

Monkey Business

In the beginning God created the heavens and the earth.

Perhaps no other phrase in the Bible is more important than this because it forms the foundation of our worldview. Undoubtedly creation is under attack by liberals, atheists, misguided pastors and professors, and even some Christian scientists. Believe it or not, how you view the Genesis account of creation greatly impacts the way you live. Ask teenagers today if they can tell you what they believe about human origins, and you will quickly see that they have ideas and opinions but struggle to biblically defend what they believe or have heard. Why do cultures rebel against laws and try to establish their own? Why are we horrified by pagan cannibalism yet flippantly accept abortion as a technological advance? How has homosexuality taken center stage in politics and heterosexual marriage crumbled along with personal standards? These lessons are designed to radically transform the way you view the subject of creation and evolution. This topic is not to be relegated to the science teacher, but it should be taught and understood by you, the youth leader. God bless you as you excavate truth from the riches of Scripture!

How To Teach This Study

Hot Shots are written with the firm belief that teens learn much better when they are actively involved in the learning process. Teaching does not have to be dry, boring lectures or fruitless question and answer sessions. The most remembered lessons are those that included taste and touch, humor and drama, discussion and study, video and music. Active learning uses all these elements and more. It places the student shoulder-to-shoulder with the teacher instead of twenty feet away. It brings stories to life and gives information meaning. It changes thinking, speech, behavior, and life.

The sections in each lesson have a specific function within the lesson.



The **Warm-up** is an exercise that creates a sense of togetherness and begins the meeting with a fun game or interesting discussion.



The **Bridge** introduces the subject content with a provocative illustration.



The **Content** is the explanation and application of the lesson.



The **Closing** summarizes experiences and calls for a commitment from the teens.

Different active learning styles are used to reinforce and illustrate the content, including: discussion, role play, question and answer, sight, smell, taste, video, music, and many more!

Before you start the study...

Read the Introduction, Course Objectives, and Overview. It is important that you understand the scope of this study before you promote it.

Before each lesson...

1. Read through the lesson and take note of the Lesson Aim, Objectives, and materials needed for active learning segments.
2. Plan ahead to modify the lesson if necessary. Your facilities or equipment may limit you. Substitute your own ideas if necessary.
3. Each lesson is designed to be taught in 20-30 minutes. Preparation will enable you to shorten or lengthen the lesson to meet your time limit.
4. Use excitement when you teach! An excited teacher produces students who are excited about learning. If you can't get excited about an active learning segment or a warm-up, develop your own that will work with your teens.

The Appendix contains extra material (handouts, Scripture memory, and other activities) that you may want to use to expand the study.

Course Objectives

By the end of this course the teens will:

- Understand the influence of evolution in our world
- Appreciate the irony of Satan disbelieving evolution
- Recognize that evolution is a religion, not a science
- Use the Bible to expose evolution
- Be willing to glorify God with their lives

Overview

- **Lesson One:** Darwin Is Dead—Why Study Evolution?
Lesson Aim: To illustrate the powerful influence of evolution today.
Texts: Genesis 1:1; 2 Corinthians 11:13-15; 1 Peter 3:15
- **Lesson Two:** Swinging from Fallen Trees—Evolution's weak foundation
Lesson Aim: To expose the hypocrisy of Satan's lies.
Text: Isaiah 14:12-14
- **Lesson Three:** Monkey See Monkey Do—What Evolutionists Know But Cannot Accept
Lesson Aim: To uncover evolution's weaknesses.
Texts: Genesis 1:1; Deuteronomy 29:29
- **Lesson Four:** Genesis Speaks Up—Defending Your Faith Biblically
Lesson Aim: To defend creation from the Bible.
Text: Genesis 1
- **Lesson Five:** His Mercy Endureth Forever—Giving Glory To God
Lesson Aim: To teach why God deserves glory.
Text: Psalm 136

Lesson 3

Monkey See, Monkey Do: What Evolution Knows But Cannot Accept

George Brinton McClellan was to be the savior of the Union during the Civil War. He was appointed as the commanding general of the Union army in 1861 and was compared to the great Napoleon. His troops affectionately called him “Little Mac.”

In many respects General McClellan was tremendous. Under his leadership, he trained and amassed the greatest fighting force the United States had assembled to that date. The men in blue were drilled, disciplined, and determined to zealously attack the gray-clad enemy.

This is where George McClellan had a chink in his armor. He was over-cautious in battle. President Lincoln implored him to attack and even visited the general on the battlefield to drive home his point. McClellan did nothing. After his failure to take Richmond, he was relieved of his position by President Lincoln. He was put in command of the Army of the Potomac only to fail again at the Battle of Antietam.

