

Putting the Pieces Together helps teachers to teach an integrated biblical worldview.

See your students:

- make the Bible relevant to all subjects
- develop critical thinking skills
- get equipped to defend their faith.
- become the leaders of tomorrow

#### Session topics

##### 1 Teaching the Christian Worldview

Why it's relevant to the gospel, science, and defending the faith.

##### 2 Six Days and the True History of the Universe

How biblical history makes the framework.

##### 3 Fossils, the Flood and Earth Science

Vital for understanding the world and our place in it.

##### 4 After Their Kind: Key to Living Things

Changes in living things fit the biblical history of life's origin.

##### 5 Dinosaurs: Applying the Biblical Worldview

A case study of applying a biblical worldview.

##### 6 Answering the Most Asked Questions

#### Teacher feedback:

'The material today has been really practical and should actually help teachers do it, rather than just talk about it.'

'I found it pretty exciting. It's good to go home from a professional development day excited.'

'I wish my daughter had been present today because she is starting university next year.'

# Participant's Workbook

Connecting the  
Bible to the real world

A *6-part*

WORLDVIEW DEVELOPMENT COURSE  
IDEAL FOR CHRISTIAN LEADERS AND TEACHERS

Complements the 6-part  
DVD-based syllabus

featuring  
Dr Don Batten & Dr Tas Walker

Putting  
the Pieces  
Together





# Putting the Pieces Together



Connecting the Bible to the real world

## PARTICIPANT'S WORKBOOK



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Please visit our website for further information on the Christian worldview and the creation/evolution issue.

[CREATION.com](http://CREATION.com)

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# INTRODUCTION

In recent decades the Christian schooling movement has grown incredibly. One factor is the parents' concern that their children have a good moral foundation and the perceived collapse of values in our increasingly secularized culture.

Most parents, when they say they want values taught to their children, are really thinking about Christian values. And, of course, Christian values come out of the Christian worldview.

The problem is that many teachers in Christian schools trained in secular training institutions. Often, they will then unwittingly teach their subjects from the secular worldview, which they absorbed at college. This approach leaves the biblical worldview out of the subject and creates a sacred-secular divide within the minds of students. It does not work just to add some religious activities into the school day, such as school prayers and chapel. The Christian worldview must frame the thinking and permeate every subject.

To address this need, *Creation Ministries International* developed this teacher training course called *Putting the pieces together*, specifically for the teaching faculties of Christian schools. We aim to help teachers transform students' thinking to equip them to impact today's increasingly secularized and anti-Christian culture for Christ.

Curriculum-integrated worldview teaching trains students to think biblically, defend the Christian faith, uphold the authority of the Word of God, effectively proclaim the gospel of Jesus Christ and become leaders in society. It will help eliminate the destructive sacred/secular divide with the integration of biblical living principles into all subject areas.



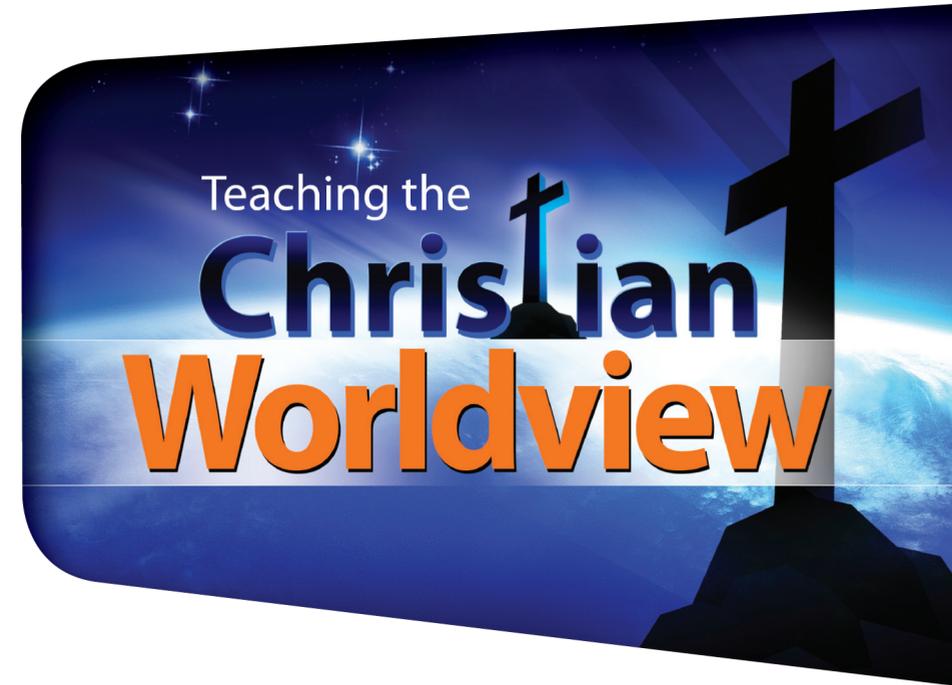
The course has been presented at many schools around Australia and enthusiastically received. These are some responses from teachers:

‘I have heard a lot over the years about teaching Christian worldview, but precious little of it actually happens. The material today has been really practical and should actually help teachers do it, rather than just talk about it.’

‘I found it pretty exciting. It’s good to go home from a professional development day excited.’

‘I wish my daughter had been present today because she is starting university next year.’

*Putting the pieces together* shows how to make the Bible relevant to all subjects, to help students develop critical thinking skills and to equip them to defend their faith. We hope you enjoy the course and benefit greatly from it in your professional career and in your personal situation too. This DVD course can be conducted in your school with your teachers, or in your home group or at a short term study group through your church.



## SESSION 1

### Key Idea

The Christian worldview is radically different from the secular worldview, and spiritual transformation occurs when the Christian worldview is used as the interpretive framework for every area of learning in a Christian school.

