

FACILITATOR HANDBOOK

THE JOSHUA PROJECT TRAINING COURSE

Genesis 1-11 and Science: Strengthening Your Faith

Basic Course

Presented by the:



GENESIS ACADEMY

*The heavens declare the glory of God,
and the sky above proclaims His handiwork*

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PURPOSE OF THE COURSE:

Just as Moses taught Joshua how to lead the Israelites into the Promised Land, the Joshua Project will endeavor to train interested Christians in sound doctrine coupled with valid science for the purpose of defending and teaching others in the faith about the truths contained in Genesis 1-11.

PURPOSE OF THE FACILITATOR HANDBOOK:

This Facilitator Handbook provides you with information and guidance to help you lead and support the participants so they can successfully complete the Joshua Project Training Course, Genesis 1-11 and Science, Strengthening Your Faith, (Basic Course). This Handbook will address the following topics: session overview of topics, teaching methods, facilitator and participant materials, Participant Handbook structure and general suggestions for facilitators.

COURSE OVERVIEW:

There are eight (8) sessions in this course. The sessions are arranged in the following order:

1. The Creation, Parts 1 & 2
2. The Fall, Parts 1 & 2
3. The Flood, Parts 1 & 2
4. The Tower of Babel
5. The Hope

TEACHING METHODS:

There are at least two approaches to teaching the Joshua Project course. The two teaching methods are:

Traditional: All participants will watch the YouTube video together while taking notes in the Participant Handbook. After viewing each video the facilitator will ask questions about the video and lead the discussion.

Flipping the Classroom: For this course, a “Flipping the Classroom” strategy can be used. Students will be assigned homework to complete PRIOR to any instruction or discussion by the facilitator and participants. Each session will consist of a brief overview of the homework followed by a significant period of time for questions and answers.

SESSION FORMATS:

Traditional Method

Sessions should start and end on time. Each session should last approximately 60 minutes. The general structure of each session should be:

5-10 minutes	Opening prayer, brief review of previous sessions, introduction of the topic objective, and reading the appropriate Scripture and the Overview
25-35 minutes	View the assigned YouTube video topic together.
20-30 minutes	Discuss questions in the Participant Handbook.
5-10 minutes	Identify the “BIG” learnings for the current session. Preview the next session topic.

Flipping the Classroom Method

Sessions should start and end on time. Each session should last approximately 45-50 minutes. (Participants are watching the YouTube video prior to attending the session.) The general structure of each session should be:

5-10 minutes	Opening prayer, brief review of previous session(s), introduction of the topic objective, and reading the appropriate Scripture and the Overview
20-30 minutes	Discuss questions in the Participant Handbook.
5-10 minutes	Identify the “BIG” learnings (see above) in the current session. Preview the next session topic and assign video homework.

The Facilitator Handbook is designed for the Traditional methodology.

COURSE MATERIALS

Facilitator materials:

- ❖ Facilitator Handbook
- ❖ Projector/internet access for YouTube video viewing (for traditional method)
- ❖ White board or marker board with paper and markers
- ❖ Bible

Participant materials:

- ❖ **Participant Handbook (free)**
- ❖ **Recommended for purchase (optional)**
 - *The New Answers Book 1*, Ken Ham
 - *The Global Flood: Unlocking Earth's Geologic History*, John D. Morris
- ❖ **Bible**
- ❖ **Pen, pencil**

PARTICIPANT HANDBOOK STRUCTURE:

The participants will have copies of the lesson plan for each topic in the course. The lesson plans will consist of the following components:

Goals: There will be several learning outcomes established for each topic.

Viewing Notes: As the students watch the YouTube videos on the GenesisAcademy.net web site, they can follow the viewing notes provided in the Handbook. There is room for the participants to add additional comments or questions for future reference.

Discussion Time: There will be key questions listed for each topic to spur group discussion. Participants and facilitators can add additional questions or comments to enrich the class interaction.

Additional Resources: Participants who want to research topics more deeply can utilize the various videos and materials that will be listed at the end of each lesson plan.

COURSE INSTRUCTORS:

Michael Windheuser: Dr. Windheuser has a Ph.D in Microbiology from the University of Kansas. He has done post-doctoral studies and has been a university instructor. For the past 25 years he has led research work in the pharmaceutical industry.

David Penny: Mr. Penny has a mechanical engineering degree from the Massachusetts Institute of Technology, MIT. He also holds a Master's degree from Dallas Theological Seminary with a major in Greek and a minor in Hebrew. He is the owner of a sand company.

FACILITATOR SUGGESTIONS:

A good facilitator can create a successful and meaningful learning environment for a small group, Sunday School class, or training session. Here are some suggestions for facilitators to consider:

- 1. Pray consistently for the group you are working with. Begin the session with prayer.**
- 2. Do your homework ahead of time (view video and review the Participant Handbook).**
- 3. Have chocolate candy and beverages available.**
- 4. Begin and end the meeting on time.**
- 5. Tell the participants what the goals are for the topic they will be studying. Read the Genesis chapter(s) for the topic and the Overview.**
- 6. Have the technology available to view the YouTube videos on the GenesisAcademy.net web site.**
- 7. Have participants follow the viewing notes as they watch the videos and take additional notes.**
- 8. After the discussion strategies each week (whole group, small group, individual, walk and talk with a partner, etc.).**
- 9. Don't allow one person to monopolize the discussion. Invite and encourage the quiet participants to make comments.**
- 10. Close the meeting by identifying what the "BIG" learnings (see above) were from the session.**



GENESIS ACADEMY

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LESSON PLAN

JOSHUA PROJECT TRAINING COURSE, GENESIS 1-11 AND SCIENCE: STRENGTHENING YOUR FAITH (BASIC COURSE)

SESSION 1-THE CREATION, PART 1 (17 min.)

Dr. Michael Windheuser

CLASS SET UP AND PROCESSES: SESSION 1, THE CREATION, PART 1

- Consider using name tags with BIG first names for the first session. If people don't know each other, this will help build relationships.
- Take some time to have everyone introduce themselves and respond to some simple questions (birthplace, high school location, favorite movie, family, vacation, coming to Christ story, etc.). Tell them to pick three items to share (You Pick Three!).
- Begin the lesson with prayer.
- Spend some time asking participants what questions they have about Genesis 1-11. Write those questions down on big white paper and keep them posted at each session. Check off the questions as they are discussed throughout the course.
- Hand out the lesson plan to all participants.
- Share the goals for the session with the group.
- Have one or more participants read Genesis chapter 1.
- Choose one person to read the Overview to the group.
- Inform the group that they can follow along with the Viewing Notes if they want to.
- Watch the video together.
- Ask the questions in the Discussion Time segment in a whole group setting. (This helps create a safe situation for participants to answer and ask questions.)

GOALS: SESSION 1, THE CREATION, PART 1

After viewing this video the participant will:

- Understand that God communicates to us through general and special revelation.
- Develop an enhanced appreciation for the majesty of God and His omniscience, omnipresence and omnipotence.

- Understand that a plain and simple reading of Genesis provides a historical narrative.
- Be able to contrast naturalism (chaos to cosmos) and Special Creation (order to decay).

