



At Convergence Youth Theology Institute on Faith and Science, we invite campers to learn and then share with others. The rising 10th, 11th, and 12th grade participants are invited to create a lesson plan that can be used in a church, school-based Christian club or group, youth group, or similar setting. Lesson plans are written based on a model used by classroom teachers trained at Randolph-Macon College. 2018 Convergence campers were invited to read Dr. John Haught's book Science and Faith: A New Introduction (Paulist Press, 2012) and create lesson plans to share his concepts and content with others.

In his book, Dr. Haught presents three possible ways of understanding faith and science.

- The **conflict** view is that faith and science are at odds. Whether one is an atheist arguing that religious faith is unreasonable or a religious person arguing that scientific ideas are unacceptable, the conflict position argues that faith and science are opposed and irreconcilable.
- The **contrast** position simply says that faith and science are distinct. They cannot be in conflict because they answer different questions. As some like to say, "Science tells you how the heavens work and faith tells you how to get to heaven."
- **Convergence** acknowledges that faith and science may address different questions but takes the position that the two interact fruitfully. This is a more nuanced perspective that allows for ongoing conversation and insights flowing from both "sides."

Lesson Plans that you can use for teaching Haught's concepts to a high school audience follow. Included are lesson plans for the following chapters of Science and Faith: A New Introduction :

- ___ Chapter 1 *Is Faith Opposed to Science?*
- ___ Chapter 2 *Does Science Rule out a Personal God?*
- ___ Chapter 3 *Is Faith Compatible with Evolution?*
- ___ Chapter 4 *Do Miracles Really Happen?*
- ___ Chapter 5 *Was the Universe Created?*
- ___ Chapter 7 *Can Science Explain Intelligence?*
- ___ Chapter 9 *Are We Special?*
- ___ Chapter 10 *Is There Life After Death?*

Student Authors: Miranda Lattimer and Blane Murphy

Grade Level: High School

Lesson Topic: *Is Faith Opposed to Science?*

Date: Summer 2018



<i>Planning</i>	
Student Learning Intention	<ol style="list-style-type: none">1. For Students to learn about conflict, contrast, and convergence.2. To give the basis to enable safe, productive dialogue between the beliefs of faith and science3. For students to ask well-structured questions and give well-constructed responses
The Learners	<ul style="list-style-type: none">• The student age group is 12-15 years old in a youth group with basic knowledge of both faith and science• Provide visual, interactive, and auditory information so that students will feel engaged and interested
Aligned Assessment	<ol style="list-style-type: none">1. We will measure students learning by the way they evaluate and state questions.2. We will test by asking questions and observing students reactions to content that is being presented
Key Terms/ Vocabulary	<p>Conflict- Science and faith are opposed and irreconcilable</p> <p>Contrast- No conflict can exist between faith and science since they respond to radically different questions</p> <p>Convergence- A richer more nuanced perspective one that allows for an ongoing conversation between science and faith</p>
Resources	<p>Book: <i>Science and Faith: A New Introduction</i></p> <p>Tape</p> <p>Two large bags per team</p>

Delivery of the Lesson

Anticipatory Set	Ask, "Has anyone ever participated in a bag race?"
Direct Instruction	<ol style="list-style-type: none">1. Instruct group to get into partners and give them two bags.2. Inform partners that the goal of the race is to cross the line.3. Instruct partners to get in the same bag and go opposite directions.4. Next tell them to get into individual bags and for one person to go in a circle and one person to go in a square, keeping the same shape.5. Afterwards, tell them to get into one bag to cross the line.
Connecting with Content	<ol style="list-style-type: none">6. In going opposite directions and in making two different shapes, nothing was achieved and the line was not crossed. Working together, the line was crossed and the one truth was achieved.7. Discuss how these activities reflect conflict, contrast, and convergence.8. Help students understand the specifics by referencing quotes from science and faith.
Closure	Review conflict, contrast, and convergence and discuss what can be learned when science and faith meet.

