Pray about it. You can share anything with God.

Psalm Prayer

King David set many of his prayers to God in song and poetic verse. We may not be poets or particularly artistic, but we can use the poetry and written prayers of others to help us pray. Pick a Psalm appropriate to your situation and circumstance and "pray it" to God. If you cannot think of one, try Psalm 1.

SAMPLE ONLY

SAMPLE ONLY

Day Eight

Standing Strong...

SAMPLE ONLY

Morning Time with God

Love in Action by Luke Seidman

Scripture Reading: Romans 12:9-21

⁹Love must be sincere. Hate what is evil; cling to what is good. ¹⁰Be devoted to one another in love. Honor one another above yourselves. ¹¹Never be lacking in zeal, but keep your spiritual fervor, serving the Lord. ¹²Be joyful in hope, patient in affliction, faithful in prayer. ¹³Share with the Lord's people who are in need. Practice hospitality.

¹⁴Bless those who persecute you; bless and do not curse. ¹⁵Rejoice with those who rejoice; mourn with those who mourn. ¹⁶Live in harmony with one another. Do not be proud, but be willing to associate with people of low position. Do not be conceited.

¹⁷Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everyone. ¹⁸If it is possible, as far as it depends on you, live at peace with everyone. ¹⁹Do not take revenge, my dear friends, but leave room for God's wrath, for it is written: "It is mine to avenge; I will repay," says the Lord. ²⁰On the contrary:

"If your enemy is hungry, feed him;
if he is thirsty, give him something to drink.
In doing this, you will heap burning coals on his head."

²¹Do not be overcome by evil but overcome evil with good."

As we close out our Immersive Experience, let us not forget the ways God has shaped our minds and challenged our Christian worldview. Use this final devotional as a time to reflect on God's character.

Verses 9-13

Slowly read through verses 9-13 three times. After reading, write one takeaway about God's character below. What does this say about how a Christian worldview should look?

Verses 14-16

Slowly read through verses 14-16 three times. After reading, write one takeaway about God's character below. What does this say about how a Christian worldview should look?

Verses 17-21

Slowly read through verses 17-21 three times. After reading, write one takeaway about God's character below. What does this say about how a Christian worldview should look?

So What?

What is God saying to the universal church through this passage? In other words, what are the implications of this passage to the Christian Church?

Challenge Question:

What does Paul mean in verse 19 when he states, "Do not take revenge, my dear friends, but leave room for God's Wrath..."? How can we lovingly live out this idea?

Group Discussion:

With your group, discuss what stuck out to you the most from the passage, what challenged you the most, and what you think God's purpose behind this passage is.

Daily Reflection

Think deeply about your day. Examine all you did, reflect on those you met, ask what you want to take from today, and test yourself on how you're feeling right now. Process.

ACTIVITIES...

What took place the last 24 hours? Anything stand out?

ONLY

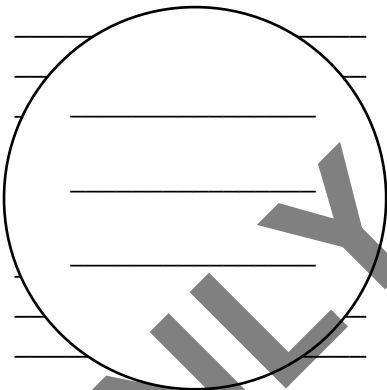
PEOPLE...

Who stuck out to you today?
Why?

[illegible]

MAIN TAKEAWAY...

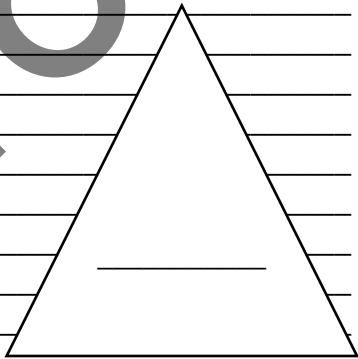
What did you learn about yourself today? How'd you learn this?



A circle with three horizontal lines inside for writing.

I FEEL...

Use one word to describe how you are feeling about today's experiences.



A triangle with one horizontal line inside for writing.

Evening Prayer

Did you know prayer cannot be taken away from you? Most of what we have can be stolen, but not prayer. Prayer is your communication with God. Pray. Pray continually. Pray tonight.

Prayer of Thanksgiving

Take time tonight to write out in sentence and paragraph form an in-depth prayer of thanksgiving to God. Be specific, sincere, and vulnerable. Pour out your thanksgiving to God.

God,

Thank you for _____

SAMPLE

Amen.

SAMPLE ONLY

MAVEN

SAMPLE ONLY

SECTION FOUR

TRIP DEBRIEF

TAKING YOUR EXPERIENCE HOME

Your Worldview Immersive Experience has come to an end; however, what you learned about God, yourself, others, and what you believe and why you believe it can stick with you for the rest of your life. The experience will live on if you take time now to intentionally revisit your trip journal to thoroughly understand what God did.

Use these five tools to help you reflect on your experience.

- **Feeling Word Summary:** Go back. Catalogue your feelings from each day. What do you find?
- **Main Takeaway Summary:** Rewind. List each main takeaway you wrote. What themes do you see?
- **Ten-Year Takeaway Summary:** Use the themes found in your takeaways to find one long-lasting takeaway.
- **Two-Minute Story:** Sharing your story from this trip will keep it alive. Write out your story.
- **Action Items:** Don't stop. Keep pursuing truth, seeking goodness, and creating beauty as you get home. How might you do that?