### Key Verse

Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.

*Romans 12:2*

### Concepts Covered

What is a worldview? Why is it important? Effects of beliefs on interpretation of facts. Contrasting Christian and secular history/worldviews. Compromise positions: six days? Social consequences. Relevance to the gospel, the Bible's authority and loss of faith. 'Christian' secularism. Impacting a post-modern culture. The historicity of Genesis 1-11: the big picture. Application to different subject areas (not just 'science').

### Summary of Content

Demand for Christian schooling. Why? Desire values, i.e. Christian values.

Romans 12:2. Christian values come from transformation of the mind.

Mark 12:30. Whole person—no compartments.

2 Corinthians 10:5. Every thought—a whole worldview.

What is a worldview?

- 1.
- 2.
- 3.

Example.

Due to the Fall we cannot understand nature without revelation.

We need to start with the Bible as our thinking in every area. It gives us a framework for thinking about everything.

Isaiah 8:20-22. Without the light of revelation, where do we end up?

Kant and the 'Enlightenment', replaced revelation with autonomous 'reason', the basis of evolutionary thought.

Are you evolutionized? How do you decide truth?

Proverbs 3:5, 6. We need to trust God's Word in every area.

Christian worldview—summarized as 7 C's of History.

Man's reasoning gives us the millions-of-years evolutionary worldview.

This worldview is destructive of purpose and meaning in life because ...

- CS Lewis: Also undermines the basis of logical reasoning.

Enlightenment promised we would discover ultimate truth using our own devices.

Post-modernism has given up on discovering truth—there is no such thing as objective truth. Everyone has their own truth.

- Nothing new: Garden of Eden, days of the Judges, Pilate. Post modernism is self refuting. Why? ...

- Postmodernism does not work in practice because it does not recognize reality.

Widespread acceptance of the non-Christian worldview has significantly destroyed the Christian culture of the West. Destroys Christian faith: in England, at university, the case of Charles Templeton.

- Destroys meaning, significance and purpose in life. Destroys Christian values, as evolutionists themselves recognize. This view works out in people's behaviour.

The secular worldview was increasingly taught in the West in the late 1960s and 1970s. Before then the public schools taught the Christian worldview—thus the demand for Christian schooling since 1980s.

But, is the Bible so clear on the 7C's? Can't we accommodate the evolutionary view into the Bible?

- James Barr, Oxford Professor of Hebrew.

- Meaning of the word 'day' in Old Testament

Various attempts to accommodate millions of years of evolution:

- All have the same fatal problem. Millions of years are connected to fossil record. Putting millions of years before Adam and Eve puts death and bloodshed before sin. This destroys the Christian gospel, the Christian hope and the Christian worldview.

Christian worldview must be the starting point, the basis for every subject: e.g. history, biology, geology, geography, social studies, music, art, literature, diet, nutrition, language.

## Life Application

You are visiting a museum or a tourist facility and the guide starts talking about things evolving and the world being millions of years old. How do you respond?

You are at dinner with friends and the conversation turns to some values issue such as homosexual behaviour, abortion, people living together before marriage, and the like.

What do you say?

## For Further Reading

(There is also an overall list of recommended resources with notes about their content at the end (p. 40). Only those titles most relevant to, or specific to, this module are listed here).

- *The Battle for Truth*  
A readable, comprehensive Christian treatment of the most popular worldviews of our day and how they impact thinking in all areas.
- *The Battle for the Beginning*  
Explores the Bible's own claims about creation, evolution and the vital issues at stake in the dispute.
- *Creation and Change*  
Good on the theology of creation, but does not deal in detail with the science.
- *Darwin on Trial*  
Good on the science that refutes evolution; nothing on the Bible.
- *Refuting Evolution*  
Excellent refutation of all the major arguments for evolution.
- *In Six Days*  
50 scientists say why they believe in biblical creation.
- *Unwrapping the Pharaohs*  
On the true ancient history of Egypt.
- *The Wonder of Man*  
Evidence that mankind was created.



- *The Genesis Files*  
Short, readable interviews with 22 experts in science who take Genesis as real history.

### Discussion Questions

Name four logical consequences of the evolutionary worldview for the self image and behaviour of a young person who accepts this view. Explain the connection.

Give some biblical reasons why the earth cannot be millions of years old.

If God is a loving, caring God, why is there so much suffering, violence and bloodshed in our world?

How does a person's worldview impact their approach to (put in your subject area)?



## SESSION 2

### Key Idea

Biblical history, beginning with creation in six literal days about 6,000 years ago, the Flood and the Tower of Babel, forms the framework for the Christian worldview and is thus the basis for every major Christian doctrine and a thoroughly Christian understanding of every aspect of the world around us, for all people, everywhere.

### Key Verse

He [Jesus] said to him, 'If they do not listen to Moses and the Prophets, they will not be convinced even if someone rises from the dead.'

*Luke 16:31*



### Concepts Covered

The key to truly biblical thinking. Assumptions and paradigms. Proof vs evidence. The biblical timescale: Six days + the genealogies. The common biblical heritage: Babel, Flood legends. Chinese history; the real history of the Aboriginal people. Understanding dating methods. Evidence for the biblical timescale.

### Summary of Content

Many Christians believe God created, but not in six days 6,000 years ago. Why not?

- Charles Hodge. Because of 'science'. Some theologians modify Bible history to harmonize with 'science'. But our salvation depends on Bible history.

Some people claim the Bible is not about science but about theology.

- But both the Bible and evolution are about history, science and theology.

Big difference is time, and evolutionists know it (testimony).

What do young people do when they do not get answers for this obvious inconsistency? Perhaps try to ignore it or adopt a 'two box' mentality, which is devastating for faith and witness.

The problem is that people do not understand how science works. All evidence exists in the present. We cannot go back into the past to make observations. That is the difference between experimental and historical science.