General McClellan dressed like a general, rode his horse like one, gave orders like one, and by position was one. The reason he was fired was because he didn't act like one. To his dying day McClellan blamed Lincoln and others for not sending him enough troops and equipment to fight the Rebels; he was never willing to admit his weakness.

In many regards evolution is not willing to see its own flaws. The problems seem so abundantly obvious to many people, but evolutionists will not admit that their theory is riddled with error and wishful thinking. This mindless approach is similar to their “ancestors” as they mechanically pass on the tradition like monkey see, monkey do.

Lesson Aim: To uncover evolution's weaknesses

Objectives: Teens will...

- understand why evolution is not a science
- learn the scientific method
- see how evolution is inconsistent with scientific facts
- appreciate the definition of science

Texts: Genesis 1:1; Deuteronomy 29:29

What You need: A toaster, two aluminum pie tins, whipped cream spray cans, towels.

The Lesson



Warm up: (What you need: a toaster) Show the class the toaster and tell them that it is broken. Ask everyone to think of one thing that could be causing the toaster not to work. Give them 60 seconds to think of a reason and then ask for their ideas and list them on the board.

After you have listed all the possible solutions, let them know that the problem was an obvious one—it was not plugged in.



Bridge: Evolution has an obvious problem—it claims to be a science when it isn't. Sometimes we are oblivious to the obvious, and sometimes we willingly close our eyes to glaring faults. Don't get toasted by evolution's lies; read what the Bible has to say.



Content: Here are the main truths that evolution is unwilling to accept:

Evolution Is Not A Science But A Religion

The tenuous survival of the evolutionary theory depends upon the acceptance of evolution as a science and not a religion. By removing evolution from the scientific realm and placing it in the world of religion, you have placed it on the same level as creation. Evolutionists won't call creation a science because they don't think it deals with facts. The truth is that both evolution and creation are religions.

Science is defined as "systematized knowledge in any field, but applied usually to the organization of objectively verifiable sense experience." Ken Ham, a leading creationist, says that science "involves observation, using one or more of our five senses to gain knowledge about the world and to be able to repeat the observations" (*The Lie: Evolution*, p. 16). So what is the point here? In order for evolution to be a science, you need to be able to observe what happened millions of years ago. The problem is that no one was there to see it.

This does not leave evolution with a back door to slither through. Both creationists and evolutionists have the same fossils and rock layers to examine today. Both sides can only interpret the evidence we have left for us today, but neither side can know anything for a fact. This is why evolution's claim that there is no God is preposterous. Upon what observable evidences do they make this claim?

We can know these two things:

- Evolution is a religion based on words of men who were not there at the beginning of the universe and are limited in knowledge (Deut. 29:29).
- Creation is a religion based on the words of God who was there and does know everything (Gen. 1:1).

Question: Why do evolutionists fight being classified as a religion? Why do they care? To call it a religion opens the door to the existence of God and thus the destruction of their theory.

Evolution Is Not Consistent With Scientific Laws

Evolution makes the claim that it is a science. But all sciences referring to real things are supposed to abide by the scientific method. The scientific method must be able to be applied fully if something is to be declared a science.

What is the scientific method? These are “the principles that guide the scientific research and experimentation.” These principles must be applied with objectivity (not trying to make observations agree with your worldview) and acceptability. The scientific method looks like this:

- Identify the problem (Where did the earth come from?)
- Examine evidences (Fossils, rock strata, etc.)
- Form a hypothesis—an educated guess (Evolution)
- Test the hypothesis
- Form a theory
- Test the theory
- Theory becomes a law

Experiment: (What you need: white lab coat and two pies) Put on a white lab coat and pretend you are conducting a scientific experiment. You will be following the seven-step scientific method.

1. **Identify the problem:** say, “What would happen if I place a whipped cream pie in Mr. _____ face?”
2. **Examine the evidence:** bring an adult leader in and have him stand before the class. Interact with him in friendly conversation to show that he is a fine specimen for this experiment.
3. **Form a hypothesis:** say this to the class in a whispered tone, “You know, I believe that I can put a whipped cream pie in Mr. _____ face and he will not do anything back to me.”
4. **Test the hypothesis:** fill two aluminum pie tins with whipped cream and place them on a table in front of you and the volunteer. Tell the teens, “I am now going to test my hypothesis with Mr. _____.” Firmly plant the pie in his face. Upon receiving the pie in the face, the youth sponsor will pause for a moment and not do anything. Say excitedly, “How bout that! You see young people I knew after examining the evidence and forming my hypothesis that Mr. _____ would not retaliate because he is my friend. (Turn to Mr. _____ and say) “Isn’t that right Mr. _____... (Mr. _____ places a pie in your face on cue; trying not to mess your hair and clothes too much so you can continue to teach without trouble).