Let this Worldview Immersive Experience be a launching pad into your next season with God. Go home. Make the changes you need. Find the answers you didn't get. Seek God. Share.

Feeling Word Summary

What were you feeling throughout your trip? Go back now to your evening reflections from each day and write down your feeling words. Sit with each feeling for a second before moving on to the next one. Why did you feel that way?

Feeling Words...

- _____ pg. 142
- _____ pg. 150
- _____ pg. 158
- _____ pg. 166
- _____ pg. 174
- _____ pg. 182
- _____ pg. 189
- _____ pg. 197

Your Analysis...

Study your feelings as a whole from the week. What sticks out? Why? Is there a theme? Put a **P** next to each positive feeling. Place an **N** next to each negative feeling. Does this tell you anything? Write your insight here. Be honest. Be real. What do you see?

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a small grey triangular tab at the top left corner.

What were your main takeaways from each day? Did you learn a lot of new things? Were your takeaways practical, spiritual, or both? Go back and organize each main takeaway sentence below. Sit with each one as you write it down.

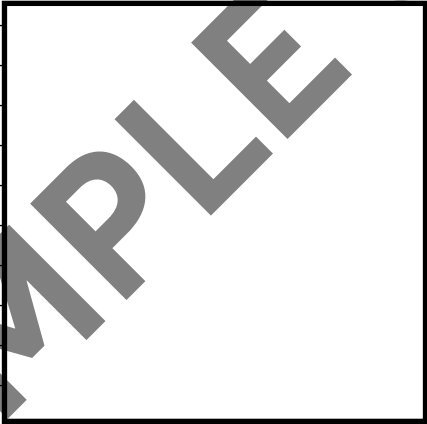
- _____ pg. 142
- _____ pg. 150
- _____ pg. 158
- _____ pg. 166
- _____ pg. 174
- _____ pg. 182
- _____ pg. 189
- _____ pg. 197

Educate yourself on your list above. What do you see? What do you learn? Write about it.

[illegible]

Ten-Year Takeaway

Ten years from now what do you want to remember from this Immersive Experience? Not memories per se, but what takeaway do you want to hang onto over the next decade? Maybe it's *"Worldview Matters"* or *"God wants me to be concerned about what I eat"* or a million other things. Write around the box your thoughts, and then when you're ready write down in one sentence one takeaway from this trip you want to stick with you forever.



Two-Minute Story

Debriefing Your Worldview Immersive Experience

SAMPLE ONLY

Introduction

Two-Minute Story

Experiences are created as a vehicle for building memories, or another way of putting it—creating stories with God. Stories are powerful as we use these to share what God has done in our lives during your Immersive Experience. When you get home from the Worldview Immersive Experience, what's the first question your parents, grandparents, friends, teachers, or your dog asks you?

"How was the Immersive Experience? Tell me all about it!"

Sometimes this question is energizing, but many times it is overwhelming, as it can be hard to articulate an experience on the spot in a way a person can connect with. Often people ask wanting to listen for only two minutes. Often my responses are simple, "The trip was good. I had a lot of fun." Over the years, however, I have been challenged that this answer is not sufficient as I lose an opportunity to share with another person what God just did in my life.

We can use Two-Minute Stories as an awesome vehicle to easily and effectively share our God-stories from the Immersive Experience, because soon we will be asked about the experience. This time we'll have a heartfelt and God-honoring story!

As your trip is coming to an end, take some time now to prayerfully and thoughtfully think through a story you could share with others, which would best sum up your experience. Use the brainstorming sheet, outline template, and rough drafts to guide you through your Two-Minute Story creation process. Have fun with this and make it your own.

Instructions

Two-Minute Story

Follow these instructions as you shape your story.

1. Use a captivating opening sentence (a good hook).

Example: "This week was pretty bizarre. I finally spoke after a whole year of silence, and I learned a really powerful lesson from a weird source."

Alyssa S., Biblical Immersive Experience 2017

2. Use scripture to support your main takeaway.

Example: I didn't change anyone's minds or feelings about Mormonism. I learned God uses each and every conversation for His own plan and purpose. Like in Luke 5:12-15 when a man with leprosy recognized that by God's will only, he can be healed. I may never know what will happen to the people I had conversations with on my Biblical Immersive Experience. But I know God used every word of mine to share love and speak truth to others who have never heard truth.

Michelle W., Biblical Immersive Experience 2017

3. Write a story which implicitly answers one question...

- What did God teach you about humility on this trip?
- What did you learn about yourself? How did you?
- What did you learn about God? How did you learn that?
- How did God challenge you?

4. Consider the following tips when writing your story

- Give Specific Details—names, colors, feelings, etc.
- Be Personable—talk about what you learned.
- Finish Strong—tie your ending into your hook.

Example Story

Two- Minute Story

God moved in me while at the Biblical Immersive Experience in Utah. Through hearing the testimonies and ministries of locals and transplants in Utah, God revealed to me the full truth and validity of His word. Through conversations with Mormons, God revealed to me the power of His gospel. Through enjoying and resting in His nature, God revealed to me His beauty and creativity.

Still, God had more of His Spirit that He made known to me on the second-to-last night. I led our team in a discussion of how we, or they, were going to take the lessons learned through the week and apply them in new, creative avenues at youth group next year. That was one of the most incredible, heart-breaking experiences of my life.