Creationist and evolutionists both have the same evidence but start with a different foundation (framework of thinking). Thus their models and

conclusions about the past are different. Both are using the scientific method. Their models and conclusions change but foundations do not.

Many people think scientists are neutral and objective but all scientists are biased, and many have an agenda.

The chronological data from the Bible gives us the biblical timeline. Those data are consistent, reliable and plausible. Jesus (and apostles) believed the biblical chronology. (Col 2:2-3; Mark 10:6; Luke 11:50,51; John 8:44; 1 John 3:8).

The 6,000 year timeline is not a recent development but scholars have always understood that the Bible gives an age of only thousands of years.

Dating methods. We don't have an instrument that can measure age directly. Fossils do not have a date label attached to them. We can only make measurements in the present. We calculate an age based on unprovable assumptions about the past.

- Two failed tests for dating methods:

1. Methods do not work on rocks of known age.
2. Different techniques give different results for same samples.

Geologists don't accept result unless it is what is expected (e.g. Mungo man).



- Carbon-14 supports a young earth because no sample over 50,000 years of age should contain carbon-14 but all samples do.
- Many 'dating' methods give ages much too young for the billion-year evolutionary timescale. E.g. Galaxy rotation, salt in the ocean, sediment on the sea floor, erosion of shorelines. These don't *prove* the biblical age of the earth, but are consistent with it.
- Carlsbad Caves—age revised down. Large stalactites and cave flowstone can form quickly under suitable conditions. Opals can form quickly.
- Erosion (e.g. Niagara Falls) and decay of Earth's magnetic field point to young earth.
- Evidence from human history is consistent with the biblical record.
- Thus we see that 'dating' methods are not a problem for the biblical timescale. Many dating methods support a young earth.

After the Flood people lived together until God dispersed them from the Tower of Babel. As they migrated they carried a memory of their common history.

Aboriginal dreamtime stories have accounts of creation, the fall and the Flood.

Chinese writing shows a common origin with biblical record. The ancient Chinese knew the one true God and sacrificed to him annually.

The evidence supports the biblical record.

Evolutionary history justifies racism (Ota Benga).

Biblical history shows we are all related and all come from One Man (Acts 17:26).

### Life Application

How does your life, in terms of its length, compare in proportion to the age of the earth, within the biblical view and within the secular evolutionary view? What difference do these two views have as far as your meaning and purpose for life is concerned?

A good Christian friend tells you that they believe God created but that they don't think it matters whether he did it in six literal days or over a long period of time. How would you respond to this?

### For Further Reading

- *Refuting Compromise*
- *15 Reasons to take Genesis as History*
- *Creation and Change*
- *Dismantling The Big Bang*
- *Starlight and Time and the New Physics*
- *Taking Back Astronomy*
- *Faith of Our Fathers*  
Relevant to Chinese students particularly, showing how the original founders of China had the knowledge of God that Abraham had.

### Discussion Questions

How would you answer a student who says 'Doesn't carbon dating prove the world is millions of years old?'

How do creationists support their view of the age of the earth—from the Bible or from science? Explain.

How does the issue of age of the earth affect the way a young person can develop a consistent biblical worldview?

What school subjects are impacted by the events of the Tower of Babel? Why? How?



## SESSION 3

### Key Idea

The global Flood described in the Bible was a real event in earth history and is a key foundation stone for the biblical worldview, and for understanding the age of the earth and the present distribution of people, animals, plants, rocks and landscapes all over the world.

### Key Verses

First of all, you must understand that in the last days scoffers will come, scoffing and following their own evil desires. They will say, “Where is this ‘coming’ he promised? Ever since our fathers died, everything goes on as it has since the beginning of creation.” But they deliberately forget that long ago by God’s word the heavens existed and the earth was formed out of water and by water. By these waters also the world of that time was deluged and destroyed.

*2 Peter 3: 3–6*

### Concepts Covered

The origin of modern historical geology and its importance to the non-Christian worldview. The religious nature of historical geology. Data vs interpretation. Interpreting the evidence according to biblical history: Creation, Fall and Flood, Catastrophism. "I would not have seen it if I had not believed it."

### Summary of Content

Most people today (including most geologists) think the Bible is unrelated to geology. They do not see any connection because they do not understand the biblical worldview. But the early pioneers of geology (e.g. Steno, Ray, Woodward) believed the Bible and used it to interpret the rocks.

Geological writers abandoned the biblical worldview in the late 1700s when Enlightenment thinking separated faith (the Bible) from reality (e.g. science). Academics then developed models of earth history that ignored the Bible (e.g. Buffon, Deluc, Cuvier, Hutton, Lyell).

Hutton marked a watershed in geological thinking and his philosophy is recognized today as pivotal in undermining the biblical foundations of the West. He proposed a new philosophy of geological interpretation.

Sadly, leading theologians (e.g. Hodge) capitulated to this new philosophy instead of trusting the Bible. Geological evolution is part of a three-cord rope of philosophical naturalism. Evolutionary geology is foundational to evolutionary biology. It is futile to try to refute biological evolution if we do not deal with geological evolution and the alleged billion-year age of the earth.

The Bible clearly describes a global Flood (e.g. the size of the Ark [Gen 6]; water covered the highest mountains [Gen 7:21]).

If there really was a worldwide flood just like the Bible says what evidence would we expect to find? Billions of dead things buried in rock layers laid down by water all over the earth.



