It Can Be Done Well!

BIBLICAL INTEGRATION
This material is adapted from:

Making the Connections:
How to Put Biblical Worldview Integration into Practice

www.biblicalintegration.com

www.biblicalworldviewinstitute.com
The Need

NEW SPIRITUALITY (% among practicing Christians who strongly agree)

- All people pray to the same god or spirit, no matter what name they use for that spiritual being: 28%
- Meaning and purpose come from becoming one with all that is: 27%
- If you do good, you will receive good. If you do bad, you will receive bad: 32%

https://www.barna.com/research/competing-worldviews-influence-todays-christians/
“Only 17 percent of Christians have what the researchers consider a biblical worldview…

✓ believing that absolute moral truth exists;
✓ the Bible is totally accurate in all of the principles it teaches;
✓ Satan is considered to be a real being or force, not merely symbolic;
✓ a person cannot earn their way into Heaven by trying to be good or do good works;
✓ Jesus Christ lived a sinless life on earth;
✓ and God is the all-knowing, all-powerful creator of the world who still rules the universe today."

www.barna.com/research/competing-worldviews-influence-todays-christians
The percentage of people with a biblical worldview **declines** in each generation:

- **10%** for Boomers
- **7%** for Gen X
- **6%** for Millennials
- **4%** for Gen Z

#whoisgenz

https://www.impact360institute.org/articles/4-percent-gen-z-biblical-worldview/
The Rationale: Why do biblical integration?

- We can’t teach enough Bible to accomplish what BI does.
- Bible classes, like other classes are viewed as independent courses, disconnected from each other.
- Students need repeated demonstrations that the biblical worldview is the best explanation to answer life’s ultimate questions across disciplines.

Uncovering biblical truths over and over across every age group and across every discipline is the best way to do it.
To regularly demonstrate that all academic content finds its best understanding in an underlying biblical truth that is part of a unified body of truth so that students leave with a thorough understanding of how what they’ve learned relates to a biblical worldview.

Not merely to “give them more Jesus”

Not even to connect specific academic content to something “spiritual” or biblical

but

To regularly demonstrate that all academic content finds its best understanding in an underlying biblical truth that is part of a unified body of truth so that students leave with a thorough understanding of how what they’ve learned relates to a biblical worldview.
5 Aspects of a Worldview

- **God**: beliefs about the existence, nature, and purpose of God
- **Creation**: beliefs about the nature of reality and the existence, structure, and order of what “is”
- **Mankind**: beliefs about the nature, role, and relationships of human beings
- **Moral Order**: beliefs about values, morality, behavior and responsibility and in what these beliefs are grounded
- **Purpose**: beliefs about the intended uses of things that exist including design and in what these beliefs are grounded
Is there a supernatural Supreme Being?
If such a Supreme Being exists, is He (She?) a personal Being, or an impersonal force? Is He unlimited in power? Is He present everywhere, and does He know everything that is going on?
Is this God active in human affairs? Does He communicate with mankind? If He does, in what ways can we hear and understand what He is saying?
Does He love? Is He just? Does He care what happens to people?
Creation

- Did the universe make itself or did a higher Being cause it?
- Is physical matter upheld by the Creator through time or does “Nature” function on its own, independently of God?
- Dees the material world have value and meaning? If so, on what basis?
- What is really real, especially in the realm of things humans cannot observe or measure?
- Is God an active participant in the world of things He has made and ordained, or is it a “closed system”?
Mankind

- Were we once fish? Are humans the result of time, chance, and impersonal matter?
- What determines human worth and value?
- Are people basically good or are they basically corrupt?
- Are people responsible and accountable for their actions or are they caused to behave certain ways by their environment?
- How can people know what is really true and real? Is the human mind capable of knowing what is really true? Is observation and measurement the only valid way for humans to determine truth and reality, or are there other ways to know?
- What is a family?
- What happens to people after they die?
- Do people have souls? If so, what is a soul?
Moral Order