Student Author: Jacob Lohr
Grade Level: 6th - 12th graders
Lesson Topic: *Does Science Rule out a Personal God?*
Date: Summer 2018



<i>Planning</i>	
Student Learning Intention	Students are learning whether or not science will rule out a personal god through the positions of conflict, contrast, and convergence. Students are learning this to help them make a decision or at least be presented with options to form an opinion on this topic. The teacher will know the students understand if they can present the teacher with information at the end of the session [make sure more than a select few students answer the questions (if presented with a group that is not talkative, have them answer questions on a piece of paper.)] Also check for attention throughout the presentation/lesson. Finally, make sure the students understand the “why” of this lesson.
The Learners	To work with a variety of different learners, ask questions for the external processors (provide paper for people who do not like speaking out loud to answer questions.) Use activities to connect with activity-based processors as seen later in this lesson. For auditory processors, just make sure to explain things thoroughly. Before teaching this lesson, I recommend reading Chapter Two of <u><i>Science and Faith, A New Introduction</i></u> by John F. Haught.
Aligned Assessment	You should be able to measure student learning by student comprehension which is explained above in the section <u>Student Learning Intention</u> .
Key Terms/ Vocabulary	Conflict: Sections that directly disagree with each other. Contrast: Sections that are completely separate. Converge: Sections that support each other. (In this lesson guide, the two sections are science and faith)

Resources	<p>-Paper -PowerPoint (if you have visual learners) -If creating a series, consider using chapter two of <u><i>Science and Faith, A New Introduction by John F. Haught.</i></u></p>
<i>Delivery of the Lesson</i>	
Direct Instruction	<p>During instruction I recommend using a brief PowerPoint explaining the three points of view (conflict, contrast, and convergence) and relating them to the main question (Does science rule out a personal god?). If you have a quieter group or very few auditory processors. I would also recommend using an activity. If you have antsy learners, I would recommend doing a game for fun before starting the lesson. After your PowerPoint, I recommend playing a game related to the topic. There is a recommendation in the next section. After the game, I would recommend splitting into small groups where your students can answer questions on the topic. Please clarify that there is no one opinion that is correct. Some students may become heated if you do not clarify. After students discuss, I would recommend having a discussion so students can discuss if their opinion changed or if they want to share an opinion. I would recommend leaving a good amount of time for this because students often have strong opinions or opinion changes that lead to lengthy conversations.</p>
Connecting with Content	<p>Game idea: use three walls and assign them to conflict, contrast, and convergence. Then have the students stand where their opinion is. They could then select a spokesperson in their respective groups to explain their opinion. The teacher should walk around talking to the groups listening. Make sure to question their opinions to help them change or strengthen their arguments. Clarify at the end of the game that there is no winner. Also, students should be able to switch groups during the game.</p>
Closure	<p>As stated earlier, you can use a reflection period at the end of the lesson to measure student learning and to give people a chance to express their opinions/reflect.</p>

Student Author: Faith Goalder

Grade Level: High School

Lesson Topic: *Is Faith Compatible with Evolution?*

Date: Summer 2018



<i>Planning</i>	
Student Learning Intention	<p>What are students learning?</p> <ul style="list-style-type: none">• Conflict, contrast, and convergence• How these ideas tie into evolution <p>Why are they learning it?</p> <ul style="list-style-type: none">• So they can learn different sides of each argument• To better strengthen their own argument• To understand different viewpoints <p>How will the teacher know that students reflected and were engaged?</p> <ul style="list-style-type: none">• Ask them questions• Have an activity to measure how much they've learned
The Learners	<ul style="list-style-type: none">• A group of Sunday School kids- identify the different techniques they each need to learn the best• Give them a piece of paper so they can individually address their learning needs and then go from there
Aligned Assessment	<ul style="list-style-type: none">• <i>How will you measure student learning?</i> Ask questions and have them participate in activities such as jeopardy or white board games• <i>Write a narrative about how you will use multiple formative assessments, aligned with the learning intentions, to measure student learning</i> Make a jeopardy or kahoot or some kind of game with questions about conflict, contrast, and convergence and how it relates to evolution to grab their attention and be able to easily tell how much they've learned.
Key Terms/ Vocabulary	<p>Conflict- How religion and science cannot coexist; either religion is right or science is right</p> <p>Contrast- How religion and science are used separately; they can exist, but not in the same space</p> <p>Convergence- The idea that religion and science fit together</p>

Resources	Book: <u><i>Science and Faith: A New Introduction</i></u>
<i>Delivery of the Lesson</i>	
Anticipatory Set	Start by having casual conversation with the students (How was your week, etc.), then go into the lesson, starting with an anecdote, video. etc.
Direct Instruction	Explain the basics of conflict, contrast, and convergence. As you go along, make sure they understand the concept and go on to explain how these topics relate to evolution (explain the three points of view explained in Chapter 3.)
Connecting with Content	When the lesson is finished, have some kind of review activity prepared, such as asking questions and having them write down answers on a whiteboard. Observe which concepts they seem to grasp well and which they seem to be struggling with; then clarify or re-explain in a way they'll understand.
Closure	Summarize conflict, contrast, and convergence (Conflict, contrast, and convergence are...and they're important because..)
<i>Reflection</i>	
Reflection	Reflect on how this relates to you personally and can relate to your students and what you've learned from then during the lesson about science and faith (I was interested how these things connected).