### The geological evidence is consistent with the global Flood of the Bible

- Fossilization. Long-age geologists' slow-and-gradual hypothesis for fossilization. But fossilization shows rapid catastrophic burial—consistent with the Flood.
- Extensive rock (continent-wide) strata deposited by water. Rock layers with thin laminations can be laid down rapidly (e.g. Mt St Helens layers).
- Tops of rock strata not eroded. Rock strata do not show signs of long periods of time (e.g. periods of erosion) between layers (e.g. Hermit Shale and Coconino Sandstone).
- Preserved ripple marks, raindrops and animal tracks etc. mean the layers were deposited quickly without much time between.
- Plastic deformation. Thick sediment deposits were deformed while they were still plastic (e.g. Grand Canyon strata) indicating deposition was rapid.
- Underfit valleys. Large canyons show evidence of being carved rapidly (Mt St Helens, Grand Canyon, Blue Mountains and Three Sisters in Australia).
- A biblical geological model helps interpret geology and classify rocks. E.g. sediments of Great Artesian Basin, Australia, are late Inundatory stage of Flood.
- Sediments of Ayers Rock show evidence of recent catastrophe, such as poorly sorted, angular particles of sediment and containing unweathered feldspar.
- A biblical Flood model explains landforms that are enigmatic in a long-ages geology.

Examples of alleged problems with Flood geology:

- Can't have a desert during the Flood (sand strata in Flood rocks are not from deserts but water deposits).
- Coal takes millions of years to form (not when washed into place, and not under the right temperature and chemical conditions).

Mt St Helens and polystrate fossils. Could easily be wrongly interpreted as growing in place (as in Yellowstone National Park's 'fossilized forests').



Where did all the water go? Scientist propose a global flood on Mars but not on Earth.

Geology is perhaps the most powerful philosophical stronghold in our modern culture that undoes faith in the Bible.

### Life Application

Think about your own personal ancestry from your father and mother's side and how you ended up living in the area where you are living now. Think how your ancestry goes back to Noah and his family and the various steps to how that could have happened in the case of your ancestors.

Next time you are travelling through the countryside try to picture how the landforms were carved by the receding floodwaters, and what has happened to the area since the Flood. Picture from a map of your area where the waters would have flowed from and where they would have flowed to. Look for plateaus, large valleys, and effects of land uplift, faulting, erosion and the like.

### For Further Reading

- *Footprints in the Ash*  
Observations of rapid geology at Mt Saint Helens volcano.
- *Grand Canyon: a Different View*
- *Grand Canyon: Monument to Catastrophe*
- *The Young Earth*  
Extensive evidence from the Bible and geology for a young earth and rapid, catastrophic geology consistent with the biblical Flood.
- *Wonders of Creation: The Cave Book*
- *Wonders of Creation: The Fossil Book*
- *Wonders of Creation: The Geology Book*
- *Biblical Geology—DVD*  
Describes a biblical Flood model and the geology and land forms that would result, consistent with the evidence.
- *Geology and Cave Formation—DVD*

- *Grand Canyon: Monument to the Flood—DVD*
- *Mount St Helens—DVD*
- *Noah's Flood: Evidence in Australia—DVD*
- *Raging Waters—DVD*  
30 minute documentary of evidence for Noah's Flood in Australia.

### Discussion Questions

How do we know that the Flood described in the Bible covered the whole earth and was not just a local event?

Why does belief in millions of years of earth history tend to lead toward belief in a local rather than a global flood?

How does the concept of the global Flood affect our understanding of your local ecology—including the geology, geography, flora and fauna—(e.g. in the US, UK, Canada, Australia, South Africa, New Zealand, or wherever you live)?





## SESSION 4

### Key Idea

Living things change and adapt to different environments but natural selection is not evolution in the sense of molecules to man. Rather the changes observed in living things are consistent with the biblical history for life's origin.

### Key Verse

God made the beasts of the earth according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good.

*Genesis 1:25*

## Concepts Covered

Created kinds, limits of variation. Lack of transitional forms both fossil and living. Mutations, selection and adaptation in a fallen world. Speciation. Evidence for design: the biotic message.

## Summary of Content

The Bible says God created living things to reproduce after their kind. Evolution says relatively simple living things gradually transformed into other more complex living things that are quite different (evolutionary tree).

For evolution (protozoa into ponies) to occur, new genetic instructions/information needs to be produced over time.

Information is a non-material entity. Genetic information is stored on the DNA (an incredibly compact storage system that shouts 'design').

Evolutionists claim evolution is an observed fact (and thus creation is wrong). For example, new breeds of dogs have been created by artificial selection. However, creationists agree that dogs do change. But dogs always change into different dogs. That is not evolution—it is just dogs.

- Puppies inherit genetic information from their parents. No new genetic information is created when the puppies are conceived. The genetic information of the parents is simply distributed among their offspring. Natural selection means that some animals die and their genetic information is lost. This loss is exactly the opposite of what evolution needs.

The famous peppered moths are an example of natural selection but not of evolution because no new information is produced. Evolutionists recognize this.

Darwin's famous finches are another example of natural selection but not of evolution. He had a wrong concept of creation. Had he understood the biblical worldview he could have easily explained the finches as variation within the created finch kind.

Creationists accept that the original genetic information was created by God during Creation Week and that each created 'kind' had within it the potential to adapt to different environmental niches.

Evolutionists claim that mutations (copying mistakes) produce new information and that natural selection sorts these mistakes to produce new species (This is called the New Synthesis of evolutionary theory or Neo-Darwinism).

- Creationists agree that mutations produce variation, but mutations (mistakes) do not *add* new genetic information as evolution needs—to specify how to make feathers, muscle, nerves, etc. Mutations destroy genetic information.
- Mutations are mostly harmful but occasionally they can be beneficial, but even then they still involve *loss* of information (e.g. wingless insects on a windy island, antibiotic resistance).

'Molecules-to-man' evolution is not occurring in the present. Neither has evolution occurred in the past. Fossil evidence of transitional forms between one kind of animal and another is missing—there is no evolution. We can't even imagine what an intermediate form would look like.