OVERVIEW: SESSION 1: THE CREATION, PART 1

This portion of the video shows that God reveals Himself and communicates with mankind through two major methods of revelation, one is General Revelation (through nature) and the other is Special Revelation (through supernatural means). Biblical scripture is Special Revelation. The primary sources in this Joshua Project Training Course, *Genesis 1-11 and Science: Strengthening Your Faith, The Creation*, (Basic Course) will be YouTube videos. Objective statistical analysis of verbs, and Biblical hermeneutics (the study of the principles and methods of interpreting the text of the Bible) are applied to demonstrate that the best classification for the interpretation of Genesis 1-11 is that of "Narrative History". Narrative history simply means that it is a historical record of what happened. God's actions, His attributes as The Creator and a young age for the earth (approximately 6,000 years old) are revealed by a plain and literal reading of Genesis 1-11.

The ultimate authority and guide of this course is the Bible. The non-Christian worldview reveres science. The viewer is shown that several so called scientific truths of the past have been proven false. But "truths" of science are changing and Biblical truths are unchanging. In addition to this, scientific naturalism promotes the process of going from a state of chaos to increasing cosmic order. But according to the observable evidence in the universe, matter and energy are actually going from a state of order to disorder and decay which is more consistent with Special Creation by a Divine Being as portrayed in the Bible.

VIEWING NOTES: SESSION 1, THE CREATION, PART 1

(Creation - Before the Beginning)

- God communicates with us in two ways, though General and Special Revelation.
 - This communication is to someone with man being the object or that someone.
- Although God has many more attributes, these are some of God as The Creator.
 - All powerful
 - Personal
 - Intelligent - knows all things, can't be surprised
 - Self-existent - always was, does not need to be created
 - Non-material
- There are (at least) three ways to interpret Genesis 1-11.
 - Myth - made up stories

- Poetic metaphor – only has kernels or grains of truth
 - Starts with science as guide
 - Narrative history – record of God’s works
 - Starts with Bible as guide
- Hermeneutics – how you interpret and study the Bible
- Is the ultimate authority/guide, the Bible or science?
- There are several so-called scientific truths of the past that have been proven to be false.
 - Examples: Spontaneous Generation; Earth-Centered Theory (Geocentricity)
- Science is changeable, that is, it evolves.
- Biblical truth unchanging (immutable, “True-Truth”)

- Subjective basis:
 - Genres of literature
 - Hebrew Poetry
 - Comparative lines, phrases
 - Not sound or rhyme
 - Hebrew (historical) narrative prose
 - Action, plot, time line
- Objective basis:
 - Steven W. Boyd, Ph.D – did a statistical analysis of Genesis 1:1-2:3. Using verb analysis he determined statistically that this is a narrative passage.
 - Boyd states, “ It is statistically indefensible to argue that the language is poetry.”
 - Verb analysis differs in a narrative vs. a poetic presentation in the Bible.
 - Logistic regression analysis
 - Statistically correlates
 - Provides highly objective conclusions

- A plain and literal reading of Genesis chapters 1-11 provides an historical narrative of Special Creation beginning with God andending..... with (Judgments: The Fall, The Flood and The Tower)..... decay. Additionally, genealogies in Genesis 5 and 11 indicate that the earth is about 6,000 years old.
- Order to decay (Creation) vs. chaos to cosmic order (world view/ atheistic naturalism)
 - Genetic entropy (decay) is the law we are living under and can we observe the evidence.

DISCUSSION TIME: SESSION 1, THE CREATION, PART 1

- Define and differentiate between general and special revelation.
- Identify and discuss the key attributes of God in relation to the creation.
- Explain why the Creator develops the natural laws of science?
- Provide examples given by the presenter to support his assertion that Genesis is a historical narrative.

ADDITIONAL RESOURCES: SESSION 1, THE CREATION, PART 1

- Watch, GenesisAcademy.net, *Genesis 1-11 and Science: Strengthening Your Faith, (Advanced Course), Is Genesis Consistent With Reality? Genesis 1:1*, Windheuser (50 min.)
- Watch, GenesisAcademy.net, *Genesis 1-11, Strengthening Your Faith, (Advanced Course), Is Genesis Consistent With Reality? Revelation in Two Books*, Windheuser (38 min.)
- Read, *The New Answers Book 1*, Ken Ham, Questions 8, & 20



LESSON PLAN

**JOSHUA PROJECT TRAINING COURSE, GENESIS 1-11 AND SCIENCE:
STRENGTHENING YOUR FAITH (BASIC COURSE)
SESSION 2-THE CREATION, PART 2 (37 min.)
Dr. Michael Windheuser**

CLASS SET UP AND PROCESSES: SESSION 2, THE CREATION, PART 2

- (This is the longest viewing of the eight session course).
- Consider using names tags with BIG first names for the second session. This will be the last time you use name tags.
- Hand out the lesson plan to all participants.
- Prayer time.
- Share the goal for the session with the group.
- Have one or more participants read Genesis chapter 2.
- Choose one person to read the Overview to the group.
- Watch the video together.
- Ask the questions in the Discussion Time segment. Divide the class into two groups. Have each group select a note taker and a reporter. Give the two groups time to discuss the questions. Have the reporter from each group share the group's thoughts with the entire class.

GOAL: SESSION 2, THE CREATION, PART 2

- The participants will understand that God created the heavens and the earth and everything in it in six, twenty-four hour days.

OVERVIEW: SESSION 2: THE CREATION, PART 2

The Bible (Genesis 1:1 to 2:3) shows us that God completed His Creation in six days and rested on the seventh day:

Day 1 - God created the heavens and the earth and said, "Let there be light", establishing day and night.

Day 2 - God separated the waters from the waters by placing an expanse between them.

Day 3 - God gathered the waters together so the dry land appeared, and He created plants yielding seed.

Day 4 - God placed the sun, moon and stars in the expanse.

Day 5 - God created aquatic life and birds.

Day 6 - God made land animals, things that creep on the ground and man.

Day 7 - God rested from all His work that he had done in the Creation.

God made Earth ideally habitable for man. All requirements for life, (food, water, oxygen etc.), are met precisely by the Earth. As a planet, Earth has very special properties such as its placement in the solar system, its tilt as it rotates on its axis and its surrounding protective magnetic field. In essence God provided a place for man to dwell. There are universal natural laws (i.e. logic, mathematics, physics, chemical, biological, etc.) pre-existing in this dwelling place which are just right for our type of life. All laws originate in and from intelligence, thus there must a Law Giver.

Each "day" of The Creation is identified with a number and each has an evening and a morning. This is consistent with a 24-hour day as we would understand it today. Therefore, God accomplished the work of Creation in six days and rested on the seventh which provides a pattern for our work week. There is no other parallel in nature for a seven-day week. Nature does provide celestial time-keeping for a day (one full rotation of the Earth on its axis in 24 hours), a month (one full revolution of the moon around the Earth in 28 days), and a year (one full revolution of the Earth around the sun).

God created the first life on Day 3 in the form of plants. The plants were complete with the ability to perform the complex function of photosynthesis in which light energy, carbon dioxide and water are transformed into food source energy, produce oxygen and yield seeds after their own kind. Both plants and animals have DNA, the first genetic language, which is a very ordered set of sequentially coded instructions about how to make another cell or even another new plant or animal of the same kind. In order to have language and such precise directions on the level of that found in DNA, there must to be an intelligent Divine Author of Life.

When comparing God's Creation, as described in the Bible, to ideas that come from man, quite different and conflicting views can result. One such case is the comparison of the "Orchard of Creation" concept to that of the "Evolutionary Tree" concept. In Biblical Creation there is a "Common Creator" whereas in molecules to man evolutionary theory there is a "common ancestor". There are also many conflicts when the Creation events for each day are compared with the sequence of the Big Bang Theory. One such conflict is that God made the Earth before the sun, moon and stars, however, in the Big Bang Theory, the sun and stars are said to have appeared before the Earth.

