


**QUARTER &
SUBJECT****COURSE DESCRIPTION****BIBLE PASSAGES**

| | | |
|---|--|--|
| Fall 2014 James | The book of James presents steps of spiritual growth; e.g., correct response to trials and temptations; how to practice tongue control; avoiding partiality. | James |
| Winter 2014–15 Proverbs | Spiritual fitness comes through applying God's Word to daily situations, so the student will be challenged to apply Biblical principles to daily life. | Proverbs |
| Spring 2015 Joshua | Principles from the book of Joshua can be applied to living a victorious Christian life; e.g., obey God's commands; move forward by faith; remember that sin always has a price. | Joshua |
| Summer 2015 Current Issues | God's Word has answers to today's issues, such as war, homosexuality, postmodernism, substance abuse, the media, and suicide. | Selected passages throughout Scripture |
| Fall 2015 The Bible | Beginning with inspiration, this course includes Bible study fundamentals and Bible study methods. | Selected passages throughout Scripture |
| Winter 2015–16 Cults & False Religions | Recognizing that the Bible warns against false teachings and presents Jesus Christ as the only way to God, this course helps today's students understand the cults and false religions in our world today. | Selected passages throughout Scripture |
| Spring 2016 Romans | The book of Romans teaches us how to be Right with God and how to have Right Thinking and Right Living. | Romans |
| Summer 2016 Choices | We can learn from the choices made by Biblical characters such as Ruth, Jonathan, Ahab, Nehemiah, Judas, Peter, and others. | Selected passages throughout Scripture |
|  Fall 2016 Genesis | God's sovereignty and man's accountability are presented through the major events and characters of Genesis: creation, the Fall, the Flood, Babel, Abraham, Isaac, Jacob, and Joseph. | Genesis |
| Winter 2016–17 Baptist Distinctives | The Biblical distinctives of eternal security, baptism, Communion, church polity, and the priesthood of believers are foundational Baptist beliefs. | Selected passages throughout Scripture |
| Spring 2017 John | Jesus' Public Ministry, Jesus' Private Ministry, and Jesus' Passion Ministry are presented in this study of the book of John. | John |
| Summer 2017 Exodus | Covering events from Israel's slavery in Egypt to worship in the tabernacle, this course deals with events and topics that have significance for today's teens. | Exodus |
| Fall 2017 1, 2 Timothy; Titus | The letters Paul wrote to Timothy and Titus provide instruction for young people today in the areas of Christian living, Christian service, and godly lifestyles. | 1, 2 Timothy; Titus |
| Winter 2017–18 Future Events | This study of "last things" gives an overview of Biblical prophecy and then looks in detail at events from the Rapture of the church to the Great White Throne Judgment. | Selected passages throughout Scripture |
| Spring 2018 Philippians | Paul's letter helps believers realize that joy, an inward quality produced by the Holy Spirit, is expressed in a number of ways, including fellowship, the gospel, harmony, and contentment. | Philippians |
| Summer 2018 Acts | This study on the book of Acts emphasizes evangelism and missions in the early church and challenges today's teens to reach their world for Christ. | Acts |

IN THE BEGINNING

THE BOOK OF GENESIS

CONTENTS

| | |
|--|-----|
| How to Teach <i>Real Faith</i> Lessons | 2 |
| Notes for This Quarter | 3 |
| Leading a Student to Christ. | 4 |
| 1 Worldview Windows | 5 |
| 2 In His Image. | 13 |
| 3 A Perfect Balance | 20 |
| 4 Obedience by Faith. | 27 |
| 5 Only Trust Him. | 34 |
| 6 Faith in Progress | 42 |
| 7 Pieces of the Plan | 50 |
| 8 In Pursuit of Integrity | 57 |
| 9 Persevering with God. | 66 |
| 10 Controlling Conflict. | 73 |
| 11 Waiting Patiently | 79 |
| 12 Alternate Routes. | 85 |
| 13 True Forgiveness | 94 |
| Answers | 102 |

THE DOCTRINAL BASIS OF OUR CURRICULUM

A more detailed statement with references is available upon request.