Spending the majority of my life in youth group the past seven years, watching new leadership build upon everything I felt such a personal connection to, brought up indescribable feelings within me. Through my years in youth group, God built me up as a leader, as I prayed daily for God to grow me like the Levites described in Malachi 2, as a *"priest who guards knowledge, and a leader who people should seek instruction from."* God used me in great ways, but now He has new plans for me and new leaders in the youth group who are stronger and better equipped than me.

My life is worth nothing to me unless I use it for finishing God's work of telling others God's Gospel, and now I have a new mission field in college. Although leaving my youth group is hard, whatever happens, whether my heart or my flesh fails, God is the strength of my heart and my portion forever.

Luke S., Biblical Immersive Experience 2017

Outline

Two-Minute Story

Use this outline as a tool to create your story's roadmap.

I. The Title of Your Story

II. Opening Sentence (Hook)

III. Body Paragraphs

- What question are you implicitly answering?

- What scripture are you sharing?

IV. Closing Sentence (Tie in Your Opening & Close Out Story)

Now go find a leader to read your outline to. Once they've given input and approved it, go write your story!

Rough Draft

Two- Minute Story

Title

SAMPLE ONLY

SAMPLE ONLY

Give your rough draft to a student for another round of thoughts and edits. Then write your final draft.

Final Draft

Two- Minute Story

Title

SAMPLE ONLY

Lined area for writing.

Full Name (Printed): _____

Congratulations! Now, go find your MAVEN Field Guide so they can take a photo, which by doing you're giving them permission to share and use as they see fit. Now go share your story with others.

Action Items to Consider

If you would like to continue sharing your faith and pushing yourself in your spiritual walk, here are some possible challenges to help you along. Fill it out, share it with your teammates for accountability.

Share the Truth with Your Friends...

- Regularly seek out spiritual discussions with non-believers.

Read the Word...

- Read the Bible in one year.
- Read the Bible _____ times per week.
- Read the Bible for _____ minutes a day.

Be with God in Prayer...

- Pray every day for _____ minutes.
- Drive in silence _____ times a week.
- Desire to grow in knowledge, wisdom, and character.
- Go on a Prayer Walk _____ times a month.

Study...

- Read one or more of the books in the suggested reading list and resource list.
- Listen to one or more of the blogs on the list of resources.
- Visit one or more of the websites listed in the Trip Resources section.

Action Step(s)...

What action are you going to take? How are you going to accomplish this?

Lined area for writing the action step(s).

SAMPLE ONLY

SAMPLE ONLY

The After Survey

Before your first training you took *The Before Survey* to gain insight for where you were. Now, with trainings, readings, quizzes, and the trip over we want you to survey again to see how far you've come.

Short Answers...

1. To the best of your ability, write your definition of a worldview. Be as precise and accurate as possible.

2. What does the Bible have to say about economics?

3. From memory, what Biblical passages would you cite to support a free market economy?

- ---
- ---
- ---

4. From memory, what Biblical passages would you cite to explain God's purpose for humanity?

- ---
- ---
- ---

5. In one to two sentences, explain the depravity of man.

Rate Yourself

For the following questions, rate yourself using the following scale:

- 1 = Completely uncomfortable
- 2 = Not very comfortable
- 3 = A bit hesitant
- 4 = Fairly confident
- 5 = Completely comfortable & confident

6. How confident are you that the Bible has answers to ALL of life's questions?

1.....2.....3.....4.....5

7. How comfortable are you with living out your Christian worldview with your close friends and family?

1.....2.....3.....4.....5

8. How comfortable are you in your ability to discern what the Bible has to say about each aspect of your life?

1.....2.....3.....4.....5

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SECTION FIVE

TRIP RESOURCES

HELPFUL TOOLS ON AND AFTER THE TRIP

In this section you will find a variety of helpful resources. Some of these you'll be instructed to use as tools before the trip, while on the trip, and for after the trip.

Here are the tools you'll find in this section...

- Packing List
- Guidelines & Expectations
- Immersive Experience Jobs
- The After Survey
- Exercise: *Watching Movies Worldviewishly*
- Helpful Articles
- Helpful Videos, Podcasts, Websites, & Books

You may get stumped. You won't have every answer. That's okay. But, don't just leave it at that. Go find answers. Keep studying.

Packing List

What to Bring...

Important | Read this "what to bring" list with the mission trip purpose at the forefront of your minds. And be prepared to sacrifice your "personal rights" or desires for the good of the group. MAVEN has a NO ELECTRONICS policy, so please leave your phones and other electronic devices at home.

Necessary Items

Look at the weather report before you pack. Consider how many days you'll be gone. Keep packing simple. Use travel size items when applicable.

- ☐ Casual Clothing (still keep nice though)
 - **Note to Girls:** Pack respectfully. No low-cut shirts, spaghetti straps, or tight shirts—nothing that shows cleavage or midriffs. You will have to "cover up" if your shirt is considered too tight, low-cut, etc.
 - **Note to Guys:** Do not dress sloppily (i.e., showing your boxers, ripped clothing). Bring things like jeans, shorts, polos, button downs, t-shirts, etc.
- ☐ Grubby Clothes (for hiking and working out in)
- ☐ Sweatshirt or Jacket
- ☐ Shoes: Walking or Hiking
- ☐ Sandals
- ☐ Towel: For showering, swimming, etc...
- ☐ Bathing Suit—Please keep it modest
- ☐ Toiletries: i.e., soap, shampoo, deodorant
- ☐ Earplugs
- ☐ Sleeping Bag & Pillow
- ☐ Air Mattress or Sleeping Pad: we are sleeping on floors
- ☐ Book 1: *The Holy Bible*: the actual book—no electronics
- ☐ Book 2: *A Student's Guide to Culture*

