***Bible on Broadway***

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**Background:**

Christians are faced with a very real dilemma in the 21st century. Surveys show that 60-70% of Christian young people age 15 and above will leave their faith. The Barna Group, an evangelistic organization interested in the intersection of faith and culture, uncovered six significant reasons for this exodus. These young people felt that their churches were overprotective, shallow, hostile to science, judgmental, exclusive, and unfriendly towards intellectual doubt.[[1]](#endnote-1) In short, they felt that their faith was incompatible with the day-to-day realities of their lives outside of their homes and churches. Our duty, as Christian educators, is to make the Bible relevant to our students in such a way that it not only helps them defend their faith but also inspires them to share it with others as the only hope for mankind.

**Description:**

The purpose of this class is to introduce an innovative way of teaching Biblical worldview to students from kindergarten to high school utilizing a theatrical paradigm. The course begins with the premise that we live in God’s world and He doesn’t live in ours. It takes a unique “bottom up” approach to apologetics by utilizing experiences common to people of all ages as building blocks for a Biblical understanding of the world. The goal is to empower young people to understand and share their faith in a concrete, friendly, real-world context that effectively engages the day-to-day realities of their lives outside of their homes, churches, and Christian schools.

**Objectives:**

1. Understand the basic premise of the various competing worldviews.
2. Establish a theatrical paradigm upon which to build a Christian worldview.
3. Create a developmentally appropriate curriculum designed to introduce and reinforce a Biblical view of the world.

**Content:**

1. Understanding the alternate worldviews offered in the marketplace of ideas.
2. Life as God’s story. The importance of understanding the world as a divine narrative.
3. Theatrical paradigm of Biblical worldview.
	1. Set – The role of the inanimate physical structure of our planet.
	2. Props – The role of plants and animals in our life story.
	3. Characters – Humans as the only creatures capable of generating and performing in a story. Emphasis on the uniqueness of man as an image-bearer.
	4. Conflict – The world has a problem and it is uniquely found in man.
	5. Resolution – Jesus as the ultimate resolution to the problem.
	6. Cast Party – The afterlife celebration of a well told story.
4. Introducing these concepts into the classroom in a developmentally appropriate manner.
5. Evangelistic application of the material as a novel approach to sharing the Gospel with others

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**Tentative Schedule**

**Hour one - Worldview**

1. What is a worldview, metanarrative, over-arching story?
2. Summary of the basic worldviews.
3. Modernism
	1. Modern threat – extinction of man.
	2. Addressed under the character section.
4. Postmodernism
	1. Postmodern threat – extinction of story.
5. What is necessary in order to communicate an idea? It’s magic.
6. God as Author.
7. What are the basic things we all agree that a worldview must explain?
8. What are the key components of any good story/theatrical play?
9. Biblical description of God’s world as a theatrical production.
	1. Set
	2. Props
	3. Characters
	4. Plot Conflict
	5. Plot Resolution
	6. Cast Party
10. Classroom application.

**Hour two –Set and Props**

**Set**

1. What is a set? Why is it important for a theatrical performance?
2. What criteria would you use to determine a best-set design award?
3. How do those criteria apply to nature?
4. Genesis describes intentional creation of a set for us to perform on.
5. *The Privileged Planet.* Preferred seating for mankind in God’s theater.
6. Biblical description of creation of the set.
7. Classroom application.

**Props**

1. What is a prop?
2. What would be a prop in God’s world?
3. What is the difference between a prop and a character?
4. God created props (plants and animals) for us to use in the story of our lives.
5. Biblical description of props.
6. Classroom application.

**Hour 3 - Characters**

1. Anthromatics.
2. Why is man different from animals?
3. Biblical description of creation of man.
4. What does it mean to be created in the image of God?
5. What is it about man that changes God’s assessment of creation from “good” to “very good?”
6. Why is Jesus the perfect image of God?
7. Biblical description of man created in God’s image.
8. Classroom application.

**Hour 4 – Plot Conflict**

1. What is wrong with the world?
2. Before man sets foot on the stage God has made a moral statement. “It was good.”
3. Why is man good and evil?
4. How do other worldviews explain a good and evil man?
5. Biblical description of a good world that then becomes very good with the appearance of man and then goes all wrong with the fall.
6. Classroom application.

**Hour five – Plot Resolution**

1. Man is the problem on the planet. He is both good and evil.
2. How do we fix man?
3. Non-Christian worldview solutions.
4. If Original Sin is the problem then how do we fix it?
5. One sin, a multitude of consequences.
6. The Original Sin must be reversed and the consequences mopped up.
7. The OT typology of the ultimate solution found in Jesus.
8. NT review of how Jesus is the perfect solution to the problem.
9. Classroom application.

**Hour 6 – That’s a Wrap - The Cast Party**

1. If we are in a theatrical performance it would make sense that there should be a cast party.
2. What is heaven like?
3. What do NDE’s tell us?
4. Bigger scars make better stories.
5. Biblical description of Heaven.
6. How do we tell others about God’s story?
7. Classroom application.
1. The Barna Group, “Six Reasons Young Christians Leave the Church.” www.b arna.org/teens-next-gen-articles/528-six-reasons-young-christians-leave-church [↑](#endnote-ref-1)