- The verbal, plenary inspiration of the Scriptures
- Only one true God
- The Trinity of the Godhead
- The Holy Spirit and His ministry
- The personality of Satan
- The Genesis account of creation
- Original sin and the fall of man
- The virgin birth of Christ
- Salvation through faith in the shed blood of Christ
- The bodily resurrection and priesthood of Christ
- Grace and the new birth
- Justification by faith
- Sanctification of the believer
- The security of the believer
- The church
- The ordinances of the local church: baptism by immersion and the Lord's Supper
- Biblical separation—ecclesiastical and personal
- Obedience to civil government
- The place of Israel
- The pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked

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Building Lives by the Book

HOW TO TEACH *REAL FAITH* LESSONS

Thank you for choosing *Real Faith in Life* as your Sunday School curriculum for senior high youth. This material has been designed to help you, a senior high teacher, clearly present God's Word to your students. It will guide you in using active learning methods that allow your students to interact with God's Word for themselves. It offers application ideas that will encourage your students to be *doers* of God's Word, not merely hearers (James 1:22).

Take a few moments to become familiar with the layout of this teacher book and with the other *Real Faith* products: the student book, the resource CD, and the memory verse card pack. All of these products work together. Notice these icons in the teacher book; they will help you know when to use the other products.



Use the suggested item from the **resource CD**.



Refer to the **daily devotions** or the **in-class** page in the **student book**.



Quote (or read) the **memory verse** in class, or use the verse in some other way.



Use the **worksheet** (from the resource CD) as part of a learning activity.

As you look through your materials, you will notice that we have built this course and the individual lessons around a central theme. As you emphasize the theme (and even decorate your room with the theme in mind), we believe your students will have an effective learning experience.

IN PREPARATION FOR TEACHING . . .

- read the Scripture focus passage(s) several times. Look up words or concepts that you cannot clearly explain. Use Bible study tools as necessary to help you understand the passage(s).

- do the daily devotions in the student book. You need to know what your students are studying each day.
- memorize the memory verse throughout the week. (Note the suggested activities in the student book.)
- look at the materials list early in the week; note the items you will need from the resource CD.
- choose the activity you will use to focus students' attention on the Bible lesson. Usually two or more activities are suggested. You will not have time to do everything; choose the one best suited for your class. (Remember, this part of the lesson should take only five to ten minutes.)
- work through the Bible study section. Notice the active learning methods. Decide how you will involve your students in the Bible passage. These thirty to forty minutes are the heart of the lesson. Plan them carefully. Make notes in the margins of your book. Strive for maximum participation.
- decide how to apply the Bible truths and bring the lesson to a close. If more than one application idea is suggested, use the one best suited for your class. Don't assume your students will "just get it." Plan these final ten minutes of the class time carefully.
- pray for yourself, your students, and your lesson. The Holy Spirit is your divine Helper. Without Him, you cannot do anything of eternal value (John 14:16, 17; 15:5; 16:13).

ON SUNDAY MORNING . . .

- make sure you arrive in your classroom before the first student.
- look at your room. Is it attractive and inviting to students?
- commit yourself and your class to the Lord.
- teach with the confidence that God will work in your students' lives.

God has promised that His Word will not return to Him void; it will accomplish its intended purposes (Isa. 55:11). You can teach with confidence!

NOTES FOR THIS QUARTER

Genesis has been divided into eight major sections: Creation, Fall, Flood, Babel, Abraham, Isaac, Jacob, and Joseph. Reading Genesis, we enter a world wildly foreign to us. We stand in awe of God's pristine creation. We sorrow at the destruction of the perfect world and the perfect relationship between God and man. We watch society drastically change as the Flood alters the topography of the earth and as the people are divided and scattered after Babel. We wonder at the strange customs, actions, and events in the lives of the patriarchs.

Though we aren't part of the nation of Israel, we still find our roots in Genesis. In Genesis we see the entrance of the sin nature we battle on a daily basis. We learn the reason for suffering in our world. We admire models of faith and are warned by ungodly examples. But most importantly, we learn about the creativity, the justice, the mercy, the wisdom, the sovereignty, and the love of our amazing God.

A resource unique to this quarter corresponds with the memory verse activities. Read the document titled "Memory Verse Activity" in the Helpful Resources folder on the resource CD to learn how you can use this quarter's memory verses to teach your students how to properly study the Bible.

We pray that you will be challenged, encouraged, and strengthened as you and your students root yourselves in Genesis.