VIEWING NOTES: SESSION 2, THE CREATION, PART 2

Day 1 of creation:

- **Laws pre-existing**
 - **Source of natural laws – originate in and from intelligence. From a Law Giver.**
 - **Hebrews 1:2-3 - Jesus upholds the universe.**
 - **Colossians 1:16 - All things were created in and through Him.**
 - **Examples of areas where natural laws occur:**
 - **Laws of Logic**
 - **Laws of Mathematics**
 - **Laws of Physics**
 - **Laws of Chemistry**
 - **Laws of Biology**
- **Building blocks of universe – atoms which are invisible**
 - **It is the field properties that are the visible portion of atoms.**
- **The Earth is made to be ideally habitable for man.**
 - **Earth has special properties.**
 - **Placement in the solar system**
 - **Tilt on axis**
 - **Gravity**
 - **Temperature**
 - **Atmospheric gases**
 - **Magnetic field – protection from potential solar rays**
 - **Isaiah 45:18 – For thus says the Lord, who created the heavens (He is the God who formed the earth and made it. He established it and did not create it a waste place, but formed it to be inhabited), “I am the Lord, and there is none else.” (NASB)**
 - **God did not create a waste place in the beginning.**
 - **(Thus the Gap Theory is not consistent with Scripture.)**
 - **God provided a place for man to dwell.**
 - **When man travels beyond earth, he has to take along:**
 - **Air Pressure – proper amount for our bodies and lungs to function**
 - **Oxygen – proper percentage in the air for respiration**
 - **Gravity – needed for bones to maintain density and strength**
 - **Temperature – controlled range that is not too cold or hot**
 - **Water – human survival without it is 3 days**
 - **Food – balanced nutrition**
 - **Proper elimination methods for gases (CO₂), liquids and foods**
 - **All of these conditions are met precisely by the earth.**
- **Genesis 1: 3-5: ...God said, “Let there be light” ... And there was evening and there was morning, the first day. (ESV)**
 - **The use of the word “day” when defined by a number and with evening and morning, constrains it to a 24-hour day.**

Day 2 of Creation – The Expanse:

- **God called it heaven.**

- An expanse separated the waters from the waters into waters above and waters below.
 - Theory: “Water Vapor Canopy” around the earth
 - (more complete explanation will be provided in disc #3, session 5)

Day 3 of Creation – Dry land appears and first plant life is created:

- The land probably appeared as one land mass (supercontinent) referred to as Rodinia.
- Plant life was fully functional.
 - Yielding seeds according to “kind”
 - Based upon the modern biological classification system, kind is more closely represented by the Family grouping instead of the more specific genus and species.

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First Life was complete and fully functional. Plants had a full complement of functioning photosynthesis cells (bio-degradable solar panels). These plants were, as they are today, living machines, utilizing light energy along with carbon dioxide (CO2) and water and transforming them into ATP energy, carbon sugars and oxygen. Plants ultimately provide food sources for animals and humans.

DNA (deoxyribonucleic acid), the first genetic language, is found in the nucleus of the cells. DNA contains the directions and instructions of how to make the plant cell. DNA is the molecule of life made up of amino acids forming four basic nucleotides (each nucleotide is referred to by a letter G, A, T and C). It is a very complex molecule and its components are specifically ordered and sequentially coded. If the human DNA molecule could be taken out of the cell nucleus, it would measure about three (3) feet in length. Since language comes from intelligence, the instructions for life must originate with the Divine Author of Life.

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Day 4 of Creation- Sun, Moon and Stars

- The Sun
 - Provides a permanent source of light
 - Marks seasons, days and years
 - Is not to be worshipped, although many cultures do
 - This is a possible reason for why God did not create the sun on the first day.
 - Our God is the originator of all energy.
 - There are other suns (stars) in the universe.
 - Estimated to be 100 billion galaxies, each containing an estimated 100 billion suns (stars)
- The Moon

- **Celestial functions**
 - **Measures a month.**
 - **One full revolution around the earth takes 28 days**
 - **Causes tides on earth**

Days 5 of Creation – Aquatic creatures and birds

- **Kinds -individually created**

Day 6 of Creation – Cattle, creeping things, man and woman

- **Kinds**
 - **God individually created each kind of plant, animal, human and creeping thing.**
 - **Orchard of Creation concept vs. Evolutionary Tree concept**
 - **Orchard of Creation**
 - **Starts with God as the “Common Creator”**
 - **Each kind (Family) is designed with capability for variation.**
 - **A form of micro-evolution where small changes can occur between generations, but never form a new kind.**
 - **Example: The original kind from which dogs (Family: “Canidae”) came, also resulted in other similar animals (“Canis”) such as wolves, coyotes, foxes and jackals.**
 - **Note: This will be an important point in respect to Noah’s Ark because in Genesis 6:19 God told Noah that he “...shall bring two of every kind into the ark,...”.**
 - **Evolutionary Tree**
 - **There is a “common ancestor” to all life.**
 - **Starts with a unit of first life from unknown source or proven mechanism.**
 - **No provable and repeatable scientific evidence exists that would satisfy the “scientific method” of investigation.**
 - **Based on the molecules to man evolutionary theory taking millions to billions of years to accomplish**
- **Proper food plants already provided**
- **Man was to:**
 - **Be fruitful and multiply.**
 - **Fill the earth and subdue it.**
 - **Rule over every living thing.**

- **Be a good steward.**
 - Fellowship with and glorify God.
- **Humans were designed to live long lives.**
 - Several of the first humans lived to be over 900 years of age.
 - First humans had pristine genetics.
 - Close relations marrying and having children would not result in birth defects.
 - Biological decay has occurred since creation.
 - Disorder of genetic coded instructions occur and accumulate over time.
 - This is called “Genetic Load”.

Day 7 of Creation – After six days of creating, God rests.

- **God upholds the creation and has a personal relationship with Adam and Eve.**
- **Resting on the seventh day is also addressed in:**
 - Deuteronomy 5:13
 - Exodus 35:2
- **Provides a pattern for our work week; work six days and then rest on the seventh.**
 - There is no natural parallel otherwise.
 - Natural events of creation that our calendar is based upon:
 - Day – one full rotation of the earth on its axis in 24 hours
 - Month – one full revolution of the moon around the earth in 28 days
 - Year – one full revolution of the earth around the sun in 365 days

CREATION compared to the Big Bang Theory:

- **One starts with God, the other nothing**
- **Conflicts of sequence**

SUMMARY:

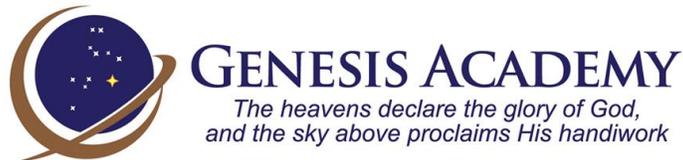
- **Genesis chapters 1 through 11**
 - **On the basis of a plain, literal, grammatical reading and understanding**
 - **It is a historical narrative of:**
 - **Creation in 6 days of 24 hours each**
 - **Special creation of plants, animals and humans**
 - **Fall of Mankind and resulting judgment on the universe**
 - **Judgment of Noah’s Flood on the earth**
 - **Tower of Babel Judgment on man**
 - **Genealogies indicate a 6,000-year-old earth**

DISCUSSION TIME: SESSION 2, THE CREATION, PART 2

- **What kind of universe did God create?**
- **Discuss how God provides a place to dwell (earth) with man that is ideally habitable.**
- **What is the meaning of the word “day” in the Creation narrative?**
- **Compare the naturalistic process to the special Creation process.**
- **What is your reaction to the apparent complexity of DNA?**
- **Discuss why Genesis 1 & 2 accurately describe the history of the Creation of the universe and of life.**

