

FLYTE

faith. life. together.

UNIT 1
PERSPECTIVE

UNIT 2
FITNESS

UNIT 3
SCHOOL

VOLUME 5. **LEADER GUIDE**

LifeWay | Preteens

FLYTE

faith. life. together.

VOLUME 5

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WHAT DO I BELIEVE ABOUT MY WORLD?

Session Overview

A directional activity, several questions about the days of Creation, a look at various interpretations of Genesis 1, and a sorting activity help preteens recognize that God created the world in which we live.

Teacher Bible Study>>>

Science has made amazing advances in the past century. Nonetheless, scientists still cannot answer with certainty two of mankind's most fundamental questions. First, "Why is there something rather than nothing?" In other words, why does the universe even exist? Scientists now know the universe sprang from nothing, but they cannot say how or why it happened.

The other indeterminable puzzle is "What is the origin of life?" Biologists understand life's incredible complexities, but they cannot completely understand how it began. Astronomer Hugh Ross estimates the chance for all the factors necessary for life existing anywhere in the universe at less than 1 in $10^{1,032}$ (10 followed by 1,032 zeroes)—a mathematical impossibility. So where did it come from?

The first chapters of Genesis provide the only true answers to both of those questions. The Bible's first verse declares simply and definitively that in the beginning God created the heavens and the earth. The universe exists because the all-powerful and infinite God called it into existence from nothing. This is the only explanation that makes sense because logically, anything that begins must be caused. God also revealed to Moses the sequence of His creating the earth and filling it with living creatures. At every point God declared His creation "good." Everything in it was made by Him and belongs to Him. Humans were unique in that God made them in His image and charged them to be His managers of the earth (Gen. 1:26).

Pray. Praise God for His creation and ask that He equip you to be a good steward of it for His glory.

FLYTE Plan

There are so many ideas about how the world began. In this session preteens will learn the true way the world and humanity were created.

Bible Study

Genesis 1:1–2:3

Memory Passage

Psalms 139:13-16

Get Ready

- “Perspective Session 1: Takeoff” (DVD)
- large sheets of paper—Label the directions in your classroom (north, east, south, west). Label them incorrectly by 90 degrees.
- compass (optional)

Get Started>>>

Takeoff

- Play “Perspective Session 1: Takeoff” (DVD) three minutes before the designated start time for the session.
- Allow preteens a minute or two to talk about the Weird of the Day.

Something New Under the Sun

- Direct the group to stand in the middle of the room. Point out the directions you posted in the classroom.
- Ask preteens to point to where the sun rises.
- Ask them to point to where the sun sets.
- Point out the current time and ask the group to point to where they believe the sun might be right now.
- If possible, observe where the sun actually is.
- Comment that the various answers preteens gave were incorrect. Ask them to speculate on why that might be true.
- After allowing the group to speculate on why their answers were incorrect, confess that you mislabeled the directions.
- Explain that the positions of the sun and moon are so reliable that astronomers can predict exact times and positions for sunrise years into the future.

Garbage In, Garbage Out

- Introduce the class to the computer concept of “Garbage In, Garbage Out.” When you enter incorrect information into a computer program, then the program, regardless of how excellent it is, will give incorrect results.
- Emphasize that when you start with incorrect information, you are certain to finish with incorrect results.
- Explain that this starting information is called an *assumption*. People make many assumptions about the world.

Trash or Treasure

- Point out some of the assumptions people are likely to make: When you flip a light switch, you expect the light to turn on. When you sit in a chair, you expect it to hold you.
- Invite volunteers to share other assumptions that they make.
- Allow preteens to share some faulty assumptions that they have made. If they struggle to suggest examples, discuss these statements. What might happen if the assumption is incorrect?
 - » I will not need to study for that exam.
 - » I would never sleep through my alarm.
 - » My phone allows me to download videos for free.
 - » Someone can give me a ride home.
- Point out that assumptions about the world determine many beliefs and decisions people make. Clearly, it is important to make the proper assumptions.

Faith: God's Answer >>>

You or Me?

- Ask preteens to read the memory passage from the "Psalm 139:13-16 Poster" (Item 01).
- Point out that the poster contains a number of personal pronouns: *You*, *me*, and *I*.
- Ask half of the class to begin reading. Instruct them to stop after reading the first personal pronoun.
- Direct the other half of the class to begin reading where the other half stopped.
- Both groups should read the personal pronoun aloud.
- Instruct groups to point up when the pronoun is *You* and to themselves when the pronoun is *I* or *me*.
- Continue reading through the passage in this manner, switching between reading groups at each successive pronoun.
- Reverse the groups and repeat the activity.
- Challenge preteens to read the passage smoothly with no hesitation as the groups take turns reading.
- Emphasize that the *You* in this passage is God, and the *I* is David.
- OPTION: Show the "Wonderfully Made" music video from the DVD.

