

Foundation

Unit 1: What Is Truth? | Lesson 1

Truth Is What Is Real

Essential Questions

- What is Truth?
- Is knowing and following the Truth important? Why or why not?

Learning Outcomes

By the end of this lesson, students will be able to

- explain what it means for something to be True; and
- defend why knowing and following the Truth is or is not important.

Assessments

- Drawing and summary sentence depicting Truth
- “Are knowing and following the Truth important?” defense





What You’ll Need

Materials

- Stickers or some other small prize (such as “pajama day” or “dinner with Dad” certificate)
- Sealed envelopes containing directions for where to find the sticker or certificate (see explanation in procedures)
- Student Activity sheets
- Pencils and crayons
- Bible

Files

The following resource files can be found at FoundationWorldview.com

-  sas_1-1.pdf (Student Activity sheet)
-  hc_1-1.pdf (Home Connection)
-  ppt_1-1.ppt (Class Slide Deck)
-  Lesson 1 Video

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- Post the two Learning Outcomes at the front of the room. Explain to students that by the end of this lesson they should be able to
 - explain what it means for something to be True; and
 - defend why knowing and following the Truth is or is not important.

- Based on these outcomes, have students predict the focus of today’s lesson. (Truth)
- Ask students what it means to tell the Truth.
 - Have students discuss this in groups of two or three and then share their responses.
 - If students have difficulty answering this question, give them examples of situations in which they might be asked to tell the Truth and then ask them what it would mean to tell the Truth in that situation (Mom asks them to tell the Truth about a dispute with their sibling, etc.).
- Have students open their Student Activity sheets to What Is Truth? – Lesson 1. Have them copy the following definition into the Word to Know section: “Truth is what is real.”
 - Discuss what this means. (Truth is the way things actually are.)
 - You can ask students for examples of Truth, what is real. If students only give examples of Truths that can be seen, point to examples of Truths we know are real but we cannot see (love, wind, gravity, etc.).
- Explain to the students that you have hidden a reward (sticker, certificate, etc.) and that you will give each group a sealed envelope with instructions for where they can find this reward. In all but one envelope, the instructions should not be correct (purposely directing them to another area of the room). One envelope should include the True instructions.
 - Before this lesson, you will need to develop several sets of instructions. The purpose of the instructions that are not correct is to show students problems they encounter when using a map that doesn’t line up with Truth.
 - Each set of directions should have a name written at the top, naming an author of these directions. It is essential that each set of directions contains an author’s name. We will discuss the authors of the instructions and what we learn from them several times throughout this unit.
 - Each set of incorrect directions should contain a different flaw (mistaken locations, incomplete, mixed up, etc.). These different problems are the problems found in many different worldviews. A worldview may have the wrong information. It may have some correct information yet be incomplete. It may have some correct information but mix it up or misrepresent it. You can use the sample directions below or change them to fit the needs of your classroom.
 - Sample Directions
 - Directions for Finding the Prize by Mrs. Reality (Correct)
 1. Face the front of the classroom.
 2. Walk forward until you reach the front wall.
 3. Turn right.
 4. Walk forward until you reach the wall.
 5. The prize is in the basket in front of you.

- Directions for Finding the Prize by Mr. Intelligent (Mistaken Location)
 1. Face the back of the classroom.
 2. Walk forward until you reach the back wall.
 3. Turn left.
 4. Walk forward until you reach the wall.
 5. The prize is in the basket in front of you.
- Directions for Finding the Prize by Miss Finish (Incomplete)
 1. Face the front of the classroom.
 2. Walk forward until you reach the front wall.
- Directions for Finding the Prize by Mr. Mixture (Mixed-Up)
 1. Walk forward until you reach the wall.
 2. Turn right.
 3. Walk forward until you reach the wall.
 4. Face the front of the classroom.
 5. The prize is in the basket in front of you.
- Allow students to choose one envelope and begin looking for the reward.
 - When the student with the True instructions finds the prize, have everyone come back together.
 - Ask one child per group to read his or her instructions to the class, including the name of the author.
 - Have the group with the correct instructions begin.
 - After that, you can compare the other instructions to the correct set.
 - In their groups, have students discuss what parts of their instructions were correct and what parts were not correct. Have them discuss what they learned about the author of their directions.
 - Be sure to circulate the room during this activity. Because this is the first activity of this kind, students may need some help articulating the problem with their instructions and what they learned about the author.
 - Come back together as a group and ask students to share what they learned about their directions and the author.
 - Ask students which group had directions that told the Truth.
 - Ask students what happened when they followed directions that did not show how things really are. (They missed out on the prize.)
 - Ask students if it was enough for the student with the True directions to just know the directions. (No. If that student had the True directions but didn't follow them, they still would have missed out on the prize.)

- Ask students if knowing and following the Truth was important or not important for this activity.
- Have students complete the Treasure Hunt Activity Follow-Up in their Student Activity sheets.
 - After students have finished writing, have them share their responses.
 - If students have come to the wrong conclusion (Truth is not important), ask further questions to clarify their thinking. Then point back to the activity to demonstrate how not knowing and following the Truth kept most from receiving the prize, no matter how much effort they put into it.
- Read through the two Learning Outcomes once again. Ask students if they have completed both Learning Outcomes. Explain to students that now is the time for them to show that they met both goals. Have students turn to the Know It and Show It section in their Student Activity sheets.
 - Have students complete the activity and turn in the assignment to be graded.
- If this class is being taught in a school or church setting, hand out the Home Connection sheet. This activity will support the concepts covered in this lesson.
- Close the lesson in prayer, asking God to help you learn what is True and live according to the Truth.

Student Activity Sheets

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Learning Outcomes
By the end of today, you should be able to
1. explain what it means for something to be True; and
2. defend why knowing and following the Truth is or is not important.

Word to Know
Truth: _____

Treasure Hunt Activity Follow-Up
Did you find the treasure?

Why did you find it or not find it?

Who wrote your instructions?

What did you learn about the author of your instructions?

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Today our lesson is all about Truth. What does Truth have to do with this activity?

Based on what you learned in this activity, is knowing and following the Truth important?

Explain why knowing and following the Truth is or is not important.

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Know It and Show It

Draw a picture that shows what Truth is.


Explain how your picture shows what Truth is.

Are knowing and following the Truth important? Give two or three reasons to support your answer.

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