ADDITIONAL RESOURCES: SESSION 2, THE CREATION, PART 2

- **Watch, Genesis Academy.net, *Genesis 1-11 and Science: Strengthening Your Faith*, (Advanced Course), The Creation, 9 parts, Penny (98 min.)**
- **Read, *The Global Flood*, John Morris, Chapter 3, pp. 33-42**



LESSON PLAN
JOSHUA PROJECT TRAINING COURSE, GENESIS 1-11 AND SCIENCE:
STRENGTHENING YOUR FAITH (BASIC COURSE)
SESSION 3, THE FALL, PART 1 (22 min.)
David Penny

CLASS SET UP AND PROCESSES: SESSION 3, THE FALL, PART 1

- (This is the **FIRST** of three judgments. This **FIRST** judgment impacted not only the serpent, woman and man but the entire universe).
- Hand out the lesson plan to all participants.
- Prayer time.
- Share the goal for the session with the group.
- You may want one or more participants to read Genesis chapter 3.
- Choose one person to read the Overview to the group.
- Watch the video together.
- Ask the questions in the Discussion Time segment. Divide the class into three or four smaller groups. Have each group select a note taker and a reporter. Give the groups time to discuss the questions. Have the reporter from each group share the group's thoughts with the entire class.

GOALS: SESSION 3, THE FALL, PART 1

- Participants will develop an initial understanding of the impact of sin on the universe.
- Participants will be able to describe the first two laws of science.
- Participants will be able to discuss the Temptation in detail.
- Participants will be able to list the judgments on: the serpent, the woman, the man and the universe.

OVERVIEW: SESSION 3, THE FALL, PART 1

Adam and Eve enjoyed the perfect place to live in the Garden of Eden and also had the privileged blessing of walking and talking with God there. God maintained this perfect situation and relationship as long as Adam and Eve obeyed the one prohibition against eating of the Tree of the Knowledge of Good and Evil. The crafty serpent tempted Eve, resulting in her and Adam disobeying God and eating the forbidden fruit. Consequences of this sin, often referred to as Original Sin, were many and far reaching, affecting the entire Universe. Divine judgments were pronounced upon the serpent, the woman and the man. The first recorded killing took place to provide animal skins to cover Adam and Eve. Adam and Eve were expelled from the Garden, and God withdrew His presence from them as well. God also stopped providing the orderly sustaining maintenance of Creation that had prevented decay and corruption until then. With increasing disorder, everything in the entire Universe, living and non-living, wears out. Non-living components ultimately stop functioning or holding together, and living things cannot live forever, but instead experience DEATH.

The two (2) most important laws of science relate back to 1st) Creation, and 2nd) The Fall. The First (1st) Law of modern science is that all of the matter and energy in the Universe was made at Creation, and the total amount of matter plus energy is always constant. Thus is known as the Quantity Law. The Second (2nd) Law of modern science is that in every interaction between matter and energy, there is some degree of disorder that occurs. Energy and matter become less orderly and useful. Thus this is called the Quality Law. This 2nd Law is the most powerful; it is what scientifically explains the ultimate DEMISE of this present earth and heaven.

VIEWING NOTES: SESSION 3, THE FALL, PART 1

Genesis 3 with Romans 8 and II Peter 3

The Law of the Fall (from a scientific perspective, most powerful law of science)

THE CREATION:

- Adam and Eve enjoyed a unique and wonderful situation:
 - A direct and personal relationship with God
 - Every need and comfort was met
 - Only one prohibition to obey
 - Do not eat of the Tree of the Knowledge of Good and Evil
- God's plan; much we don't understand
 - Provisions made before the foundations of the world
 - Fallen angels (demons)
 - Evil
 - Disease
- **THE FALL:**
- Sin of disobedience
 - Resulting judgment affected mankind and the universe
- Two (2) important laws of science
 - First (1st) Law (The Law of Creation)
 - Quantity Law – in every interaction of matter and energy the total of matter plus energy remains the same or is conserved.

- **Balancing the books**
 - **Total Matter + Total Energy = Always Constant**
 - **Second (2nd) Law (The Law of The Fall)**
 - **Quality Law – in every interaction of matter and energy there is some degree of disorder that occurs. Energy becomes less useful and results in entropy.**
- **Review of Genesis 1-2 as a basis of the First Law of modern science**
 - **Matter and energy originated out of nothing; God created them**
 - **1st Law began after the 6th day of Creation**
 - **Basis for all other ideal laws of science**
 - **Order of matter and energy in the universe originated during the Creation**
 - **God maintained the perfect universe in perpetual motion state without decay and corruption during Genesis 1-2**
 - **Earth's plants and animals had a perfect environment**
 - **Celestial bodies were visible immediately after creation**
 - **Creation order: light ->waters above and below -> land & seas with plant kingdom -> celestial bodies -> sea animals and birds ->land animals and man.**
 - **Perfect Creation by God**
 - **Waters above – water vapor canopy**
 - **Distant celestial bodies**
 - **Plants and animals according to Kinds;**
 - **Garden of Eden**
 - **No rain**
 - **Man given dominion over natural realm**
 - **Woman comes from Man**
 - **Marriage of One Man and One Woman**
 - **Food/Diets – vegetarian before the Flood, carnivore after the Flood**
 - **No fear of man in animals**
- **Man placed in Garden with a divine warning**
 - **Only one prohibition of obedience:**
 - **Do not eat of the Tree of the Knowledge of Good and Evil**
- **The Temptation of the Woman**
 - **Same tricks and temptations remain today**
 - **Original Sin and The Fall of Man**
 - **Gen 3:6**
 - **Lust of the flesh**
 - **Lust of the eyes**
 - **Pride of life**
 - **...she ate...her husband...he ate**
 - **Gained knowledge at the cost of sin**
 - **Covered themselves; ashamed**
- **Divine Inquiry**
 - **Adam blame shifting**

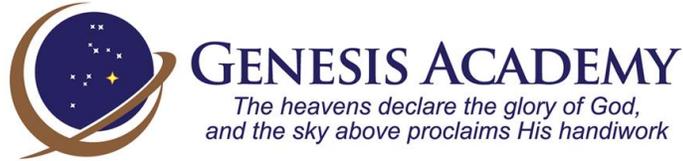
- ..."The woman whom You gave to be with me,"
 - Eve blames the serpent
 - ..."The serpent deceived me,..."
- Judgments
 - Began with the serpent
 - Crawl on belly and eat dust
 - Enmity between the serpent and seed of woman, not Adam
 - Importance of genealogies
 - Jesus had to be born of a virgin to be the seed of the woman.
 - Woman
 - Pain in childbirth
 - Desire for husband and his rule over her
 - Man
 - Cursed ground grows thorns and thistles
 - Work and sweat
 - Blessing of not being idle
 - Dust to dust
 - Consequences because of this act of sin:
 - DEATH
 - Everyone died except for Enoch and Elijah in history
 - Everything wears out and runs down

DISCUSSION TIME: SESSION 3, THE FALL, PART 1

- What caused The Fall?
- Who was involved in The Fall?
- What were the impacts on mankind-relationship to God, nature of man, longevity of man, marriage, man's relationship to nature such as work, relationships between people, and destiny of individual people?
- What was the impact on the universe-animate (animals and plants) and inanimate (earth, stars, galaxies), and on the destiny of the universe?