- ☐ Book 3: *The Universe Next Door*
- ☐ Book 4: *MAVEN's Worldview Immersive Experience Guidebook*
- ☐ Daypack/Backpack
- ☐ Water Bottle
- ☐ Meal Money (\$20/day)

Optional

- ☐ Snacks
- ☐ Sun Protection: sunscreen, hat, sunglasses
- ☐ Basketball Shoes
- ☐ Flashlight
- ☐ Camera: phone cameras aren't allowed
- ☐ Spending Money: for snacks, souvenirs, etc...
- ☐ Weather-Dependent: hat or beanie, gloves, or sweaters
- ☐ Weather-Dependent: modest swimsuits, bug repellent, etc...

What Not to Bring

- ☐ **Any Electronics:** no DVD players, no iPods, no video games

Cell Phones: Cell Phones: In our experience, students have the best and most impactful experience on Maven trips when they leave cell phones behind. We know from years past that cell phones can be a HUGE distraction from God's work on these trips. Constant connection to a mobile phone includes the constant temptation to check social media, connect to the busy outside world, and to engage with endless opportunities for distraction from the present moment. While Maven does not prohibit students from bringing their phones or other electronics, we strongly recommend that students either leave them at home or give them to a chaperone for safe keeping in case of emergencies. If Maven finds that an electronic device has become a significant distraction to a student or those around them, Maven may ask a chaperone to speak with the student and/or hold on to the device for the time being.

Notes on Packing...

Everything but your sleeping bag must fit into ONE duffel bag or suitcase. This suitcase CANNOT be huge—think small, think reusable clothing, think about putting up with less than your dream wardrobe. Remember, people almost never pack too little; they pack too much! You may use a backpack to carry non-clothes items like your Bible, apologetics books, or camera.

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Guidelines & Expectations

In order to get the most out of our time on the Immersive Experience, it's important to get on the same page with some important guidelines and expectations.

Please read through each expectation, echoing the box to indicate you've read and agreed to what's being asked of you. If you aren't comfortable with an expectation, please come talk to a group leader so we can get on the same page.

I AGREE TO...

- ☐ **Be Present:** I understand that the goal of this trip is to grow my relationship and show others who Christ is through who we are, what we do, and what we say. With that, I commit to being present both physically and mentally.
- ☐ **Be Positive:** I commit to maintaining a positive attitude and being flexible when things don't go my way. I commit to not gossiping or spreading negativity through the group, but rather will approach a leader for guidance and counsel. I commit to striving for a Christ-like attitude in all that I do. I will try my best to not complain, murmur, or spread negativity throughout the group.
- ☐ **Don't Be Messing Around:** Messing around includes, but is not limited to: No Drugs, Vaping, Juuls, Alcohol, or Tobacco, or anything of the sort | No Firearms, Fireworks, or Weapons of any kind | No Wrestling or Horseplay | No Guys in the Girls' room | No Girls in the Guys' room | No altering your physical appearance | ***No Electronic Devices for non-emergencies***
- ☐ **Be Modest:** Girls—No spaghetti straps, short shorts, bare midriff. Guys—no short shorts or tank tops. I commit to never

being alone with someone of the opposite gender unless in the open where others can see us.

- ☐ **Clean Up After Yourself:** Don't put things down but put them away. Keep bathroom, meeting room, kitchen clean.
- ☐ **Sacrifice for Others:** I understand that I will be asked to sacrifice for others. I commit to making that sacrifice willingly.
- ☐ **Pursuit of Excellence:** I commit to pursuing excellence in all that I do (Colossians 3:23).
- ☐ **Protect the Team:** I will keep all problems within the confines of the team and commit to working them out in a Biblical manner during Team Time (Matthew 18). I will not stuff but will be honest about my feelings. I will seek out the guidance and help my leaders if need be.
- ☐ **Staying Safe:** I commit to using wisdom and discernment while traveling. I commit to staying with the group. I commit to NOT wandering around and to staying aware of risk. I understand that I must have a buddy with me at all times and will not wander away from the group alone at any point.
- ☐ **Pursuing Jesus:** I commit to pursuing Jesus and trying to live according to 1 Peter 1:16, "Be holy because I am holy." I recognize I'm not perfect but I will strive to live like Jesus did. I know that the point is not to achieve perfection or to be made righteous by my works or actions. However, my goal is to strive to be more like Jesus in all that I think, say, and do.

I agree to follow all guidelines and rules in order to take away any distractions that may hinder me from growing in my relationship with God and building a healthy community during my time on the Immersive Experience.

X: _____
Signature

X: _____
Date

X: _____
Print Name

Immersive Experience Jobs

One of the great parts of our Immersive Experience is we get to work together in everything we do. This won't be a trip where any of us are just going to be served, but we will all be serving each other to ensure the trip runs smoothly.

You will be assigned to a specific job (possibly with others), which is your responsibility to complete with excellence during the trip. Below is each job description. Mark yours.