SENIOR HIGH MATERIALS LIST

- Teacher's personal Bible
- Students' personal Bibles and extra Bibles for visitors or students who do not bring Bibles to class
- Whiteboard and colored markers or chalkboard and chalk
- Pens (assorted kinds) and pencils (well sharpened; with erasers)
- Felt-tip markers (various widths and assorted colors)
- Colored pencils
- Pads of self-stick notes (various colors; ruled and unruled)
- 3 x 5 cards
- Masking tape (or other adhesive for mounting items on the wall)
- Glue sticks
- Scissors for teacher's and students' use
- Poster-size paper or butcher paper
- Construction paper; poster board

LEADING A STUDENT TO CHRIST

The highest privilege you have as a teacher is the opportunity to lead your students to Christ and help them strengthen their relationship with Him. Be prepared to talk to students about salvation or about other problems or decisions in their lives.

There is no set pattern for talking to someone about the Lord. In each situation, be sensitive to the leading of the Holy Spirit in your own heart and mind and to the needs of the individual teen. Deal with a student separately, rather than in a group. Allow the teen to tell you in his own words what his need is. Don't put words in his mouth. This is his decision, not yours!

EXPLAINING SALVATION

Stress the need for personal salvation, particularly if the student has grown up in the church. She may confuse her knowledge of Bible stories, her church-centered activities, her parents' salvation, or an external code of conduct with individual faith.

Thoughtfully rephrase the Christian clichés that your students may have heard so often or that may seem like a foreign language to some; e.g., ask Jesus into your heart; ask Jesus to be your Savior; have faith; trust in Jesus. Help the student understand that "trust" is having confidence that someone or something is always right; "Jesus died for me" means that I was condemned to die, but Jesus voluntarily took my place on the cross; "believe" means accepting/deciding that something is true and then acting on it. Don't let the personal nature of salvation become misunderstood through the use of trite phrases or pat answers.

THE PLAN OF SALVATION

Keep these basic points in mind when dealing with someone about salvation.

- Everyone is a sinner. No one can live up to God's standard (Rom. 3:23).

- Sin's penalty is death (Rom. 6:23).
- God loves us and sent His Son to pay the penalty for our sin. Christ died as our substitute, in our place (John 3:16; Rom. 5:8).
- When a person places his confidence in Jesus and what He did as sufficient payment for sins, Christ becomes his Savior. His sins are forgiven, and he receives God's gift of everlasting life (John 1:12; 5:24).
- Everlasting life begins immediately and is not temporary. (Use any verse where the word "eternal" or "everlasting" is used, such as in John 3:16.) Nothing we can ever do will take us out of God's hand; we are secure (John 10:27–29).
- The Christian should tell others of his decision (Rom. 10:9, 10).
- The experience of the new birth (being born into God's family) is not based on a feeling, but on confidence in God's Word (1 John 5:11, 12).

Encourage the student to pray, no matter how hesitantly. Prayer does not save a person, but it is the means of expressing to God what is in the heart.

Ask the new believer to explain to you what he has done and what has happened in his life.

DISCIPLESHIP

Encourage the new convert to read the Bible, and explain the importance of prayer. Help him understand how to pray. Point out 1 John 1:9 as God's instruction for dealing with sin in the Christian life.

Make it a priority to follow up with the new Christian. Visit in his home; encourage him to attend Sunday School and church regularly; help him with Bible study and prayer; guide him in his new life as a Christian.

LESSON 1

WORLDVIEW WINDOWS

SCRIPTURE FOCUS

Genesis 1

MEMORY VERSES

“In the beginning was the Word, and the Word was with God, and the Word was God. The same was in the beginning with God. All things were made by him; and without him was not any thing made that was made” (John 1:1–3).

TOPIC

Creation of the world

THEME

A person’s belief about the origin of the world shapes his or her worldview.

DESIRED STUDENT RESPONSE

Each student will identify inconsistencies between his or her worldview and his or her daily living.

MATERIALS

(in addition to supplies listed on page 3)

- *Real Faith in Life* student books, lesson 1 devotions (pp. 1–6)
- Red, yellow, blue, and green sheets of cellophane
- Glass of water
- Copies of worksheets 1 and 2 from the resource CD
- Response statement for lesson 1 from the resource CD

NOTES TO THE TEACHER

The creation/evolution debate extends far beyond the science community. What a person believes about the origin of the world affects how he or she functions on a day-to-day level—whether he or she realizes it or not.