The fossil evidence supports stasis—the preservation of kinds. There are many examples of fossilized organisms that are virtually identical to living organisms.

The idea that the human embryo in the mother's womb goes through its evolutionary history is wrong (even fraudulent), but evolutionists keep promoting this idea (e.g. textbooks).

Similarity in features (e.g. limb structure) between living things is touted as evidence of a common ancestor. But similarity also can be interpreted as due to a common designer. In fact there are many features that do not support the idea of common ancestry. These include the design of the horse limb and the different embryonic development of similar design features (e.g. frog and human digits).

- There are many examples of animals such as the ichthyosaur, killer whale and shark, which have a similar overall body design but which cannot have evolved from a common ancestor. Another example is the amazing similarity between many placental and marsupial mammals (moles, mice, etc).

The Stanley-Miller experiment is portrayed as producing the building blocks of life. Not so: wrong conditions, produced mixture of RH & LH molecules, did not produce anything resembling the more complex molecules needed for life, and did not produce life. And there has been no progress since 1950s.

What was the created kind? Not the same as a species but may be more akin to genus or family. Horse kind, dinosaur kinds, creationist orchard concept.

Even if scientists were able to produce life in a test tube, it would simply prove that intelligence was necessary to produce life at the beginning.

### Life Application

Your skeptical friend sends you an email with a news report that evolution has now been observed in the laboratory with bacteria (obviously implying that the Bible can't therefore be true). What would you look for in the report, and how would you respond?

At your workplace your friends show you a newspaper picture of a new transitional form between one animal and another (an 'ape-man', or fish to amphibian, or the like). What would you say to your friends, and what would you look for in the report?

### For Further Reading

- *Bones of Contention*  
Detailed treatment of supposed 'ape-men'.
- *Evolution: The Fossils Still Say No*  
Covers the usual claimed 'transitional' fossils.
- *In the Beginning was Information*  
Organisms are replete with information which can only arise from intelligent processes.
- *Refuting Evolution*
- *The Wonder of Man*  
Evidence of design in the human body speaks against evolution.

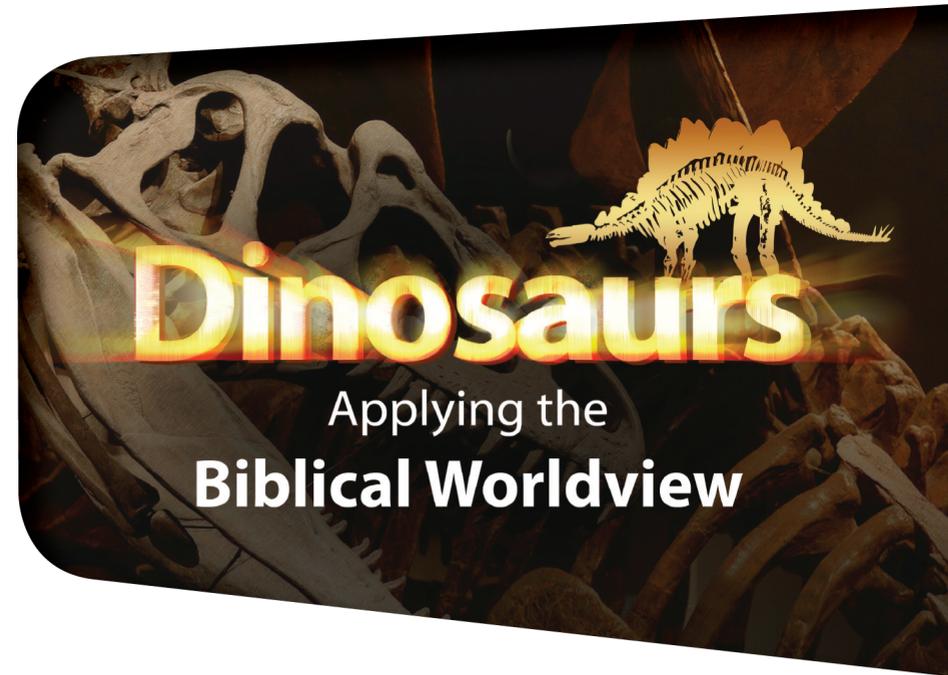
- *Apemen: "Missing Links" and the Bible—DVD*
- *Artistic Ape Anecdotes—DVD*
- *Dynamic Life—DVD*
- *From a Frog to a Prince—DVD* (30 minute documentary)
- *Image of God—DVD* (30 minute documentary)
- *Incredible Creatures that Defy Evolution 1, 2, and 3—DVD*  
Many examples of evolution-defying design in living things.
- *Lucy: She's no lady—DVD* (easy-to-understand lecture that exposes the massive problems with 'Lucy' being the 'missing link'—also sheds much light on other 'ape-man' claims)
- *Unlocking the Mystery of Life—DVD*

### Discussion Questions

Why does natural selection not support the idea of molecules-to-man evolution?

What are mutations, how do they arise and what is their role in evolution according to evolutionary thinking? Are beneficial mutations ever observed?

Does the big picture pattern of the fossil record support evolution? Explain.



## SESSION 5

### Key Idea

When we understand the biblical worldview we can interpret every aspect of life, including dinosaurs. The biblical worldview enables us to discriminate between fact and speculation, and to relate the whole of life to the Creator God and our relationship with Him.

### Key Verse

See to it that no-one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the basic principles of this world rather than on Christ.

*Colossians 2:8*

## Concepts Covered

Where did dinosaurs come from? Was there an age of dinosaurs long before people arrived on the scene? What happened to them? Using dinosaurs to inculcate the biblical worldview (and therefore gospel foundations).

## Summary of Content

Many people imagine that the Bible is unreliable because they think it does not mention dinosaurs. Christians are often puzzled about dinosaurs and how to explain them. Christians need to be able to explain dinosaurs because it is part of viewing our whole world through biblical glasses, and because dinosaurs feature so prominently in today's culture.