Student Authors: Seth Johnson and Olivia Redman

Grade Level: Teens, age 13-18

Lesson Topic: *Do Miracles Really Happen?*

Date: Summer 2018



<i>Planning</i>	
Student Learning Intention	Students will be learning about the conflict, contrast, and convergence points of views on the question “Do miracles really happen?”
The Learners	The learners will be teenagers ages 13-18. They will most likely all be Christians since they will be church youth group members.
Aligned Assessment	Student learning will be measured by evaluating their participation and input in a discussion taking place after the PowerPoint and questions. Conclusion questions will also be used as a final measurement of how much a student had learned, as well as being a way to close the lesson.
Key Terms/ Vocabulary	<p>Conflict: The belief that science and faith will always be at odds with each other, and in the end, one will triumph over the other.</p> <p>Contrast: The belief that science and faith exist in different spheres, and each answers its own sets of questions, meaning that they can never conflict or converge with each other.</p> <p>Convergence: The belief that science and faith are united, and can work together to answers questions without contradicting each other.</p>
Resources	PowerPoint (link provided), discussion topics and questions, conclusion questions, and the book <i>Science and Faith</i> by John F. Haught
<i>Delivery of the Lesson</i>	
Anticipatory Set	Script: Hello students, today we will be learning about miracles, and the three different views on them: conflict, contrast, and convergence. I know at least some of you, if not most of view, have wondered about how miracles relate to science before. Each of these three views gives a distinct viewpoint on how the two are connected. First, we will be giving you a short presentation on the three arguments for each point, and then we'll have a discussion about them.

Direct Instruction	<p>First we will be showing you this PowerPoint on miracles, and each of the different views on them.</p> <p>PowerPoint attachment: https://docs.google.com/presentation/d/1QI7eHXWm393jNsPM_cjz-t27ohSdw2laTqCEr-PG9gA/edit?usp=drivesdk</p> <p>*During the presentation, the slides will be explained, and there will be time for questions*</p>
Connecting with Content	<p>Discussion topic: Talk to the people around you about if you believe in miracles and what a miracle is to you and then tell them a story about a miracle you've seen in your life or you've heard about.</p> <p>*Leaders will make sure that every student is participating in the discussion. If students aren't participating, there can be time for clarification and additional questions*</p>
Closure	<p>The lesson will close with a few conclusion questions</p> <ul style="list-style-type: none"> ● How do you plan to implement this knowledge in your daily life? ● How are you going to share this information with others? ● Are you going to explore conflict, contrast, and convergence further? ● What other subjects that could have conflict, contrast, and convergence points of views are you interested in learning more about?
<i>Reflection</i>	
Reflection	<p><i>After completing this assignment, I learned that lesson planning was very difficult and a lot has to go into it. It is even harder to plan a lesson that includes three separate arguments. While studying the chapter for the book, I learned much more about the deep connection between science and faith.</i></p>

Student Authors: Ty Lafferty and Michael Sams

Grade Level: Senior High School Students

Lesson Topic: *Was the Universe Created?*

Date: Summer 2018



<i>Planning</i>	
Student Learning Intention	<ol style="list-style-type: none">1. The students will learn the views of the conflict, contrast, and convergence sides on the topic: was the universe created?2. They will be educated about the views of other people, not just themselves, on the topic of was the universe created.3. We will play a couple of games to get them involved and ask for feedback on the matter. We will also ask questions throughout to make sure they are engaged.
The Learners	<p>The learners are a group of senior high school students</p> <ul style="list-style-type: none">● They will be very strong learners because they needed good grades to get into this class.● They were asked to read the chapter so they will be prepared.● Some will need more attention so one teacher can focus with them while the other leads the rest of the class.
Aligned Assessment	<p>We will conduct a kahoot and movement activity with the students. The kahoot will test them in a more stressful, but fun way. The movement activity will get them on their feet and give them something to remember the topic.</p>
Key Terms/ Vocabulary	<p>Deity - A divine person</p> <p>Cosmos - The universe seen as a well put together whole</p> <p>Conflict - The point of view when one thinks religion and science are opposed and cannot work in relation with each other.</p> <p>Contrast - The point of view in which science and religion can both exist, but ultimately do something different.</p> <p>Convergence - The point of view in which science and religion both exist together, and support each other.</p>
Resources	<p><i>Science and Faith, A New Introduction</i> by John F. Haught</p>