Tell the teenagers that if you gave Mr. _____ a pie in the face 100 times, more than likely you would get one in your face 100 times as well. This is a testable hypothesis because you can repeat these conditions over and over again. This is not true of evolution. You cannot run evolution through a series of repeatable tests and observe the data. It is not a science.

You will notice that the hypothesis of evolution cannot be tested because you cannot reproduce that activity. Evolution says that over millions of years man developed from a lower life form (animal) into man. Science demands that you reproduce this activity and use your five senses to analyze that particular activity. But evolution cannot be reproduced or observed. All they have to work with are fossils. If the hypothesis cannot be tested, then it cannot go beyond that stage. The McGraw Hill encyclopedia says, “a discipline where the scientific method plays no role is not a science” (p. 121).

Since evolution has no way to reproduce the activity of evolution, then it is forced to misinterpret the evidence we all have before us—fossils. The various stages of man’s evolutionary development have depended upon men such as Java, Peking, Nebraska, Gigantopithecus and Piltdown. The problem is most of these inventions had either insufficient data or were hoaxes. There are just too many gaps to fill.

At its best, evolution is only a hypothesis. To say it is a theory is to dignify a lie. To go further and say that evolution is an undeniable fact of science is to equate it with the law of gravity. The problem is that the scientific method cannot be applied to evolution thus disqualifying it as a science. But let’s pretend that evolution is a science for just a moment. Let’s allow evolution to live in the realm of the scientific world. Would it be a nice fit? No. Here’s why...

Evolution Contradicts The 2nd Law Of Thermodynamics

Object Lesson: A scientific law is 100% true because it has passed through the scientific method. Have every member of your class drop something on the floor. Be sure to note those objects that did not fall. Obviously they all did. Evolution is not a fact because it defies scientific laws.

The second law of thermodynamics says that once matter is set in motion, it will tend to run a chaotic course of destruction. This is also called the law of entropy. There are numerous examples of this in life.

- **Your bike.** Do you remember when you got your first bike? It was all shiny and new. What does that same bike look like now? It is probably rusty, scratched, and worn out. Did your bike get better with age or did it start in perfect condition and slowly wear down? That’s entropy.
- **Your skin.** Your skin was nice and soft when you were born. Your parents and grandparents loved kissing you because you felt so soft. How many senior adults do you know that have soft, pink, wrinkle-free skin? Try none. That’s because skin wears out just like everything else in life. That’s entropy.

Entropy is a problem because evolution claims that things change for the better. This cannot be true if you look at it purely scientifically. Evolution is only a theory at best but the 2nd law of thermodynamics is a tried and true fact that the scientific world has repeatedly affirmed. Evolution contradicts this law. The earth is running down and getting older and deteriorating, not improving to higher life forms.

Gene Mutations

NOTES

Biological evolution claims that the genes of one organism change to such a degree to form an entirely different organism. Causing fruit flies to mutate when exposed to x-rays tested this theory. These flies did mutate. Some had long wings but no eyes, some short wings, and others curled wings; but they all were still fruit flies and all mutations were harmful. The possibility of evolutionary mutation to form another organism is impossible.

Evolution Is An Unstable Theory

Over the years evolution has had to reinvent itself to bridge the wide chasms in its logic. Take a look at all the many theories that have been proposed and invented in order to support the theory of evolution:

- **Lamarck's inheritance theory:** Animals adapted to their environment and changed. (giraffe's long neck)
- **DeVrie's mutation theory:** Genes mutate to form new genes
- **Darwin's natural selection:** Only the organisms best suited for survival will pass on their characteristics.
- **Neo-Darwinism:** Combines DeVrie's and Darwin's theories
- **Theistic evolution:** Mixing God's Word with evolution
- **Big bang theory:** A massive explosion formed life
- **Recapitulation theory:** Human zygotes went through an evolutionary development again.

As problems present themselves to the evolutionary theory, scientists will invent new ways to explain their views. This is a non-stop process because evolution will always be a theory riddled with error like a piece of Swiss cheese is riddled with holes.

Evolution's story seems to change as real scientific facts butt heads with its theory. These inconsistencies appear ridiculous in light of the facts.

Creation, on the other hand, is stable in that the story remains the same. God created the earth in six literal, 24-hour days—end of story. There is no need to search for Cro-Magnon Man or swim with protozoa in South American swamps. The creation view is stable because the author of the Word and Creator of the world is the "same yesterday, today and forever." Those believing in evolution never know if they possess truth because the truth of today may become tomorrow's theory.

Closing: We have seen that evolution is not a scientific fact because the conditions cannot be repeated and tested. Creation can use observation of rock formations and fossils to help support its claims, but it is not dependent on them. Creation and evolution are both religions which are either believed or disbelieved.