There are two ways of looking at the world: Through biblical Glasses (7 C's of History, governed by God), or through evolutionary glasses (millions of years of natural processes).

There are many reputable scientists who believe in creation in six days.

Some Christians even think dinosaurs did not exist.

What evidence do we have for dinosaurs? Lots.

But dinosaur fossils exist in the present. They do not have labels attached with dates written on them. Scientists were not there to observe them, so the evidence about dinosaurs is interpreted according to our worldview.

How do we know when dinosaurs first appeared on the earth?

- The Bible says birds, dolphins and fish first appeared on Day 5 and dinosaurs on Day 6. Birds came first so birds did not evolve from dinosaurs.
- How can we know dinosaurs were made on Day 6 when the Bible does not mention dinosaurs? Because dinosaurs are land animals.
  - The first man and woman also appeared on Day 6, so people and dinosaurs lived at the same time.

Dinosaurs were originally plant eaters. All animals were plant eaters at the beginning because there was no animal death in the world God created originally (Genesis 1:30).

- Sharp teeth do not necessarily mean that the animal eats meat (e.g. fruit bat, most bears).

Dinosaurs would have been on the Ark (God told Noah to take every kind of animal). Noah could have taken young dinosaurs (dinosaurs hatch from eggs) and these would have fitted easily. Even many adult dinosaurs are only small, some as small as chickens.

- The number of different 'kinds' would have been many times less than the number of dinosaur species named by paleontologists.
- The dinosaurs not on the Ark died in the Flood and we find their fossil remains all over the world, buried in sedimentary rocks. They are often well preserved because they were buried quickly during the Flood.

It does not take millions of years to form fossils. Petrification can happen quickly. Also, dinosaur blood cells and proteins have been found, indicating that the bones are not millions of years old.

Tumours similar to human cancers have been found in dinosaur bones, so they could not have been buried before Adam and Eve sinned.

Dinosaurs came off the Ark after the Flood.

People did not call these animals 'dinosaurs' because that word was only invented in 1841. It seems that people called these animals 'dragons' or 'bunyips' or 'behemoth' (Job 40:15-19).

Examples include St George and the dragon, dragons from China, from Europe, from India, etc. Also the Australian Aboriginals near Geelong, Victoria.

- Behemoth (Job 40) fits the description of a sauropod dinosaur.

Evolutionists have a problem explaining why the dinosaurs went extinct because they interpret the fossil record as representing millions of years of time. But creationists interpret the fossil record as being deposited mostly during the Flood.

- Dinosaurs are likely another environmental casualty in a world where many kinds of animals are endangered and going extinct. Dinosaurs probably went extinct because of man's activities; perhaps people killed them because they were fierce and dangerous. Or





perhaps their habitat was cleared. The drying out of the earth after the Flood could have resulted in a contraction of the areas suitable for them (apparently they had a lifestyle like crocodiles).

- Or perhaps they are still alive somewhere on this planet but scientists are not aware of them. Many kinds of plants and animals once thought extinct have been found still living (e.g. Wollemi pine, coelacanth fish). There are frequent reports from Central Africa and New Guinea of animals resembling dinosaurs.

How do we fit dinosaurs into the Bible? We don't try to fit 'Enlightenment' man's interpretation of dinosaurs into the Bible. We simply use the Bible to explain dinosaurs.

### Life Application

Over the next few days, in conversations with your friends about world events, news, discoveries and the like, try making a comment or two about how you interpret the item from a biblical worldview—how things look to you. You don't have to feel you need to prove your position or defend it; just state and describe it.

### For Further Reading

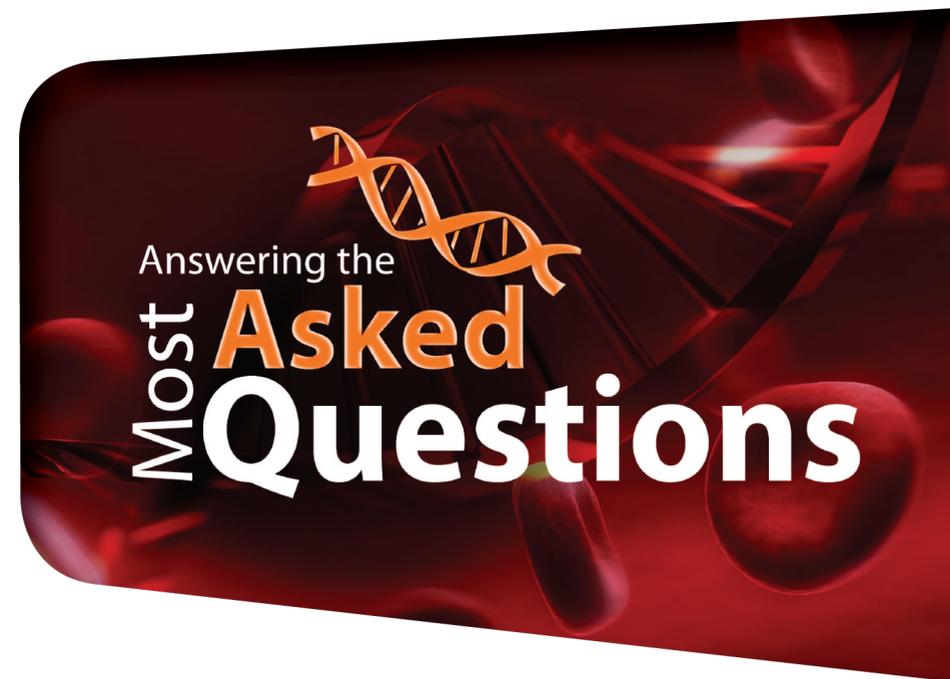
- *Dinosaurs by Design*
- *Dragons of the Deep*
- *Dinosaurs and the Bible—DVD*
- *Mammoth and the Ice Age—DVD*

### Discussion Questions

What may have motivated some Christians to deny that dinosaurs ever existed?