Job Descriptions

- ☐ **Key-Bearer:** You are in charge of all keys for whatever vehicle you are assigned to. Keep track of them always. Collect each time you arrive to a destination.
- ☐ **Morning Time with God Lead:** You are in charge of facilitating devotions each morning for the group. You don't need to teach but simply be a leader in gathering everyone together, entering the team into this time, and closing out when ready.
- ☐ **Sous Chef:** You are in charge of putting out & cleaning up the breakfast and lunch supplies each morning for everyone (when necessary). You are also in charge of making sure the cooler(s) are packed & ready to go for the day—safely placed in the room or vehicle it belongs in for that day. You'll need to follow all directions from your Chef.
- ☐ **Bell Hop:** You are in charge of making sure all luggage is packed and loaded in the vehicles each time we are traveling. You will need to make sure everyone's luggage is loaded and unloaded safely by the time of departure.

- **Housekeeping:** You and your team are responsible for cleaning up the trash in the vehicles each night. You will have trash bags to discard trash into each evening.
- **Paparazzi:** Your job is to document the trip! You will use the given camera to take pictures of the trip and make sure we get a group picture at some point.
- **Worship:** Your job is to lead our team in Musical Worship each night during our Reflection Time. You will be in charge of 1-3 songs each night depending on our timing.

My job is _____

Movie Exercise

Watching Films Worldviewishly

Movies, no doubt, are part of life. Hollywood is one of the main influences on shaping culture. Don't think for a second each movie you watch does not have an agenda or worldview behind it. Movies are made up of people, and every person has a worldview.

The harm comes when we mindlessly consume the movies we watch, rather than viewing them with a mindful critique.

In today's exercise you will watch the selected movie with a mindful critique of the worldview being displayed.

What to Look for During the Film

- Look for the Ideas Being Portrayed
- Look for the Behaviors at Play
- What Assumptions Are Being Made?
- What Moral Values Are Shown?
- Which Social Norms Do You See?
- Notice the Character Development

Important Questions to Answer Throughout the Movie

1. What is the overarching theme of the movie?

2. How are the characters portrayed?

3. How are the visuals used to illustrate and accentuate the storyline?

4. Who are the "good guys"? Who are the villains?

5. What's the central conflict? Who does it involve? Is it resolved, and how?

6. What values are promoted, directly or indirectly?

7. What is the "good life" according to the movie?

8. Are there any religious references? If so, how is religion portrayed?

9. What worldviews are explored in the movie? How are they portrayed?

10. Are there any historical references? Are they accurate or inaccurate?

Write a Movie Review...

Now that you've watched the movie chosen for this exercise with a mindful critique, go ahead and write a one- to three-paragraph review of the movie shedding light on the worldview you found.

Following are some examples of movie commentaries to give you an idea of what we are looking for.

Following are some examples of movie commentaries to give you an idea of what we are looking for.

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Helpful Movie Commentaries

I Am Legend | PG13

I love this flick! The highlight comes right before the final battle scene when Will Smith's character exclaims, "There is no God!" He has reached this conclusion because of the problem of evil.

The woman (I can't think of her name at the moment), responds that she simply knows that God exists, and that Smith's character is wrong. She has just as much reason to be an atheist as Smith, but she has "doubted her doubts" and clings to what she knows (seemingly based on the inner witness of the Holy Spirit).

Smith seems to change his mind at the end and sacrifices his life to save his friends (John 15:13)—and the world.

I also love how Smith's character is devoted to trying to save the infected humans who are trying to kill him! Four words sum up the entire movie:

"Light up the darkness!"

That's an easy statement to connect to Christianity!

Signs | PG13

This is one of my favorite movies ever! This "nail-biter" not only will keep the students on the edge of their seats, but it also perfectly answers the problem of evil (which seemed to be the greatest objection to God on the Berkeley campus). Mel Gibson's character used to be a priest or pastor of some type. He wore a collar but was married, so was not a Catholic priest.

However, his wife was killed after being struck by a car, his son has really bad asthma, his daughter seems to have some psychological problem with leaving glasses of water all around the house, and to add insult to injury, aliens have invaded the earth and are trying to kill his family!

At one point, although Gibson says he does not believe in God, when his son seems to be close to death, we hear him say to God, "I HATE YOU!"

In the end, however, Gibson's character sees how all of these "evils" are used for good (Genesis 50:20) to defeat the aliens and save his family. Not only does Gibson have his faith in God restored, we see him get back into ministry at the end of the movie!

***Star Wars* | PG**

By *Star Wars*, I am referring to the original from 1977. In my opinion, George Lucas seemed to have something along the lines of Christianity in mind when he made Episode IV, which is officially known as *A New Hope*. Lucas seemed to get more "new age" as the movies progressed.

Han Solo is definitely the "agnostic" and sees Ben "Obi Wan" Kenobi as just a crazy old guy. However, Luke Skywalker puts his faith in Kenobi and wants to learn the ways of the force. Kenobi ultimately sacrifices his life for Luke and the Rebel Alliance.

Right before Darth Vader slashes his light saber through him, Kenobi says, "If you strike me down, I shall become more powerful than you can possibly imagine."

This is true for all Christians!

***Doctor Strange and/or Avengers: Infinity War* | PG13**

The *Doctor Strange* movie was directed by a BIOLA grad! While watching it in the theatre, I remember thinking that the director seemed to have some training in substance dualism and time theory (which are both topics with apologetic significance). In *Avengers: Infinity War*, Dr. Strange also employs a kind of “middle knowledge” to save the universe!

Other Movies to Watch Worldviewishly...