- Is morality a human invention or is it predetermined by God?
- Is there an ultimate standard of right and wrong to which all humans are subject and responsible? If so, what are the rules?
- If there is an ultimate standard, how do we know what it is?
- If there is an ultimate standard, what are the consequences for violating those standards and who enforces those consequences?
- Is there a right or wrong way to gain and use material resources, to treat other humans, to treat other living things, etc.?
- Is there a final judgment? If so, on what basis?
Purpose

- Does history have any direction? Any meaning?
- Is there a purpose for human existence? If so, what is it?
- Is there a reason for the material world and the resources it contains?
- What is the purpose of the family?
- What is the role of civil government?
- Has God given any mandates or “job descriptions” for human beings? If so, is there a difference between what He has given to men and women?
Any worldview, and especially the Christian Worldview, can be summarized by considering its beliefs about these five broad categories, answering these questions.

When we begin writing our Integration Objectives, we will return to these five BIG areas.

For now, note your handouts “101 Biblical Worldview Truths” and “Specific Biblical Truths by Major Theme” which detail specific biblical truths (SBT) under each broad category.
What Biblical Integration is NOT

- Casually referring to the greatness of God during a science lesson
- Using a science experiment as an analogy to the Christian life
- Connecting a study of rocks to David’s defeat of Goliath
- Sharing good, biblical truth that isn’t directly connected to the academic content at hand
- Including a verse at the bottom of a worksheet
- Using a bible verse for diagramming in English
- Having a class devotional or praying in class
- Reading Bible verses about horses while teaching a unit on horses
- Telling kids to obey and work hard because the Bible says so
“If God has truly created all that is and through that creation has purposed to reveal certain aspects of who He is, then the concept of general revelation implies that all our academic content is rooted in the self-revelation of God, not merely loosely connected to it.”
In our Biblical Integration-

let’s move from this...

...to this!
The Process

BIBLICAL INTEGRATION
1. START SMART.

Identify your academic objective. Start with your academic content and your S.M.A.R.T. (specific, measurable, achievable, relevant, time-oriented) objective for that lesson.

“The student will correctly name all 8 planets in our solar system in order by Friday.”
2. **GO BIG.**

Connect your academic objective to one of the five aspects of the Christian Worldview. Ask yourself, “How does (academic content) connect with the bigger picture of God/Creation/Mankind/Moral Order/Purpose?” Pick one.

*Naming planets connects most to Creation.*
3. GO SMALL.

Identify what specific biblical truth (SBT) most relates to your academic content. Narrow the big category into a SBT. Ask, “What part of that aspect specifically relates to this academic content?” Identifying this is the hardest part. There are likely several good choices. Make sure your SBT contains the big word in it.

The earth (and the known universe), as part of Creation, is a realm that God intends for humans to properly steward and govern. Naming and categorizing planets is part of that governing.
4. WRITE IT.

Construct your integration objective.

The student will understand/comprehend/grasp/internalize + (specific biblical truth) by/through/while + (academic content objective).

“The student will internalize that humans have been given the authority to govern and classify creation by God the Creator by correctly naming all 8 planets in our solar system in order by Friday.”
5. DO IT.

Decide on a plan to achieve your objective. How will you get your students to see this connection? This is a statement, question, activity, etc. that will accomplish your objective.

Say, “Who originally named the planets?” Share a little background on the history of the planets’ names or let the students do some research or play a matching game. After, say, “People named the planets. Did you know that you can name a star? It’s true.” Then say, “Who gave you your name? Your parents have authority over you to give you a name. God has given people authority over creation to name and classify it. That’s part of our responsibility of caring for all that God has made.”
Steps to Biblical Integration

1. START SMART.
   Academic Objective

2. GO BIG.
   Decide on one of five major areas.

3. GO SMALL.
   Pick a specific biblical truth.

4. WRITE IT.
   The student will + SBT by + academic objective

5. DO IT.
   Question, statement or activity to achieve objective
1. START SMART.

“The student will discuss the source of discontentment in the life of Willy Loman in Arthur Miller’s Death of a Salesman.”
2. GO BIG.