ADDITIONAL RESOURCES: SESSION 3, THE FALL, PART 1

- Watch GenesisAcademy.net, *Genesis 1-11 and Science: Strengthening Your Faith*, (Advanced Course), The Fall, 5 parts, Penny, (60 min.)
- Read *The New Answers Book 1*, Ken Ham, Question 26
- Read *The Global Flood*, John Morris, Chapter 3, After Creation, pp. 42-44



LESSON PLAN

JOSHUA PROJECT TRAINING COURSE, GENESIS 1-11 AND SCIENCE: STRENGTHENING YOUR FAITH (BASIC COURSE)

SESSION 4-THE FALL, PART 2 (18 min.)

David Penny

CLASS SET UP AND PROCESSES: SESSION 4, THE FALL, PART 2

- (This is the **FIRST** judgment from God, and it impacted the entire universe).
- Hand out the lesson plan to all participants.
- Prayer time.
- Share the goal for the session with the group.
- Choose one person to read the Overview to the group.
- Watch the video together.
- Ask the questions in the Discussion Time segment. Use whole group discussion for these questions.

GOALS: SESSION 4, THE FALL, PART 2

- Participants will develop an initial understanding of the impact of sin on the universe.
- Participants will discuss the importance of the first killing to provide animal skins to cover Adam and Eve.
- Participants will discuss why Cain killed Abel.

OVERVIEW: SESSION 4, THE FALL, PART 2

Sin affects more than just those directly involved. As with the Original Sin in the Garden of Eden, there were direct judgments upon the serpent, the woman (Eve) and the man (Adam) and there were and remain consequential affects upon animals and the entire Universe. To provide coverings of skin for Adam and Eve at least one animal had to be killed. This is the first recorded **DEATH**, but certainly not the last that was a result of the Fall of Man. The first born man, Cain, murdered his brother Abel.

God removed His sustaining maintenance that may have kept the Universe in an eternal state of non-decay. This Divine Curse on the Universe can be expressed scientifically through the Second (2nd) Law of Science. This 2nd Law states that there will increasing disorder (Entropy) of matter and energy. Scripture says that the present heaven and earth will be destroyed by fire.

VIEWING NOTES: SESSION 4, THE FALL, PART 2

Genesis 3, Romans 8, II Peter 3

CONSEQUENCES OF ORIGINAL SIN

- **First recorded death was that of an animal**
 - **Animal(s) killed to provide coverings for Adam and Eve**
 - **Atonement**
- **Expulsion from the Garden of Eden and from God's presence**
 - **Blocked from Garden and the Tree of Life**
- **First born man is a murderer**
 - **Cain kills his brother Abel**
 - **Offerings to God was an issue**
 - **...am I my brother's keeper?**
 - **Divine judgment on Cain**
 - **Sons of Adam and Eve apparently born after the Fall and expulsion**
 - **The Fall probably occurred within the first year of creation**
 - **Eve = the mother of all living**
- **Divine Curse on the Universe**
 - **The Second Law of Science**
 - **Also known as the Second Law of Thermodynamics**
 - **Romans 8:20-22**
 - **Creation groans**
 - **Graphic representation**
 - **Everything is always losing order; decreasing useful energy**
 - **The quantity of matter plus energy is always constant**
 - **Law even applies to genetics**
 - **Space provided to draw the graph below**
 - **2nd Law true because of the Fall of Man**
 - **The Law of the Fall and the Curse**
 - **God must maintain order**

- God will make a new heaven and Earth in the future
 - Restore and maintain a new orderly universe
 - Destruction of the Present Universe
 - Present heavens and Earth will be destroyed by fire
 - 2Peter 3:7, 10, 12
 - Atoms
 - Universe is made up of atoms
 - Scientists can break an atom down into its separate components, but are unable to reassemble into an atom again.
 - Greater and weaker forces that hold the nucleus together; appears that the atom is being held together supernaturally
 - Col 1:16 – Jesus Christ is holding together now
 - Once the stabilizing force is removed, then nuclear reactions
 - This Curse on the Universe as a result of the Fall of Man will take everything down.

DISCUSSION TIME: SESSION 4, THE FALL, PART 2

- What were some of the consequences of The Fall?
- Discuss the causes and consequences of the death of the first animal and human.
- Describe the effects of The Fall on the Universe (2nd Law)?
- Explain how the Universe will be destroyed in the future.

ADDITIONAL RESOURCES: SESSION 4, THE FALL, PART 2

- Watch GenesisAcademy.net, *Genesis 1-11 and Science: Strengthening Your Faith*, (Advanced Course), The Fall, 5 parts, Penny, (60 min.)
- Read *The New Answers Book 1*, Ken Ham, Question 26
- Read *The Global Flood*, John Morris, Chapter 3, After Creation, pp. 42 & 44



LESSON PLAN

JOSHUA PROJECT TRAINING COURSE, GENESIS 1-11 AND SCIENCE: STRENGTHENING YOUR FAITH (BASIC COURSE)

SESSION 5-THE FLOOD, PART 1 (20 min.)

David Penny

CLASS SET UP AND PROCESSES: SESSION 5, THE FLOOD, PART 1

- ❖ (The next two sessions are about The Flood which is the **SECOND** judgment. This judgment affected the Earth, land creatures and mankind.)
- ❖ Hand out the lesson plan to all participants.
- ❖ Prayer time.
- ❖ Share the goal for the session with the group.
- ❖ You may want to have one or more participants read Genesis chapters 6 & 7.
- ❖ Choose one person to read the Overview to the group.
- ❖ Watch the video together.
- ❖ Ask the questions in the Discussion Time segment. Utilize a Think, Pair, Share strategy. Have the participants pair up after viewing the video and discuss it with one another. Each pair of members should report out only one comment at a time so every pair has a chance to share.

GOALS: SESSION 5, THE FLOOD, PART 1

- The participants will develop a clear understanding of why there was a flood.
- The participants will discuss the “water vapor canopy” theory and its effects.
- The participants will understand the possible features of the land and water prior to the flood.

OVERVIEW: SESSION 5, THE FLOOD, PART 1

Genesis (chapters 6 through 9), gives an account of God’s judgment, by means of a global flood upon the earth, land creatures and mankind. Just as there were consequences for the wickedness of man in the pre-Flood generation. In spite of his sinful nature man had a life span of around 900 years, and giants lived among them at this time.

In part 1 of this disc the pre-flood (antediluvian) condition of the “natural realm” (earth, water, land, plants, animals and the cosmos) is discussed. Water on the earth

was first mentioned in Genesis 1:2 when the earth was formless and void. Then in Genesis 1:6-8, God separates the waters above and from those below. God put an expanse or firmament between the waters. The waters below, on the surface of the earth, were gathered together in one place. When the dry land appeared, it was one continuous land mass that did not have the raised mountainous features of today. This presentation talks about a water vapor canopy in the earth's upper atmosphere, the waters above, surrounding the entire globe. If a water vapor canopy existed, it could have had profound effects upon the pre-flood natural realm such as 1.) uniform semi-tropical to tropical temperatures over the entire earth, 2.) protection from damaging solar radiation and 3.) increased atmospheric air pressure. The resulting benefits of these conditions in plant and animal life could allow for very long lives and abundant multiplication according to each "kind" and growth to huge dimensions. Overhead the celestial bodies of the cosmos could be visible, just as they are today.