This week’s lesson challenges students to recognize the far-reaching implications of each position and also challenges them to align their attitudes and actions with what they claim to believe. Each day this week, reserve some time to consider what difference your belief in creation makes in the way you view the world. Spend time developing answers for worksheet 2 and implications of these answers (see page 11). Remember that your reasoning abilities are more developed than those of your adolescent students. Be prepared to guide them into new ways of thinking about the tremendous effect Genesis 1 has on their lives.

OUTLINE

- I. Creation Account (Gen. 1:1–31)
 - A. The Creator (1:1)
 - B. The created (1:2–31)
 1. Stage one (1:3–13)
 2. Stage two (1:14–31)
- II. Creation Controversies (Gen. 1:11, 12, 21, 24, 25)
 - A. After its own kind
 - B. Six literal twenty-four-hour days
- III. Implications on Worldviews (Deut. 4:32–35; Col. 1:16–18; Rev. 4:11)

BEFORE CLASS

Purchase small sheets of red, yellow, blue, and green cellophane at a local craft or hobby store. Fill a clear glass with water and place it in the classroom out of students’ sight. Use during the Color My World activity.

Write the following phrases on the board for use during the Bible study: “All species have evolved from a single-cell organism through the process of natural selection”; “The earth as we know it is a result of evolution over the course of millions of years.” Use when indicated during the Bible study.

Look for cellophane in the gift wrap section.

If possible, cover the statements so students don’t focus on them until the allotted time.

FOCUS THEIR ATTENTION (5–10 MINUTES)

COLOR MY WORLD

Distribute the yellow, blue, green, and red cellophane sheets to several student volunteers and ask them to step out of the room. Place the glass of water on a table. Ask one volunteer to place the cellophane sheet over his or her eyes and to come back into the room. Have the volunteer describe the room through the view of the cellophane. Then point to the glass ask the volunteer to describe it to the class. Allow the student to take his or her seat. Continue with the other volunteers. Then discuss the following questions:

- How could they look at the same thing and describe it so differently?
- How can two people look at (insert any object of creation) and one see it as a result of the evolutionary process and the other see it as the product of creation?
- What does “worldview” mean?

STUDY THE BIBLE (30–40 MINUTES)

ASK: If all we had of the Bible was Genesis 1, what would we know about God? Refer to Monday’s *Real Faith in Life* devotions and the following commentary to guide discussion.

Genesis is the book of beginnings. The word “genesis” means “origin, beginning, or creation.” Written by Moses under the direction of the Holy Spirit, Genesis reveals God’s character and His creation of the universe and the human race. Ultimately, Genesis forms a basis for establishing values, attitudes, and goals in life. Without the teachings of Genesis, we could not know the origin and purpose of human life.

I. Creation Account (Gen. 1:1–31)

A. The Creator (1:1)

The opening verse of Genesis, “In the beginning God created the heaven and the earth,” powerfully describes God. These ten words reveal His self-existence, authority, and power.

God existed before the beginning of time. He is eternal—without a beginning or an end (Ps. 90:1, 2; Rev. 4:8). The phrase “in the beginning” sets God apart from everything He created. Because He existed before anyone or anything else, He depends on

“A worldview is the core set of beliefs by which a person interprets all that he experiences in life”
(Jay Lucas, *Ask Them Why* [Schaumburg, IL: Regular Baptist Press, 2007], 209).



no one. Unlike mankind, who must depend on God for existence, God does not depend on anyone or anything to sustain Him (Exod. 3:14).

The word “created” in Genesis 1:1 signifies God’s authority and power. God called matter into existence out of nothing (*ex nihilo*). He started with nothing—no energy particles, electromagnetic forces, or elemental chemicals—and created everything. He even established all the elements and natural laws. The Hebrew verb *bara* (create) describes God’s instantaneous power; when He spoke, it happened. *Bara* also means God brought into existence something entirely new. Mankind can rearrange or modify existing materials to make products. But only God by His authority and power can make something from nothing.



B. The created (1:2–31)

Review students’ answers to Wednesday’s devotions while emphasizing the two stages of creation as delineated in the following commentary.