The source of Willy Lowman’s discontentment could be Mankind or Purpose.

Let’s go with purpose.
3. GO SMALL.

The SBT that I think relates most closely with Willy’s discontentment is “people find their ultimate purpose in glorifying God and enjoying Him forever.”
4. WRITE IT.

Construct your integration objective.

The student will understand/comprehend/grasp/internalize + (specific biblical truth) by/through/while + (academic content objective).

“The student will understand that people find their ultimate purpose in glorifying God and enjoying Him forever by discussing the source of discontentment in the life of Willy Loman in Arthur Miller’s Death of a Salesman.”
Pair the students up and have them roleplay. One student is Willy Loman and the other is Willy’s pastor. Willy comes to his pastor, expressing frustration and discontentment, and the pastor counsels him through his discouragement. Meet with the “pastors” as a group prior to the roleplay and help them see that work is not Willy’s problem.
1. START SMART.

“The student will recognize and explain common traffic signals.”
2. GO BIG.

Traffic signals relate to civil order and obedience. I think that most relates to Moral Order.
3. GO SMALL.

Several SBTs could apply here:

• Moral Order is non-optional and non-negotiable.
• Moral Order is designed for the good of humans and all society
• Moral order is upheld through God’s ordained institutions of family, church, and state.

We’ll go with the first one.
4. WRITE IT.

Construct your integration objective.

The student will understand/comprehend/grasp/internalize + (specific biblical truth) by/through/while + (academic content objective).

“The student will understand that Moral Order is non-optional and non-negotiable by recognizing and explaining common traffic signals.”
Hold up a stop sign and say, “What does this mean? What do you do when you see one of these? Why? Just like we have rules to follow when driving in a car to keep us safe, God has given us rules to follow. His rules are much more important than traffic rules, but we understand following traffic rules because of the importance of following God’s rules. What are some of God’s rules?”
1. START SMART.

“The student will graph a given quadratic function using its parent graph and its transformations (vertical shift, horizontal shift, vertical stretch or compression, or horizontal stretch or compression).”
2. GO BIG.

The graph of a quadratic relates to Creation best, I think.
3. GO SMALL.

The SBT that could apply here is that all creation is **structured and behaves consistently** indicating an Intelligent Designer.
4. WRITE IT.

“The student will understand that all creation is structured and behaves consistently, indicating an Intelligent Designer by graphing a given quadratic function using its parent graph and its transformations (vertical shift, horizontal shift, vertical stretch or compression, or horizontal stretch or compression).
Show the graph of $y = x^2$, $y = x^2 + 2$, $y = x^2 + 4$, and $y = x^2 + 10$. Have students predict what $y = x^2 + 3$ will look like. Say, “How did you know what the graph would do? Why did it do that? What does that tell you about the nature of mathematics? What does that tell you about the nature of the world? What does that tell you about the nature of God?”
PRACTICE: What not to do

In groups of 2 or 3, come up with a BAD biblical integration activity (analogy, loose connection, object lesson, etc.) for each of the objectives below.

7th Grade English: Subject-Verb Agreement
5th Grade Science: Causes of Rain
11th Grade History: Causes of the Revolutionary War
2nd grade Math: Two-digit addition with carrying
In groups of 2 or 3, agree on an academic area and then walk through the 5-step process together, coming up with a Integration Objective and how you plan to achieve that objective.

1. START SMART.
   Academic Objective

2. GO BIG.
   Decide one of five major areas.

3. GO SMALL.
   Pick a specific biblical truth.

4. WRITE IT.
   TSW + SBT + by + academic

5. DO IT.
   Question, statement or activity to achieve objective
Q & A
BIBLICAL INTEGRATION

It Can Be Done Well!