VIEWING NOTES: SESSION 5, THE FLOOD, PART 1

THE FLOOD JUDGMENT (Genesis chapters 6-9)

- **Why**
 - **The sinfulness (great wickedness and continual evil intentions and thoughts) of man**
 - **Genesis 6: 5-6**
- **Who is Affected**
 - **God blots out all mankind**
- **What is Affected**
 - **God also blots out all animals and creeping things from the face of the land.**
 - **Gen 6:7**
 - **Vegetation**
 - **The earth**
 - **Geologically**
 - **Atmosphere, climate and weather**
- **Exceptions**
 - **Noah and his family; eight (8) people are saved**
 - **But Noah found favor in the eyes of the LORD. (Gen 6:8)**
 - **Two of every kind of land creature**
- **PRE-FLOOD (antediluvian) CONDITIONS OF THE NATURAL REALM:**
- **Term: "antediluvian" - definition 1.) of or belonging to the time before the Biblical Flood**
- **WATER**
 - **Was first mentioned in Scripture when the earth was formless and void. (Gen 1:2)**
 - **In Genesis 1:7 God made an expanse (firmament) and placed it between the waters, thus separating the waters into waters above and waters below.**

- **Waters below**
 - **Gathered into one place and dry land appeared**
- **Waters above**
 - **Earth's upper atmosphere**
 - **Temperature gradients allow the holding of water as a vapor**
 - **Very cold closer to earth**
 - **Very hot outer limits**
 - **Beyond the earth's atmosphere it becomes very cold**
 - **Water Vapor Canopy**
 - **Proposed by Henry Morris**
 - **A professor of hydraulic engineering**
 - **One of the authors of, "The Genesis Flood" along with John C. Whitcomb**
 - **Characteristics of the "water vapor canopy"**
 - **Enveloped the entire globe**
 - **Not dense enough to block view of sun, moon and stars**
 - **If too dense would block out too much sunlight**
 - **At the interface between the hot and cold of the outer atmosphere and space, ice crystals form. Thus, if viewed from the Sun it would have a whitish appearance due to the reflecting of solar radiation by the ice crystals.**
 - **Albedo – (latin for white) a reflectivity factor**
 - **The outer atmospheric reflecting ability**
 - **Effects of the "water vapor canopy"**
 - **Moderate greenhouse effect on the entire earth**
 - **Unified temperature over the whole earth**
 - **Poles the same as the equator**
 - **No rain; the Earth was instead watered by a mist. (Gen 2:5)**
 - **No strong winds; probably gentle breezes**
 - **Provided protection from solar radiation**
 - **Decreased damage to DNA**
 - **Prolonged life spans of plants, animals and man**
 - **Atmospheric air pressure would be higher than today.**
 - **Allowed for giants in plants and animals**
 - **Aids in respiratory function**

- **Giants lived among them**
 - **Raphaim**
 - **Nephilim**
- **Enoch**
 - **Great- great- great- great-grandson of Adam**
 - **Walked faithfully with God**
 - **Did not die; God took him away**
- **After the Flood God would set up a new covenant**
 - **Government – apparently did not have one before**
 - **Diet – man allowed to eat meat**
 - **Animals to fear man**
 - **Lifespan of man to decrease to 120 years over the next several generations**

DISCUSSION TIME: SESSION 5, THE FLOOD, PART 1

- **Why did God decide to judge the earth?**
- **Discuss the theory of the “water vapor canopy” and its possible effects.**
- **Describe the possible water and land features prior to the flood.**

ADDITIONAL RESOURCES: SESSION 5, THE FLOOD, PART 1

- ❖ **Watch GenesisAcademy.net, *Genesis 1-11 and Science: Strengthening Your Faith*, (Advanced Course), The Flood, Penny, 60 Min.**
- ❖ **Discussion/questions *Answers Book*: Questions 10**
- ❖ ***The Global Flood*, pp. 49-62**



GENESIS ACADEMY

*The heavens declare the glory of God,
and the sky above proclaims His handiwork*

LESSON PLAN

JOSHUA PROJECT TRAINING COURSE, GENESIS 1-11 AND SCIENCE: STRENGTHENING YOUR FAITH (BASIC COURSE)

SESSION 6-THE FLOOD, PART 2 (16 min.)

David Penny

CLASS SET UP AND PROCESSES: SESSION 6, THE FLOOD, PART 2

- ❖ (Remind participants that this **SECOND** judgment impacted the earth, land creatures and mankind.)
- ❖ Hand out the lesson plan to all participants.
- ❖ Prayer time.
- ❖ Share the goal for the session with the group.
- ❖ You may want to have one or more participants read Genesis chapters 8 & 9.
- ❖ Choose one or two people to read the Overview to the group.
- ❖ Watch the video together.
- ❖ Discussion Time segment: Divide the class into two groups. Have each group select a note taker and a reporter. Give the two groups time to discuss the questions. Have the reporter from each group share the group's thoughts with the entire class.

GOALS: SESSION 6, THE FLOOD, PART 2

- The students will enhance their knowledge of how the ark could hold "all of the animals."
- The students will analyze the evidences for a worldwide flood.

VIDEO OVERVIEW: SESSION 6, THE FLOOD, PART 2

The reason for God's coming judgment was the wickedness and evil of mankind. Even though there was generalized corruption, Noah found favor in the eyes of the LORD. God told Noah to build an ark. It took Noah around a hundred (100) years to do so. After all of the preparations by Noah, God brought the animals that were to be saved into the ark. With the eight (8) members of Noah's family and the animals safely on board, God closed the door to the ark. Then the waters of the Flood came upon the entire surface of the earth killing all remaining mankind and animals. Just over a year later, after the ark came to rest and dry land appeared, God told Noah's family to disembark along with all of the animals. God established a covenant with Noah and

his sons and the rainbow was the sign. In this covenant God promised never again to killing all mankind and land animals by destroying the earth with flood water.

The earth also experienced many cataclysmic changes. During and after the Flood, there were massive worldwide earthquakes, tremendous volcanic activity, huge tsunami waves washing up onto the land and the water vapor canopy was eliminated. As a result very thick layers of sediment were laid down, plants and animals were buried, catastrophic erosion occurred, mountains rose up, and extreme snow blizzards caused an ice age.

VIDEO NOTES: SESSION 6, THE FLOOD, PART 2

PRE-FLOOD: (continued)

- Noah
 - God favored him
 - God told him to build an ark.
 - If one cubit is 18 inches, it measured
 - 450 ft long, 75 ft wide, 45 ft high
 - About 100 years to build
 - Noah preached 1 Peter 3:19-20
 - God sent the animals to be saved to board the ark
 - Noah and family, 8 members, safely joined animals aboard
 - God closed them all in the ark
 - Then it was 7 days before the flood waters came

FLOOD:

- Flood of water came upon the earth
 - Noah was 600 years old when it started
 - Fountains of the great deep broke up
 - Windows of the heavens were opened
 - 40 days and nights rain fell upon the earth
 - Water depth of 15 cubits (if each cubit 18 inches, 21.5 feet)
 - Concurrent geological activities
 - Worldwide volcanoes
 - Ash
 - Earthquakes
 - Broke the single land mass into continents
 - Storms
 - Strong winds
 - Tsunamis
 - Buried and destroyed land animal life
 - Geological features/structures left by the Flood
 - Soft sedimentary layers

- Easy to cut through resulting in sudden, massive catastrophic erosion
 - For example: The Grand Canyon
 - Explanation for folded or bending layers seen in hardened rock today
 - Coal beds
- Flood waters stopped and receded
 - Ark came to rest on Mt. Ararat
 - Noah's family and animals stayed on Ark and waited until
 - Dove brought back an olive branch
 - Land dried
 - God finally said to disembark

POST-FLOOD:

- Noahic Covenant – God promised never destroy man, animals and earth again with waters of a flood
 - Gen. 6:18, 9:9-12
 - Rainbow as a sign
- Geology and Climate
 - “Water vapor canopy” would have no longer existed, thus effects upon the earth gone
 - Oceans warmer after the flood than before
 - Volcanoes continued
 - Pushed up mountains
 - Ash in the air
 - Caused clouds
 - Decreased solar radiation which resulted in cooling especially at the poles
 - Large amounts of evaporation from warmed oceans
 - Massive blizzards and snow accumulation on land
 - Extinct animals have been found frozen, buried in snow
- Ice Age results
 - Ocean depths decreased by 300-500 feet
 - Allowed for the formation of land bridges
 - Glaciers occurred with their subsequent effects upon the landscape
 - Noah's descendants driven back to the warmest area on earth

- **Volcanoes stopped**
 - **Atmosphere warmed**
 - **Oceans cooled**
 - **Snow and ice started to melt**
- **Building blocks of the modern age are a result of the Flood**
 - **Rock**
 - **Sand**
 - **Coal**
 - **Oil**
 - **Salt**

SUMMARY:

- **Science and its laws harmonize with the Biblical Creation, Fall of Man, and Noahic Flood:**
- **Basic laws of science originate at two historical events in Gen. 1-3, The Creation and The Fall.**
- **Physics of light speed supports the Biblical account of a young universe.**
- **Geological records agree with the Biblical account of pre-flood earth conditions (climate, environmental, geophysical and biological).**
- **Fossil records confirm the Biblical account of pre-Flood plants and animals.**
- **Sedimentary, igneous, and metamorphic formations affirm the Biblical account of a catastrophic worldwide flood and the post-Flood ice age.**
- **Recent floods, volcanic eruptions, tsunamis, and earthquakes confirm on a small scale the effects of Biblical worldwide flood.**
- **Glacial deposits verify the Biblical post-Flood ice age.**
- **Modern physics, geology, astronomy and biology based on secular naturalism cannot explain the origins nor present conditions of earth, universe and life.**

DISCUSSION TIME: SESSION 6, THE FLOOD, PART 2

- **Discuss what happened during the Flood:**
 - **Where did the water come from?**
 - **How long did it rain and how long did water cover the land?**
 - **How extensive was the Flood?**
 - **What happened to all of the people and animals not on the Ark?**
 - **What tests did Noah use to see if it was safe to leave the Ark?**
- **Discuss what happened after the Flood:**
 - **Where did the Ark land?**
 - **How did Noah and his family leave the Ark?**
 - **What sign and promise did God provide Noah?**
 - **What are the evidences of the Flood?**
 - **What are some of the effects of the Flood?**

ADDITIONAL RESOURCES: SESSION 6, THE FLOOD, PART 2

- Watch GenesisAcademy.net, *Genesis 1-11 and Science: Strengthening Your Faith*, (Advanced Course), The Flood, Penny, 60 Min.
- Discussion/questions *Answers Book*: Questions 11, 12
- *The Global Flood*, pp. 49-65



LESSON PLAN

JOSHUA PROJECT TRAINING COURSE, GENESIS 1-11 AND SCIENCE: STRENGTHENING YOUR FAITH (BASIC COURSE) SESSION 7-THE TOWER (20 min.) Dr. Michael Windheuser

CLASS SET UP AND PROCESSES: SESSION 7, THE TOWER

- (Remind participants that this THIRD judgment impacted only the people on the earth). (This judgment divided people by languages not by races).
- Hand out the lesson plan to all participants.
- Prayer time.
- Share the goal for the session with the group.
- You may want to have one or more participants read Genesis chapter 11.
- Choose one or two people to read the Overview to the group.
- Watch the video together.
- Discussion Time segment: Divide the class into three or four small groups. Have each group select a note taker and a reporter. Give the small groups time to discuss the questions. Call on each group in order and have each reporter share only one of the group's with the entire class. Continue around the room until all ideas have been shared.

GOALS: SESSION 7, THE TOWER

- The participants will understand why the Tower of Babel took place and who was there.
- The participants will be able to identify at what time the Tower of Babel took place.
- The class members will be able to explain at least two consequences of the Tower of Babel to mankind.

VIDEO OVERVIEW: SESSION 7, THE TOWER

After the Flood, Noah's descendants were fruitful, but they did not scatter and "fill" the earth as commanded by God. Instead, they had forgotten God, rebelled in their hearts against Him, and congregated in one area. The people were unified by a common language and by the same self-reliant purpose of building a city and a tower.

Their desire was to make a name for themselves not to glorify God. In the plain of Shinar there were no natural stones, so they utilized their knowledge and technology to make bricks to use as building material. Since the people were resisting scattering on their own, God accomplished through His judgment what they would not do in obedience to His command. He confused their language and as result the people divided into groups based upon being able to communicate and understand each other. Building of the city stopped and the different groups dispersed, and gradually various civilizations came to exist worldwide. They took with them their cultural desire to build tall structures. Around the world are found ruins of pyramids, mounds, monuments and temples. Today the rebellion continues as large cities are being built and towering structures are constructed so that men can boast about having the tallest buildings in the world.

VIEWING NOTES: SESSION 7, THE TOWER

Title: "A City, A Tower, A Name", Genesis 11

REVIEW OF PREVIOUS PRESENTATIONS:

- Creation
- The Fall of Man
- The Flood
 - Twice the earth has been covered with water
 - First day of Creation
 - Flood
 - Evolutionist Theory says that the earth has never been covered with water

POST FLOOD WORLD:

- God saved on the Ark
 - 8 people
 - Land animals - two of each kind
- God made a covenant with Noah
 - Rainbow as a sign
- Differences from the pre-Flood World
 - No water vapor canopy
 - No longer an increased pressure of oxygen
 - Polar regions are cold
 - Mountains as a result of tectonic plate movement
 - Growing ice age
 - Lower ocean levels revealed land bridges
 - Growing population but declining life spans
 - Chart of ages
 - Adam 930
 - Noah 950
 - Shem 600
 - Abraham 175
 - From Noah's death to Abraham's birth was about 400 years

- **THE TOWER OF BABEL: Genesis 11:1-9**
 - **Language**
 - **Universal**
 - **Same words**
 - **Probably the original language given to Adam**
 - **Not an evolution of language**
 - **Location**
 - **A plain in the land of Shinar**
 - **Shinar means between two rivers**
 - **In the area of present day Babylon**
 - **Building materials**
 - **No stones naturally in the area**
 - **Applied human technology and engineering**
 - **Made bricks**
 - **Tar as mortar**
 - **Descendants of Noah had forgotten God**
 - **Probably no communication or relationship with God**
 - **Rebellion in their hearts**
 - **The Clarion Call – “Come...”**
 - **“..., let us...”**
 - **Without God**
 - **Only human effort**
 - **Unify and unite**
 - **Rebellion against God and His command to fill (scatter) the earth**
 - **Resisted scattering to fill the earth**
 - **“... build for ourselves...”, Not for God**
 - **With the bricks they made for themselves, they set out to make**
 - **A City**
 - **Unity without God**
 - **A Tower**
 - **To heaven**
 - **A Name**
 - **Pride**
 - **Self-reliance and independence**
 - **World government**
 - **God’s Judgment**
 - **Confused their language**
 - **People grouped together according to ability to communicate and understand each other**
 - **Scattered them over the face of the whole earth**
 - **Before the judgment, the people resisted scattering**
 - **Biology of life is designed to scatter**
 - **Sin is stronger in unity**
 - **Dispersion of descendants of Noah’s sons**
 - **A chart of suggested dispersion**
 - **Japheth – north into present day Europe**