Study the Bible: Genesis 1

- Point out that in many books and movies, very important events happen at the beginning.
- Ask a volunteer to locate and read Genesis 1:1 from her Bible.
- Allow preteens to answer the following questions about this verse:
 - » When did creation happen? (*in the beginning*)
 - » Who did the creating? (*God*)
 - » What was created? (*the heavens and the earth*)
- Explain that this verse makes some very important assumptions about the world.
- Remind the class that the assumptions they have will affect how they make decisions.
- Ask preteens to evaluate these assumptions and determine if each one can be located in Genesis 1:1:
 - » God was not created. (*True. God did a great deal of creating, but He was not created. He was already there.*)
 - » God created everything in six days. (*That's true, but it is not mentioned in verse 1.*)
 - » God created everything that exists. (*True. The heavens and the earth include everything.*)
 - » God started with some sort of raw materials to create things. (*False. If He created everything, then there would have been nothing before that.*)
- Remind preteens of the "Garbage In, Garbage Out" rule. When they begin with the correct assumptions, they can end with correct conclusions.

Get Ready

- "Wonderfully Made (Music Video)" (DVD)
- Items 01, 02, 03: "Psalm 139:13-16 Poster," "Day Cards," "A Good Day's Work" (CD-ROM)
- FLYTE magazine (page 7)

Six Days

- Form three equal groups.
- Use the “Day Cards” (Item 02) to assign a Scripture passage to each group: Group 1, Genesis 1:2-5,14-19; Group 2, Genesis 1:6-8,20-23; Group 3, Genesis 1:9-13,24-31.
- Direct each group to assign someone to these roles:
 - » A reader: Read the Bible passages aloud as the others follow in their Bibles.
 - » A writer: Record the group’s official answers.
 - » A speaker: Share the group’s official answers with the class.
- Distribute FLYTE magazines. Allow the groups to work independently to read their assigned verses and answer the questions in the “Days of Creation” activity (page 7) in FLYTE magazine.
- Direct each speaker to report his group’s findings.
- Point out that each pair of days starts with a sort of “container” and concludes with creation that “fills” the container. Ask the groups to consider these “container”/“filling” pairs for their assignment. Point out the following:
 - » Day 1—Space is created with earth in it.
 - Day 4—Space is populated with the sun, moon, and stars.
 - » Day 2—Sky and sea are created on earth.
 - Day 5—Birds are placed in the sky and fish in the sea.
 - » Day 3—Dry ground is created on earth.
 - Day 6—Land animals, including man, are placed on the dry ground.

A Good Day’s Work

- Direct the previous three groups to form two groups each, creating six groups. Number the groups one through six.
- Explain that you will read from a list of things that have been created.
- Instruct each group to stand if it hears a thing created on its day. For example, if “man” is mentioned, group six would stand.
- Read the list of items from “A Good Day’s Work” (Item 03).
- After the proper group stands, read any explanation that accompanies that item.
- Conclude the activity by emphasizing that in the six days of creation, God created everything that exists or provided the raw materials to create it.

Life: World's Answer >>>

How Did We Get Started?

- Ask preteens to discuss how outdated the teachings of Genesis 1 are in the present world.
- Play the "Lame Show: Church Bus" video.
- Ask preteens to describe what is missing from each of the questions and answers used in the quiz show.
- Emphasize that the most common missing thing is God's involvement in creation.

Gaps and Ages

- Point out that many people have attempted to interpret this chapter of the Bible in ways other than what it seems to clearly mean.
- Ask a volunteer to tell what happens between Genesis 1:1 and 1:2. (*nothing*)
- Explain that some people claim that millions of years passed between these two verses, providing time for evolution or other events to take place.
- Ask preteens what is wrong with this "Gap" theory. (*The Bible does not mention it. It could have happened, but if it had happened, wouldn't God have mentioned it?*)
- Allow another volunteer to read Genesis 1:13. Point out that each of the six days of creation ends with this sort of statement.
- Ask preteens how long a day is. (*24 hours*)
- Explain that some people say these are not 24-hour days but rather long periods of time, again providing time for evolution.
- Ask what the problem with this "Day-Age" theory could be. (*Long periods do not have mornings and evenings. The rest of the Bible talks about six days as six days.*)

Radical Readings

- Direct preteens to these and other interpretations for Genesis 1 as described in "Radical Readings" (page 8) in the FLYTE magazine.
- Invite them to point out any problems with these readings.
- Conclude this activity by stating that God can be trusted to provide true information.

Get Ready

- "Lame Show: Church Bus (feature)" (DVD)
- FLYTE magazine (page 8)

Get Ready

- FLYTE magazine (page 9)

Together: My Answer >>>

Spine and Ribs

- Explain that there are many things that Christians can disagree about in Genesis 1 and throughout the Bible; there are other things that all Christians need to agree on.
- The items about which Christians must agree are “spine” matters. Without a spine, a person will have a very difficult time getting through life.
- The items on which they may disagree are “rib” matters. Ribs are important, but they are not nearly as important as the spine.
- Direct preteens to the “Spine or Rib?” activity on page 9 of the FLYTE magazine.
- Guide the group through the statements, discussing answers as you proceed.

Over and Out

- Dismiss preteens with these final thoughts:
 - » It is God who created everything that you see.
 - » The Bible can be trusted to accurately describe creation.
 - » You do not have to understand exactly how creation happened if you trust that God did it.
- Pray, thanking God for His creation and praising Him for creating all things.