God intended the world He made to be inhabited (Isa. 45:18). In fact, He systematically created the earth to sustain human life. When we divide His creative acts into two stages, we can see the wise, orderly way God made the earth suitable for people. This step-by-step progression demonstrates that God is a God of order, not chaos; a God of purpose, not chance.

1. Stage one (1:1–13)

During the first stage God created light (Gen. 1:3–5), the firmament (vv. 6–8), and dry land (vv. 9–13).

God created light on the first day. Light provided the energy necessary to sustain life and dispelled the darkness, allowing the creatures God would soon create to see.

God created the firmament, or atmosphere, on the second day. This atmosphere would be necessary for human existence because we would need air to breathe. God created the sky to separate the atmospheric waters from the terrestrial waters.

God created the dry land on the third day. The land would provide a place for land animals and people to live. God placed boundaries around the seas (Job 38:8–11) and commanded the earth to bring forth an amazing variety of plants.

2. Stage two (1:14–31)

Stage two of God’s creation took place over the last three days of His work. God made the sun and the moon on the fourth day

(Gen. 1:14–19). The sun governed the day and the moon and stars governed the night. Mankind would use the movements of these heavenly bodies to determine seasons and days and for direction. When people would view the stars, they would be able to observe the greatness of God. God spoke, and the heavens were filled with so many stars that people would not be able to count them.

God created fish and birds on the fifth day (vv. 20–23). He created everything from microscopic aquatic life, invisible to the naked eye, to the majestic eagle and gigantic whale.

God created animals and man on the sixth day (vv. 24–31). This final day of creation reveals the greatest variety.

When God said, “Let the earth bring forth” (v. 24), He instantly created four-footed domestic animals (“cattle”), creatures that move along the ground (“creeping things”), and undomesticated animals (“beasts of the earth”).

II. Creation Controversies (Gen. 1:11, 12, 21, 24, 25)

Divide your class into groups of three or four and direct students’ attention to the statements on the board. Instruct students to refute these evolutionary statements using solely Genesis 1. Give groups five minutes to jot down their thoughts to share with the class.

After five minutes, ask a spokesperson from each group to present the highlights of his or her group’s discussion. Use the following commentary to supplement students’ responses.

A. After its own kind

The Genesis 1 account tells us that God endowed all plants and animals with the ability to reproduce *after their kind* (Gen. 1:11, 12, 21, 24, 25). God created kinds; mutation or change may occur within any given kind, but no kind will change into a different kind. For example, apples come in many varieties (Macintosh, Jonathan, Granny Smith), but an apple will never evolve into an orange.

The basic command for all living things to reproduce after its own kind contradicts the theory of evolution. Evolutionists insist that life began with a small piece of matter, which eventually evolved into tiny organisms. In time, these organisms gradually developed into plants and animals. All the animals, plants, birds, and fish evolved from a common source. But God decreed that there can be no change from one kind to another. He established

Lesson 2 contains a detailed discussion of the creation of man.

The purpose of this activity is not a comprehensive discussion of evolution. Instead, it is intended to challenge students to use Scripture to confidently assert their creationistic beliefs.

Emphasize that believers have every reason to stand confidently on God’s Word as proof of creation. We do not need to be apologetic or timid when using Genesis 1 to combat evolution.

the gene patterns that would be passed from generation to generation within the kinds. Although a variation may occur within one specific kind, the genetic pattern limits these variations. Two different dogs may be bred to produce a third variation of a dog, but it is impossible to mate a dog with a fish to produce a new kind of creature. Genetic research also testifies that no new genetic traits ever appear within a given kind.

B. Six literal twenty-four-hour days

God created the earth in six days. The Bible insists that these were six literal, twenty-four hour days. *Yom*, the Hebrew word for day, normally refers to a twenty-four-hour period of time (Gen. 7:11; 17:12; Exod. 12:6; 20:11). Also, the phrase “the evening and the morning,” found six times in Genesis 1, supports the interpretation of twenty-four-hour days. In Exodus 20:8–11 God reminded Moses that He created the earth in six *yoms* (days) and rested on the seventh *yom* (day). God told humans how to order their week by referring to the days of creation. This strongly indicates that the creation days were twenty-four hours long. In contrast, an evolutionary “day” is defined as a long span of time in geological history. Those who wish to mix evolution and the Bible believe that species evolved over “days” spanning millions of years.



