

PAGE THREE – WHAT’S THE BIG DEAL

Note: If you are starting with a new session, remind the group of the agreement to honor one another’s opinions and to keep shared ideas in the group. Check in with group members regarding any conversations they might have had with family or friends regarding their understanding of evolution and Creation.

Prior to gathering the group to review this third page, preview the slide show at the top of the page and read the following information:

The slideshow displayed at the top of this page contains a number of images that represent the different ways that people believe, or understand evolution and Creation. These are images that are among the many that are available in the media and on the Internet and are only a small representation of what youth might encounter. The group will view these images during this portion of the lesson.

From the start of the slide show they appear as follows:

A view of a spiral galaxy,

Display of an evolutionary timeline,

*A display from a Creation museum showing a fossil with a thorn that is labeled: “According to God’s word thorns came after Adam’s sin, about six thousand years ago, not millions of years ago. Since we have discovered thorns in the fossil record, along with dinosaurs and with other plants and animals, they all must have lived at the same time as humans, after Adam’s sin.”**

Dinosaur fossils in a museum,

*A diorama of Adam and Eve from a Creation museum**

A display comparing dinosaur and human traits,

A gorilla (the largest of the apes),

Planets,

A vehicle advertising belief in Intelligent Design,

A picture of a caveman disputing creationism

What is Creationism? In general, a creationist believes that God created everything and denies that evolutionary processes are responsible for either the beginning of life, or of new species. Creationists typically take the story of Genesis literally, and some actually use science to support their beliefs.

****See: www.creationmuseum.org for more examples of this viewpoint.***

****For a creationist, the importance of placing Adam and the event of original sin before any other evidence of life is that if there were no original sin to begin with, or “fall,” then atonement and salvation would not have happened.***

**** Also, for a more detailed explanation of the full spectrum of beliefs see: Ted Peters and Martinez Hewlett, *Darwin 200th Anniversary Edition, Can You Believe in God and Evolution: A Guide for the Perplexed* (Nashville: Abingdon Press, 2008)***

To begin this portion of the lesson, have page three visible to the group and read through the information and watch the video links on the page.

Discuss the following with the group, encouraging each member to offer a response:

What do you think about a law that either prevents the teaching of evolution, as in the past, or the teaching of Creation in public schools? (Note: Public schools are allowed to teach *about* religion(s), but may not promote any type of specific belief system.)

What are the ways that you have learned about science and religion in school?

How does the idea of Intelligent Design make it easier or harder for people to talk about science and faith together?

Next, have the group look at the slideshow at the top of the page, and ask that everyone wait until all pictures are viewed before making comments.

Invite the group to respond to the images and allow time for each member to add to the conversation.

Using the information provided at the beginning of this session, talk

about each of the images. (Remind the group to be respectful of each other's response.) The white dots that appear at the lower right of the slideshow can be used to select and navigate through the ten images.

Ask the group to share what each image might mean to them, or how the image might cause them to respond to the ideas of evolution and Creation. For example, the first picture of the swirled cosmos might be considered a scientific picture, or one that depicts God or God's power. The picture of a gorilla might be seen as an ape that might be related to humans, or as one of God's amazing creations.

Discuss with the group their experiences in talking about evolution and Creation. What is most difficult, or easiest to talk about?

To close the session allow the group to look at the Creation Museum website, and to do a search of the term "evolution." Talk about what these images might promote that is challenging to the conversation about evolution and Creation. If the group is not able to participate in this, ask that they spend time at home looking at the website and researching the term evolution and to bring back any interesting information they may have discovered. Ask each member to bring a copy of any images that represent their belief in Creation and evolution to the next session.