How can dinosaurs be used to explain the elements of salvation?

Reinterpret within the biblical worldview a news report of a scientific claim about the past (such finds are invariably presented from the evolutionary worldview).



## SESSION 6

### Key Idea

The Bible's claim to truth raises many questions from people and these need to be taken seriously and properly answered if we are to expect them to accept the biblical position.

### Key Verse

But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect,

*1 Peter 3:15*

### Concepts Covered

Connecting the Bible with the real world; removing obstacles to faith—e.g.: Who was Cain's wife? Where did all the different 'races' come from? What about the Ice Age? How can we see distant starlight in a biblical time-frame? Plus open question time.

### Summary of Content

Evolution is the main worldview of our culture and people accept it without thinking. But, when they encounter the biblical worldview they think it sounds ridiculous and they challenge it. Thus they ask questions. In effect they are saying 'Defend your faith.' It is vital to have answers (1 Peter 3:15).

Always come back to the biblical worldview (7 C's of history) as your starting point to understand and address questions.

Because we were not there and the Bible does not tell us everything, some of our answers will be partial and we need to acknowledge when we are using Bible-based reasoning that goes beyond the Bible. That is, our models, while based on the inerrant Word of God, could be flawed.

Examples of questions.

**Where did all the races come from if there was just one man and one woman at the beginning?**

Skin colour.

Eye shape.

One blood. Tower of Babel.

**Who was Cain's wife?**

**What about the Ice Age?**

**How can we see distant starlight if the universe is young?**

**How did kangaroos reach Australia?**

### Life Application

Look through a recent newspaper or magazine for an article about some new discovery (fossil, star, planet, DNA, civilization, etc.), some event (visit by a politician, performance by a local group) or some opinion (about what should be done or changed). Within the report what is observed fact and what is speculation and storytelling within the person's worldview? What is the worldview of the person who is writing the article? How can you present the same information within a biblical worldview?

### For Further Reading

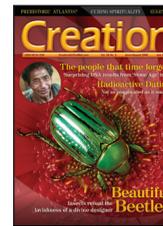
- *Creation Answers Book*
- *Creation Magazine*
- *Journal of Creation*
- *Life in the Great Ice Age*  
About the Ice Age that followed the biblical Flood.
- *One Blood*  
How science has caught up with the Bible's teaching on 'race'.

- *God's Promise to the Chinese*  
How the founders of China 4,000 years ago knew of the Creator, the Fall and the Flood.
- *Faith of Our Fathers*  
Similar theme, from different authors
- *Arguments Creationists Should not Use—DVD*  
Deals with some common 'urban myths' and other bad arguments that circulate amongst Christians.
- *Frequently asked questions by subject / topic* <<http://creationontheweb.com/qa>>  
Many hundreds of articles categorized by subject / topic.



## HELPFUL RESOURCES

### Resources to build your biblical worldview



#### *Creation Magazine*

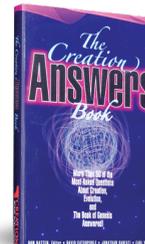
The latest easy-to-understand evidences for creation and against evolution! This unique full-colour family magazine gives God the glory, refutes evolution, and gives you the answers to defend your Christian worldview. Exciting articles you won't find anywhere else! Each issue includes a beautifully illustrated full-colour children's section. Delivered every three months!



#### *Journal of Creation*

Creation science in-depth with contributions from leading creationist scientists around the world! Read the latest in creation research and comment, stay up-to-date on creation/evolution controversies, and find out the latest flaws in evolutionary arguments! Understand some of the issues and debates within creationist circles, and some of the slightly more in-depth science that is essential for professionals and teachers. Delivered every four months.

### Books



#### *The Creation Answers Book*

More than 60 of the most-asked questions about creation, evolution, and the book of Genesis answered.



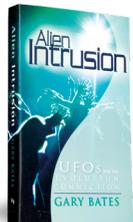
*Refuting Evolution*

An incisive critique of the most up-to-date arguments for evolution. Powerful, concise, and easy-to-read.



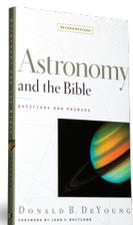
*Refuting Compromise*

A creation classic dealing with the most-common objections to a straight-forward historical understanding of Genesis.



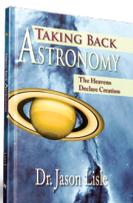
*Alien Intrusion*

Information from observational science and the Bible show the clear evolution connection to belief in 'ET' and provide answers to a puzzling phenomenon that is a big issue with people of all ages, but particularly young people.



*Astronomy and the Bible*

Answers 110 questions on astronomy and the universe, such as: What causes the seasons? How are star distances measured? Is the universe expanding?



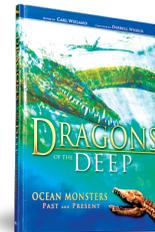
*Taking Back Astronomy: The Heavens Declare Creation*

This beautifully illustrated book gives answers to questions about the Bible and astronomy, including the speed of light and the big bang.



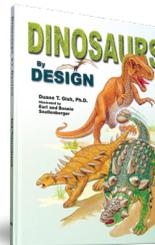
*The Astronomy Book*

Find out what long-ago astronomers thought about other worlds, how constellations relate to astrology, the history of space exploration, how the moon originated, and much more.



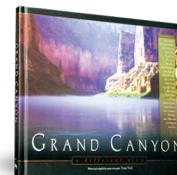
*Dragons of the Deep: Ocean Monsters Past and Present*

Sixteen fantastic sea giants featured in stunning illustrations, interpreted within the biblical worldview.