Example statements for the top of worksheet 2:

A creationist says that God created the world from nothing in six literal twenty-four-hour days; an evolutionist says that all life and matter is a result of the Big Bang and is evolving according to natural selection (survival of the fittest).

III. Implications on Worldviews (Deut. 4:32–35; Col. 1:16–18; Rev. 4:11)

Distribute a copy of worksheet 2 to each student and work together as a class to develop statements a creationist and an evolutionist would make about the origin of the world. Then divide the class into two groups. Assign group 1 to assume a creationist’s worldview. Assign group 2 to assume an evolutionist’s worldview. Give groups ten minutes to determine how their worldviews would affect the areas of life listed on the worksheet.

Walk among groups, offering assistance as needed. Refer to the following commentary and any possible answers you thought of in your lesson preparation. After ten minutes, have groups alternate in presenting their views of God, self, and the purpose of life.

Ask students to help you extrapolate the logical conclusions of their answers. For example, if I say my purpose in life is to preserve the environment for future generations, what makes me unique? Or am I unique? Why do so many different personalities and skill aptitudes exist? Why does the environment need *me*? Shouldn't the environment be sustaining itself?

If I say my purpose in life is to glorify God, how can I glorify God on earth in ways I can't glorify Him in Heaven? What specific things do I do to glorify God? What implications does this purpose have for mundane decisions of daily life?

What a person believes about creation and evolution affects how he or she views God, him- or herself, and the purpose of life. Evolutionary theory shrinks both God's power and mankind's significance. An individual who believes people evolved from a mindless single-celled organism can't help but think that who he or she is and how he or she acts doesn't really matter. He or she feels no responsibility to God.

Creationism magnifies God's power and man's significance. A person who believes people were created in God's image knows that who he or she is and how he or she acts does matter—to God! He or she feels compelled to glorify God in all that he or she does.

The topic of creation is not limited to the first few chapters of Genesis. Creation appears repeatedly throughout the Bible and is often mentioned along with other crucial doctrines—sometimes as the basis for them.

For example, both God's creation and the declaration that “the LORD he is God; there is none else beside him” are stated in the same passage (Deut. 4:32–35). The Lord is worthy to receive glory and honor and power *because* He created all things (Rev. 4:11). Jesus Christ deserves preeminence, in part because by Him all things were created (Col. 1:16–18). Even something as practical as thanking God for our food before we eat is related to creation (1 Tim. 4:3).

Many more doctrines connect Biblically to the fact that God is the creator. We cannot reject creation in favor of evolution and yet still claim these other teachings the Bible mentions in the same breath with creation.

Devote time during your lesson preparation to considering possible student answers to the categories on worksheet 2 and the implications of those answers.



See the document titled “Memory Verse Activity” in the Helpful Resources folder on the resource CD for more information about how to use the chart on worksheet 1.



Guide students to see that creationism or evolutionism follow a person out of the classroom and affect his or her actions and attitudes about life.



MEMORY VERSE: Read or recite this week’s memory verses, John 1:1–3, and distribute worksheet 1 to each student. Complete the four-part worksheet; then discuss the following questions:

- How would an evolutionist discredit these verses?
- What implications would that have on his or her view of Christ? on his or her responsibility and relationship to Christ? on his or her view of the plan of salvation?

Pause and praise God in prayer for Christ and for the plan of salvation.

Discuss the following statement: Creation and evolution are subjects best confined to the science classroom.

Review Saturday’s devotions together.

APPLY THE TRUTH **(10 MINUTES)**

Ask: What would you say if I claimed to love football, but didn’t know any players or any teams, didn’t watch any games, didn’t play any games, in fact, didn’t know the rules of the game? Emphasize that our claims, whether they are about football or about our belief in creation, are just words until they’re backed up by evidences in our lives.

Direct students’ attention to the worksheet in their student books (p. 8). Encourage students to honestly assess areas of their lives which do not logically follow their creationistic beliefs.

After five minutes, encourage pairs of students to pray together, asking God to help them be consistent in their creationistic worldviews.

Post the lesson 1 lesson response statement on the bulletin board display: My belief in creation is very important, because it affects my worldview.

Direct students’ attention to lesson 2 in their *Real Faith in Life* devotions. Encourage students to learn more about the creation and fall of mankind by completing their devotions and bringing their books to class next week.