- *I Am Legend* | PG 13
- *Signs* | PG13
- *Narnia* | PG
- *Star Wars* | PG
- *Doctor Strange* | PG13
- *The Matrix* | R
- *Avatar* | PG13
- *Les Misérables* | 1998 version, with Liam Neeson | PG13
- *Contact* | PG
- *Pleasantville* | PG13
- *The Family Man* | PG13
- *Gattaca* | PG 13
- *The Hunger Games* | PG13

Helpful Articles...

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Private Property, Mass Transit, and the Exercise of Rights

by Mike Winther, President of the Institute for Principle Studies

The political and civil rights that we cherish cannot be fully exercised without certain tools. These tools are material things that allow or enhance the exercise of a right. These material things are property, which has ownership that can be either public or private. As a society, we must make decisions as to which form of ownership we prefer for these tools. Should they be privately owned or publicly owned? Those who advocate for big government usually prefer public ownership and are waging war against private ownership. Those who prefer smaller government, on the other hand, prefer that these tools be placed under private ownership. Unfortunately, the average citizen is unaware of this battle—and obviously, those who are unaware that a battle even exists are destined to lose it.

Property is essential to the exercise of rights

Property and the exercise of rights are intertwined, and you cannot infringe upon one without infringing upon the other. However, today's society fails to understand this important relationship. In fact, most of our leaders—on both sides of the political spectrum—have never even considered this relationship. For example, freedom of the press and freedom of speech are of little value without tools like printing presses, photocopiers, printers, paper, poster-board, radio stations, TV stations, and newspapers. If a government was to ban and confiscate these tools, citizens would have little ability to exercise their freedom of speech. Even if a government does not enforce a complete ban, regulation of the necessary,

physical tools can greatly impair the citizen's freedom of speech.

Consider also the freedom of religion. Since religion is a spiritual matter, one might be inclined to think that the exercise of this liberty would be independent of property. But like other rights, the full exercise of our freedom of religion and freedom of worship requires tangible, material things. Without Bibles to read and buildings in which to engage in corporate worship, this right would also be in great jeopardy. These buildings and Bible are property, which must be owned and controlled by someone. Additionally, we might note that the freedom of religion is also dependent on other rights like freedom of speech and freedom of movement.

It is difficult to think of a right that is not at least partially dependent on the use of some kind of property. Even the right to bear arms is of no value if guns or ammunition are unavailable or illegal. The full exercise of the right to freedom of movement is also dependent on the citizen's access to certain tools. One can walk from point A to point B, of course, but our movement is greatly enhanced by a horse, a car, a train, or an airplane. The full exercise of this right requires the tools of transportation.

The battle to preserve rights

If we learn anything from history, it is that governments are always attempting to limit the rights of their citizens. One of the most dominant themes in the study of history is the attempt of government and other organized groups to restrict the rights of the people. This has been clearly demonstrated in every era of time and in every region of the world.

Governments employ two main strategies to infringe upon individual rights. The first strategy involves the direct regulation of the right. This is the most obvious approach, and citizens

usually will not tolerate it unless they can be fooled into believing that the violation is necessary to avert some sort of tragedy—usually a tragedy contrived by the government. The second strategy is more subtle and involves gaining control of the tools that people use to exercise their rights.

For example, it is not necessary to legislate against the freedom of the press if the government can gain ownership or control the media.

Transportation as one example

Consider transportation. In our society, there is a persistent push for more and more public transportation. Public transportation includes things like city buses, subway systems, light rail, high-speed rail, and, of course, the Amtrak system. To the extent that these systems are public, they are owned by government at some level—either city, county, state, or federal. Once people become dependent upon these systems, these levels of government have substantial control over the freedom of movement.

There is nothing inherently or ethically wrong with the use of buses, subways, commuter rail, or other mass transit systems—as long as they are privately owned. Unfortunately, the lion's share of American mass transit systems are not privately owned, but government owned. These government systems crowd out private enterprise transit systems and force the taxpayer to pay the bill.

Private mass transit can never compete with government mass transit systems because the government systems are almost always subsidized by tax revenue, and they frequently receive favored status against zoning and environmental regulations.

There are many dangers that arise when transportation is owned or controlled by government. High costs and

inefficiency come immediately to mind as undesirable outcomes, but we should be far more concerned with the risk to our freedom of movement. Access to public transportation systems could become limited for any number of reasons, including political unrest, natural disasters, or environmental concerns. Even a wage dispute and a resulting strike by the union can shut the system down.

Beyond these possible causes of access limitation, there are also more extreme possibilities, such as a government's refusal to transport those who might be considered political dissidents. Some people would say that this would never happen in America, but I would answer: turn the calendar back to 1980 and consider history. In 1980, Ronald Reagan had just been elected president, and many Americans could not have even imagined that in just a few decades, we would have state endorsed homosexual marriage, search and seizure without a warrant, or socialized national healthcare. Almost everything that we would have said "could never happen in America" has, in fact, happened. We must always be jealously vigilant against even the smallest infringement of our rights and liberties, even if an extreme outcome or abuse seems unlikely.

Subsidies and taxes

There is a long-recognized truism that states: if you subsidize something, you will get more of it, but if you tax something, you will get less of it. What is our current transportation policy in America? We tax private transportation, and we subsidize public transportation. According to Wendell Cox, a visiting fellow at the Heritage Foundation:

The federal government has been providing subsidies to mass transit since the 1960s. The principal justification was originally to reduce traffic congestion and to provide mobility alternatives to cars for low income citizens. In addition, transit has been subsidized to reduce automobile emissions.

