Seeing Things Differently: Leader’s Guide

Focused Fun: Activity (5 min)

Seeing the world through different lenses

Provide inexpensive “rainbow” glasses (paper glasses less than a dollar each) and some other sort of glasses (sunglasses, colored glasses, slotted glasses, prescription glasses, goggles, silly glasses, with noses etc). Have students put them on and move around the room.

Rainbow glasses turn any point of light into a rainbow. They work great indoors especially because any light bulb, including fluorescent lights or reflected light (like on metal or glass) will turn into an interesting rainbow pattern. (see” links for leaders” below for suppliers that carry these). You might want to bring in a string of Christmas lights or a few flashlights for students to look at through these glasses.

Have students think about two things

1. How do you see the world differently through these glasses?
2. Imagine if you were to somehow combine the two lenses of the two glasses you tried on. What would the world look like then?

Allow students to trade glasses as they wish.

Focused Fun: Lesson (10 min)

Make a connection between the activity and today’s video lesson by paraphrasing or reading the following.

Do you ever feel like you live in two different worlds? Do you ever wonder how what you learn about in school has to do with what you learn about in church or when you read the bible? Do these two worlds ever seem to collide? For instance

Your pastor says that Adam and Eve were the first humans created by God miraculously. Your biology teacher is teaching you about how new research shows that we have Neanderthal DNA in our genetic make up. Is you teacher is asking you to see things differently?

Your parents talk to you about how God created the universe in six days and rested on the seventh day. Then on a vacation to a national park you learn about mountain ranges or canyons that are millions of years before humans existed. How can these both be right?

What can happen sometimes is that people either ignore the apparent conflict or assume that one view is right and the other is wrong. You have to put one pair of glasses on in church but you are being asked to wear a different pair when you leave.
But there is a different way of seeing. Faith and science don’t have to be in conflict. Jesus in his very being was a living integration of flesh and blood and the divine. He linked the natural world with the spiritual one. In him, there is no contradiction.

Worship (5 min)

1. Suggested Worship Music: Many of these songs may be unfamiliar to you students. Rather than expecting them to sing along, just play the music with the lyrics for them to see. If they catch on to the tune, then they can join in.

Hallelujahs (Chris Rice) contemporary
Big Enough (Chris Rice) contemporary
You’re Everywhere (Third Day) contemporary
Your Love Oh Lord (Third Day) contemporary
Believe (Mainstay) contemporary
Beyond the Sky (Fernando Ortega) contemporary
Son of God Come Down (Savior) contemporary
I am (Bebo Norman) contemporary
Fear and Faith (Michael Olson) contemporary
I Will Not Be Moved (Natalie Grant) contemporary
Jesus Messiah (Chris Tomlin) contemporary

2. Open the discussion in prayer that God might bless the conversation and help us to see that God wants to be in every part of our lives, especially the study of the world he created.

Questions for pre-video discussion (10-15 min)

1. Do you think that you talk and act differently in church than you do with your friends at school? Explain.
2. Are there certain topics you do not bring up with your parents that you might with your friends and vice versa?
3. Does your pastor or youth group leader speak about contemporary issues involving science such as stem cell research, climate change, evolution, biotechnology or euthanasia? Do you believe these are important issues to discuss in the church? Why or why not?
4. Why do you think many pastors or Christian parents tend to avoid discussing these topics with teens?
**Video (5 min)**

Download the video “Seeing Things Differently” before showing it to students so that you are certain there will be no lag during play.

**Questions for Post Video Discussion (10-15 min)**

Students can write in journals first and then share with the large group or students can just take part in an informal discussion in small groups. Encourage students to listen and to allow students with different views to be heard.

1. Ask a student to read Philippians 2:5-8 and another to read Colossians 2:9-10 and answer the question below

Phil 2:5-8 (NIV):

5 In your relationships with one another, have the same mind set as Jesus Christ:
6 Who, being in very nature God, did not consider equality with God something to be used to his own advantage;
7 rather, he made himself nothing by taking the very nature of a servant, being made in human likeness.
8 And being found in appearance as a man, he humbled himself by becoming obedient to death – even death on a cross!

Colossians 2:9-10 (NIV):

9 For in Christ all the fullness of the Deity lives in bodily form,
10 And in Christ you have been brought to fullness. He is the head over every power and authority.

Chaplain Hayashi, in this video, explains that Jesus was both fully God and fully man. This is a difficult concept to understand. How can he be 100% of two different things? Try and make sense of this mystery from the verses you just read.

2. Christ was an actual human with a circulatory system, nervous system, skin and bones. He felt pain, he bled, he ate, he wept. He was also divine. He and the Father are one. Jesus’ disciples had no need to “put on different glasses” to see the God Jesus and the man Jesus. How does this change your perspective on science, which is studying the physical world? If it is the world that God made, can we expect to know God better by studying it? Why or why not?

3. Read the following testimony from a biology professor who is a Christian. Ask students to comment on her perspective. Do you agree with her? Why or why not?

“I was in a General Zoology course at Southern Nazarene University where I encountered a Christian perspective on evolution I have never heard before. I was shocked and yet relieved when the professor declared, “There is no need for your faith to be in conflict with your understanding of science.” I was shocked because I
did not expect a person of deep faith to hold that perspective. I was relieved because my family held science as a shaping factor in our worldview. From the pulpit, I heard regularly that evolution was an evil lie. But my increasing understanding of the biological world conflicted with this view. So I did what most of my contemporaries did, I compartmentalized science and faith – not allowing one to dialogue with the other. This is a common story for Christian students entering college. But I believe that faith and sound science need not deny one another; God is the author of both forms of revelation, the natural world and the written Word. Science and faith ask and answer very different questions, and as a person of faith, I look through both lenses to get a more complete understanding of God."

Nancy Halliday

University of Oklahoma College of Medicine
Associate Professor of Cell Biology

**Links for leaders**

Suppliers of rainbow glasses

Edmonds Scientific


**Educational Innovations**

[www.teachersource.com](http://www.teachersource.com)

spiral prism glasses, square rainbow glasses, chromadepth 3D glasses

[www.amazon.com](http://www.amazon.com)

search for “rainbow glasses"

Below is an article sharing the testimony of an evangelical Christian and scientist and her ministry, teaching students to learn about God while studying the Wonders of God’s Creation.

[http://biologos.org/blog/mending-the-disconnect](http://biologos.org/blog/mending-the-disconnect)

N.T. Wright (a respected Christian Theologian) talks about the divinity and humanity of Jesus

[http://biologos.org/blog/mending-the-disconnect](http://biologos.org/blog/mending-the-disconnect)