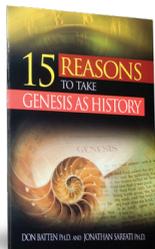
*Dinosaurs by Design*

Beautiful illustrations of dinosaurs and full of information, the book is a tremendous teaching tool for creation for all ages.



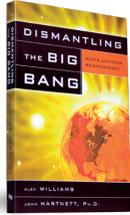
*Grand Canyon: A Different View*

Many of the world's leading creation researchers and speakers present a different view of the Grand Canyon through their articles and beautiful photography.

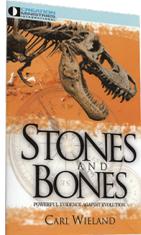


*15 Reasons to Take Genesis as History*

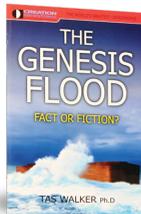
Succinctly shows why those who believe in the inspiration of Scripture must take Genesis as straightforward history, just as Jesus did.



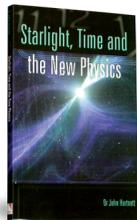
*Dismantling the Big Bang: God's Universe Rediscovered*  
Think about the universe in the only way that makes sense—from God's perspective. Understand the flaws with the big bang and the superiority of biblical cosmology.



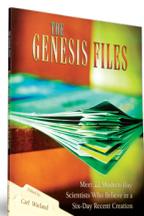
*Stones and Bones (booklet)*  
A simple, well-illustrated, easy-to-understand explanation of fossils, 'missing links', mutations, dinosaurs, natural selection and more.



*The Genesis Flood: Fact or Fiction (booklet)*  
Answers your questions about the reality of Noah's Flood and explains how to see the evidence.



*Starlight, Time and the New Physics*  
A new cosmological model for the origin of the universe based on biblical assumptions. Understand the revolutionary insights into the universe, which eliminates the need for speculative dark matter and exotic particles. Also explains how God could have created the universe such that we can see distant starlight in the biblical time-frame.



*The Genesis Files*  
Features interviews with twenty two modern-day scientists who are experts in their fields and who believe in six-day creation, including a cave explorer, a plastic surgeon, and an aerospace engineer.

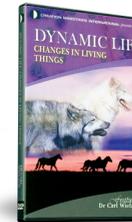
**DVDs**



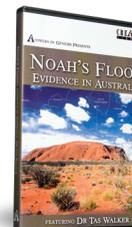
*Hubble, Bubble the Big Bang in Trouble (DVD)*  
Contrary to the big bang theory's billions of years, we may actually be seeing the 6,000-years-ago creation right now! Physicist Dr Hartnett argues persuasively that quasars are not massive objects at the universe's edge, but embryonic galaxies ejected from mature galaxies in our own neighbourhood.



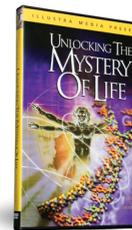
*Dinosaurs and the Bible (DVD)*  
More than any other animal, dinosaurs are used to present evolution over millions of years, but there are simple answers when we start with the Bible.



*Dynamic Life: Changes in Living Things (DVD)*  
We are told that evolution is happening all around us but this superb presentation shows the examples used are actually the opposite of what is claimed.



*Noah's Flood: Evidence in Australia (DVD)*  
Most people don't see any evidence for Noah's Flood because they are not looking for it. But once they know what to look for they find they can see it everywhere.

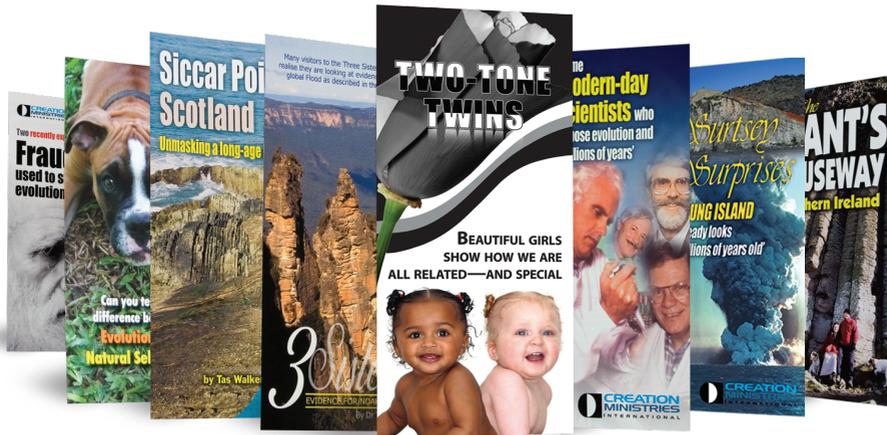


*Unlocking the Mystery of Life (DVD)*  
A 60-minute quality documentary on the powerful evidence for design in living things. No mention of God or the Bible.

### Brochures

A range of inexpensive titles can be used one-on-one or for bulk distribution.

- Two recently exposed frauds used to support evolution
- Do you know the difference between natural selection and evolution?
- Some modern-day scientists who oppose evolution and 'millions of years'.
- Siccar Point, Scotland
- Surtsey Surprise
- The Giants Causeway, Northern Ireland
- The Three Sisters, Australia
- Two Tone Twins



# FINALLY...

We hope you have found this *Putting the Pieces Together* course helpful and clarifying of your own worldview. Sometimes students in Christian schools will refuse to learn about evolution because they have heard it is wrong and they don't want to touch it. However, the material presented in secular textbooks contains a mixture of fact and speculation, all presented within a secular worldview. The aim of Christian worldview teaching is to help students to see their world through biblical glasses, and to be discerning so they can look at material they have not seen before and be able to sort out the fact from the fantasy. We hope this course helps you to equip students who will become the leaders of tomorrow and who will turn our world around for Christ.