Since 1983, transit has received a share of the federal user fees paid by drivers, principally through fuel taxes. Additional diversions from federal user fees have been authorized by the Congestion Mitigation and Air Quality Improvement (CMAQ) program. In 2010, the latest year for which data are available, the total diversion from federal user fees approached \$6 billion. This left \$29 billion for expenditures on highways and roads. The 17 percent share of federal user fees was much greater than transits little more than 1 percent of the nation's surface travel. Overall, highway user fees supported each transit passenger mile 17 times more than each highway passenger mile (\$0.1130 for transit; \$0.0067 for highways).¹

The original intent of gas taxes and highway user fees was to fund the building and maintenance of roads. Because fuel was taxed by the gallon, each driver would pay in proportion to their use of the roads. Unfortunately, many of these funds are now used to subsidize public mass transit effectively punishing private transportation and subsidizing public transportation. Secretary of Transportation Mary Peters told a congressional hearing that 40 percent of highway user fees collected from drivers are diverted for uses other than roads and bridges.²

There is ample evidence of the war on private transportation. Portland, Oregon is just one example of this. According to a report published by the Heritage Foundation, "Portland's leaders have embraced an anti-highway ideology on the assumption that they can get people to ride transit instead. Portland went so far as to cancel a freeway and use the money to build its first light rail line which opened in 1985."³

¹ <http://www.heritage.org/research/reports/2013/01/transit-policy-in-an-era-of-the-shrinking-federal-dollar>

² <http://www.heritage.org/research/reports/2007/09/mass-transit-separating-delusion-from-reality>

³ <http://www.heritage.org/research/reports/2007/09/mass-transit-separating-delusion-from-reality>

The push to “free” Americans from their private cars and “direct” them into public transportation is no small effort. This is a coordinated agenda, in which many statist think-tanks and government agencies are working toward the same goal.

Increasingly, land use and zoning officials are using their powers to promote this public transportation agenda as well. In some instances, cities and counties are granting favoritism to housing development that is close to public transportation, while limiting housing development they deem to be too far from these transit stations. In other cases, commuter colleges are refusing to add parking spaces to their campuses, in an effort to increase ridership on mass transit. Highway departments are often choosing to exchange automobile lanes for light rail tracks—and the list could go on and on,

This agenda is, of course, supported by most of our nation's media. Even private groups are now promoting this public agenda. Private think-tanks, energy conservation groups, and environmental organizations are touting the evils of the private automobile and the virtues of mass transit—even though there is little evidence that mass transit actually saves fuel.

Although energy conservation, traffic mitigation, and cleaner air are often cited as arguments for these policies, a mountain of evidence suggests that public mass transit systems don't actually achieve any of these objectives. Some of the conservation-minded environmentalists who promote mass transit do so with the honest belief that they are making the world a better place. Those at the top the the public transportation agenda, however, know that the majority of these mass transit systems actually produce more pollution and consume more energy than private automobiles.

(Semmens 2005⁴, Cox 2001⁵, O'Toole 2008⁶, O'Toole 2009⁷) If this is true, then there must be another agenda. That agenda is to make more Americans dependent on the government—in this case, specifically dependent on government transportation. To put it another way, they want to add the transportation industry to the growing list of American industries that are based on the socialist economic model.

If we look at air transportation, the details are slightly different, but the dangers are similar. Although we don't yet have any government owned airlines in America, our privately owned air carriers do fly out of publicly owned airports, and access to these private planes is strictly regulated by a government agency—the TSA.

Transportation and ideas

Transportation is a powerful tool in the dissemination of ideas. I recently traveled over 1,500 miles to deliver a series of lectures to an audience in another state. While I was traveling, it occurred to me that without the freedom to travel, this new audience would not be exposed to my political views. (Ironically, I was lecturing about transportation polity at the time.) Without the use of cars and airplanes, I could not have made the trip. These tools enabled me to propagate my ideas—ideas that could be considered a danger to the job security of many government bureaucrats—to more people in less time.

If the state were to limit travel, though, it could severely restrict the expression of all ideas, but most particularly those ideas with which the state disagrees. Second only in importance to

⁴ http://www.fee.org/the_freeman/detail/does-light-rail-worsen-congestion-and-air-quality#axzz2NvNfG8Nj

⁵ <http://www.publicpurpose.com/ut-ieee.htm>

⁶ <http://www.cato.org/publications/policy-analysis/does-rail-transit-save-energy-or-reduce-greenhouse-gas-emissions>

⁷ <http://www.cato.org/publications/congressional-testimony/transit-climate>

the mass media, travel (and therefore transportation) has always been a critical part of the wars of ideas. Without travel, the early church could not have spread the Gospel to the world. Without travel, the heroes of the protestant Reformation could not have confronted the papists in debate or organized lectures and discussions. Without travel, the American founding fathers could not have carried out a successful revolution. Media and movement are the primary means of spreading ideas and information, and we should be zealous to protect these tools from the controlling hand of government.

It is important to note that government control can be just as dangerous as government ownership. Control is ultimately more important than ownership. If the tools that support our rights come under government control, it matters little whether or not we can maintain private ownership.

Root principles

Regardless of the pragmatic implications of government transportation, there are some important matters of principle that we should address. First, taxing private transportation and redistributing the funds to public transportation is a clear example of wealth redistribution, a practice very consistent with the tenets of Marxism. Second, this practice of asset redistribution is a direct violation of property rights. The money that is being redistributed is some citizen's property. We are forcibly taking this money without respect to whether the taxpayer will ever use the public transportation they are indirectly funding.