- Ham – west, then south into present day Africa
 - Shem – south into Sinai Peninsula then into Asia
 - Groups probably crossed via land bridges at the Bering Strait to reach North America and then made their way down to South America
 - Ultimately, in phases, people migrated to every continent
- Consequences of the Tower judgment
 - Stopped building the city
 - God did in judgment what the people would not do in obedience to His command

CIVILIZATIONS SPREAD:

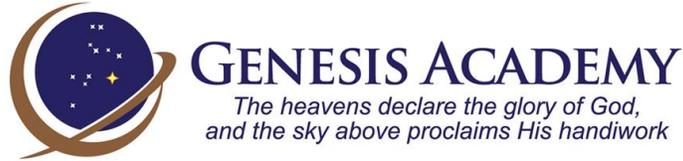
- Gradually, different civilizations erupted worldwide
 - They took with them their culture and technological expertise
 - A desire to build towers is evidenced around the world
 - In ruins of old cultures
 - Pyramids
 - Mounds
 - Monuments/Temples
 - Others
 - Contemporary cultures
 - In cities around the world the latest technology is applied to construct the tallest structures to tower over the land and to seek to glorify men and have their creations named among the tallest buildings in the world.
- It is obvious that mankind is still in rebellion today because men build large cities with towering monuments to make for themselves a name.
- Is there any hope?

DISCUSSION TIME: SESSION 7, THE TOWER

- What type of government existed after the Flood?
- Did different races or different languages come first?
- Do you currently see any signs currently that remind you of the Tower of Babel?

ADDITIONAL RESOURCES: SESSION 7, THE TOWER

- *Strengthening Your Faith* The Tower of Babel, 2 Parts, Penny
- *Answers Book 1*, Question 17
- *The Global Flood*, pp. 46-47



LESSON PLAN

JOSHUA PROJECT TRAINING COURSE, GENESIS 1-11 AND SCIENCE: STRENGTHENING YOUR FAITH (BASIC COURSE)

SESSION 8-THE HOPE (26 min.)

David Penny

CLASS SET UP AND PROCESSES: SESSION 8, THE HOPE

- (At this point participants may be somewhat disheartened by all of the God's judgments upon the universe, the earth and the people on the earth. However, there is great HOPE in JESUS CHRIST).
- Hand out the lesson plan to all participants.
- Prayer time.
- Share the goals for the session with the group
- You may want to have one or more participants read Romans chapter 8.
- Choose one or two people to read the Overview to the group.
- Watch the video together.
- Discussion Time segment: Use a whole class process in this last session.
- Evaluation: Have the students one at a time respond to the question, "In one or two sentences, what is your overall reaction to the course?"
- Don't forget the reminder to the students at the end of this lesson.

GOALS: SESSION 8, THE HOPE

The participant will review the effects of sin on man and the universe.
The participants will explain what event is an exception to the 2nd Law.
The participants will explain how the new heavens and new earth will occur.
The participants will understand what is really important in this world.

VIDEO OVERVIEW: SESSION 8, THE HOPE

At Creation God provided not only an ideal environment for mankind, but also had a close personal relationship with Adam and Eve. However, sin committed by the man and woman resulted in their being removed from The Garden. Because God is Holy, He separated Himself from all people who have inherited a sinful and corrupt nature. Judgment for that Original Sin affected all of Creation, and from a scientific perspective, it is likely that this is when the Second Law of Science was initiated. Since then matter and energy have been experiencing entropy. We all live in this world where everyone and everything wears out and, ultimately, dies or breaks down

and disintegrates. The only permanent exception is the bodily resurrection of Jesus Christ from the dead. God has provided a way for us to once again enjoy that unique relationship with Him in a new specially prepared place eternally. But before the New Heaven and New Earth are formed, the Curse of the Second Law of Science must be released from the present Heaven and Earth. Just as believers are removed from their current corrupt bodies by death, so must the present Heaven and Earth and must be destroyed. Scripture describes destruction by fire.

The only Way of escape is by believing in Jesus Christ and believing in Him and what He did on the Cross for us. This is the Future Hope of Man and the Universe.

VIEWING NOTES: SESSION 8, THE HOPE

Title: "Future Hope of Man and the Universe"
(Romans 8, II Peter 3, Daniel 12, Revelation 21 and 22)

The effect of SIN on us and the universe

- **We live in a world of matter and energy.**
 - **Entropy (the 2nd Law of Science)**
 - **Will take it all down**
- **Separates us from God**
 - **Big gap of separation**
 - **Anyway to reestablish the relationship that existed in the Garden of Eden?**
- **Personal story; a college campus debate where different religions were represented**
 - **Defended Christianity**
 - **Rational basis for defending beliefs/faith**
 - **Second (2nd) Law of Science (It's not a polite law).**
 - **Entropy**
 - **Everyone dies and everything is wearing out**
 - **Sun and stars burning out**
 - **Ultimately death**
 - **ONLY ONE PERMANENT EXCEPTION KNOWN TO THIS LAW**
 - **RESURECTION OF JESUS CHRIST FROM THE DEAD**
- **Depressing or hopeful?**

FUTURE HOPE OF MAN AND THE UNIVERSE

- **Released from the Curse in the future**
 - **Second Law of Science ends (Romans 8:19, 21)**
 - **Before the 2nd Law ends**

- Destruction of the Present Universe
 - Destroyed by fire (2Peter 3:7, 10, 12)
 - Atoms lose stability of nucleus throughout Universe
 - Nuclear reactions
 - Dissolve, melt, fervent heat
- Call to Holy Living (2 Peter 3:11, 13)
 - Like Noah
 - Godliness
- New Heavens and New Earth where righteousness dwells
 - Judgment of the resurrected dead (Daniel 12:2-3)
 - New Jerusalem (Revelation 21:2)
 - No more Curse there, end of the 2nd Law of Science (Revelation 22:3-5)
 - Will see His face
 - Will see the Lamb
 - Will be cleansed
 - His name on their foreheads
 - No night
 - Reign forever and ever
 - Satan will not be there
 - Thrown into the Lake of Fire
 - Will be ...IN HIS PRESENCE....
 - God Himself will be with them and be their God (Revelation 21:3)
 - Will have the relationship with God that Adam and Eve lost
 - Regained Paradise with full knowledge
 - Not ashamed
 - City of gold
 - No more tears, sorrow, death or pain (Rev 21:4)
 - Former things all passed away
- Understand how we live now?
 - How we think, act, dream and our material pursuits
 - Money itself does not provide happiness
 - If we are obedient and suffer the consequences of this Fallen world, we can have all the future blessings
 - Jesus offers The Way out
 - Believe in Him, what he did on the Cross for us, and repent of our sins
 - Thief on the cross
 - Will be in Paradise with Jesus
 - Believers will come back and rule and reign with Him forever.

DISCUSSION TIME: SESSION 8, THE HOPE

- Discuss the effects of sin on man and the universe.
- What event was an exception to the 2nd Law of Science?
- What will the new heavens and new earth be like?

ADDITIONAL RESOURCES: SESSION 8, THE HOPE

- *The Global Flood, pp. 23,169 & 170*
- *The Bible, Ephesians 1:15-23, Colossians 1:23-29, Titus 3:4-11, 1 Peter 1:3-5*

FINAL COMMENTS:

If you enjoyed the course and would like to learn more about Genesis chapters 1-11, you can go to the Genesis Academy web site to view the advanced recordings about Genesis chapter 1-11, articles and also gain access to the Twitter account.