Third, we must always inquire as to the proper role of government. Is civil government biblically authorized to engage in the provision of this kind of service? I would submit that providing transportation services is not necessary for the protection of our life, our liberty, and our property, which three areas are the only areas government is meant to protect.

In fact, as discussed above, government owned transportation systems actually violate the property rights of citizens. Fourth, the Constitution does not enumerate federal power to fund or subsidize transportation. The Constitution's only mention of ground transportation is to authorize the building and maintenance of post roads. This is hardly an argument for mass transit of passengers.

Conclusion

If we want to protect our God-given rights, then we must promote and preserve private property. We must prohibit civil government from owning or controlling any property that is not absolutely necessary for carrying out its proper tasks. This is universally true, but especially true for property that could be a tool for the exercise of an individual's rights. Our governments should divest themselves of both ownership and control of these tools.

Helpful Books & Online Resources

Keep Learning, Keep Reading, Keep Growing...

Books

Add these books to your bookshelf.

- *Tactics* by Gregory Koukl
- *Money, Greed, & God* by Jay Richards
- *Art & the Bible* by Francis Schaeffer
- *Culture Making* by Andy Crouch
- *The Common Rule: Habits of Purpose for an Age of Distraction* by Justin Early

Online Resources

Check out these websites as you search for the answers to your questions.

- Cold Case Christianity | www.coldcasechristianity.com
- Free Thinking Ministries | www.freethinkingministries.com

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SECTION SIX

NOTES

WRITE, JOURNAL, DRAW, OR...

Use the following pages to take notes while listening to a speaker, while having a conversation, for journaling during trainings or just needing to remember something. Use these pages however you want!

This guidebook is yours and it will be one of your great treasures and souvenirs from this trip. Use these blank pages for whatever you need.

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Afterword

Around 2012, I met Brett Kunkle, who at the time was reaching youth all over America through Stand to Reason. Brett and his family began attending Grace Fellowship Church in Costa Mesa, California, where I was the youth pastor between 2008 and 2019. Brett and his wife Erin quickly began involving their five children in our youth ministry and started sharing their gifting with our youth as well.

God brought me into youth ministry months after getting my Bachelor of Arts from Oregon, where I studied business entrepreneurship and journalism. I had no formal Biblical, Worldview, or Apologetics training. Brett slowly took me under his wing and began to mentor me. When Brett first invited my youth group to attend an immersive experience with him to Salt Lake City, Utah, to talk with Mormons about their beliefs, I kindly rejected the offer. I told him it was because our schedule was already set for the next year and we wouldn't be able to make the change.

Although this was indeed true, the real reason was because I feared to introduce my students to something I myself was unfamiliar with and scared of. The next year I once again set up our schedule without an immersive experience included.

However, it was that year I took my students to Hume Lake Christian Camps, where Brett was teaching a breakout session for high school students to ask *any* question they had about God, faith, Christianity, or the Bible. This breakout session was during our free time where I'd paid and signed our group up for a high ropes course.

When Brett gave his seminar pitch during chapel that morning a few of my students approached me asking if they could skip

our high ropes experience to attend his Q&A. I thought I would be sent to eternal damnation if I said *no*, so I obediently told them I'd be open to this but informed them we wouldn't get a refund. This was my attempt of throwing on a little guilt.

When free time came, not one of my fifty students showed up for our high ropes time together. All fifty went to sit in and hear Brett's Q&A seminar where my students and many others asked questions about sexuality, God, family, the Bible, and more. Each question was real and was hard. I couldn't believe Brett had the courage to put himself through this, but I soon realized the Q&A wasn't difficult for him and he was well-trained and equipped in understanding each argument and objection.

As I listened to the entire Q&A intently, I had the epiphany my high school students (and those from other churches) really wanted the church to answer the difficult questions they were asking due to being raised in a non-Christian culture.

It was right after this seminar I approached Brett and shared with him my epiphany and I was ready to introduce apologetics and his Immersive Experiences into my youth ministry. I was ready to humble myself and journey with my students in learning all we needed in order to appropriately defend our faith and converse tactfully and lovingly with non-believers.

I began taking students on these trips in the summer of 2014 and have not missed a trip since. I began with the Biblical Immersive Experience, then the Apologetics Immersive Experience, and lastly the Worldview Immersive Experience.

It was after the Apologetics Immersive Experience when Brett and I together created the Worldview Immersive Experience,

which created a three-year immersive experience cycle I continued with my students.

The youth ministry I served ran camps, retreats, events, traditional mission trips, and more, but none were proven to be more impactful than MAVEN's Immersive Experiences.

The Worldview Immersive Experience, which you are embarking on through this guidebook, has been a true gift to students, and especially to my seniors as they get ready to head off into colleges where their faith will be challenged to new levels.

I am proud of you for attending this trip and for having the courage to engage in an immersive experience, which will forever change you. You may have pushback from your church, parents, and/or peers but stay strong, be prayerful, and engage in this trip with everything you have.

Use this guidebook as a phenomenal tool as you prepare, embark on, and debrief your trip. This guidebook has been tweaked and perfected since 2014 to help attendees get as much out of this trip as possible.

My prayer is sincerely with you as you engage the world.

Chad Merrihew

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Thank you, Chad Merrihew and Jessica McDonald, for sharing your trip journal which you two have honed so thoroughly over the years with thousands of students. This section of the guidebook will help each student embarking on our Worldview Immersive Experience to faithfully process each day as they encounter atheists and skeptics who will challenge their faith.

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