Delivery of the Lesson

Anticipatory Set	<p>Ask students what they think the origin of the universe is.</p> <p>Ensure the students have their books, they will be following along with the lesson in the book. This will provide them with material for discussion. In the class before, it was assigned for the students to have read the chapter. The lesson will be taught trusting that the students have read the chapter in mind.</p>
Direct Instruction	<p>Introduce the students to the different points of view, and ask them to relate the points of view with their responses from anticipatory set. Be brief, they should already know this.</p> <p>Conflict:</p> <ul style="list-style-type: none">● No, there could be no deity that created the universe.● The statement that universe had its own beginning is supported by the fact that it is still expanding.● If the universe was infinite, then all of the cosmos would be a giant clump.● The thought that our universe had a beginning does not give proof to a creator.● If the cosmos had no beginning, is there a need for a creator? <p>Contrast:</p> <ul style="list-style-type: none">● The strategy is to keep the two so sharply apart that no opportunity to clash is present.● Science and theology both contribute to their separate things.● Science explains the Big Bang, theology explains the creation, and they both live together without problems.● It is the existence of things that evokes our sense of religious wonder. <p>Convergence:</p> <ul style="list-style-type: none">● Universe is constantly expanding, or being created.● Big burst of light, Genesis 1:3, similar to the big bang.● Not perfectly designed yet, the universe is still being created and designed!● We can participate in creation, the future is undetermined.● Both sprout from a human desire to learn the origins of the universe, they are related like that. <p><i>Go into Kahoot and game activity</i></p>
Connecting with Content	<p>The students will be partaking in a game of Kahoot.</p> <ul style="list-style-type: none">- Teacher must make specific instruction that the students are not to answer without thinking, because they will gain nothing from the activity.- Teacher will review the answer after each question, to ensure the students are understanding.- Students will be participating on their phones or electronic devices.- The top 3 places will receive extra credit on the day.

	<p>The next activity is a little game</p> <ul style="list-style-type: none">- Students are asked questions about the topic.- They will go to the left side of the room for conflict, the right side for contrast, and the left side for convergence.- This is to see how well they understood the information that was given to them.
Closure	<p>Teacher asks students for a brief description on each of the points of view, and their personal stance on each for closing discussion.</p>

Student Authors: Rachel Glathar and Eve Ingram

Grade Level: High School Students

Lesson Topic: *Can Science Explain Intelligence?*

Date: Summer 2018



Delivery of the Lesson

Anticipatory Set	<p>Statement of learning intention: Today you will be learning how intelligence and Christianity connect. Some topics will include where intelligence is found in the Bible and the scientific processes of the brain. Soon we will ask is science can explain intelligence or if there needs to be a religious aspect.</p> <p>Engage and connect: Before we get started, does anyone know the difference between being smart and intelligent? Intelligence is quick thinking and adaptability to various life situations, while being smart is primarily quick thinking.</p>
Direct Instruction	<p>It will be on a power point and the first slide will be the lesson title <i>Can science explain intelligence?</i> The second slide will define the three C's, conflict, contrast and convergence and will show examples. The third slide will show the human brain and the biological processes of the human brain and how it leads to a consciousness. The fourth slide will show how the Bible views the consciousness and Gods role in it. The rest of the slides will show example sentences on biological and religious views on the human mind and the students need to write down which of the three C's those sentences are.</p>
Connecting with Content	<p>The student will write on index cards a summary of the lesson and what views they have on the situation (the three Cs). The teacher will walk around and offer help while the students write and can look things up if needed.</p>
Closure	<p>Would any of you all like to share your findings? That is really good! Did any of you guys have the conclusion that only science can explain intelligence? No? So our conclusion is that God has to be present in the making of our consciousness because He is aware and alive. Molecules are unaware and therefore might not be able to make a collective conscience.</p>

Student Authors: Melanie Fleischer and Charlie Smallshaw

Grade Level: Youth Age 13-18

Lesson Topic: *Are We Special?*

Date: Summer 2018



<i>Planning</i>	
Student Learning Intentions	<p>1. What are the students learning?</p> <ul style="list-style-type: none">• The students will be learning about their own place in the universe and how they fit in the bigger picture.• The students will also learn that whether or not we, as humans, are special.• The students will be shown a presentation and go into deep conversation to grasp the bigger concepts in-depth. <p>2. Why are they learning it? The students are learning this so they can grow a better understanding of God's intentions and where they fit in God's universe. The students will learn these concepts so they can have the much needed conversations that are otherwise not talked about in different situations.</p> <p>3. How will the teacher know that the students reflected and were engaged? The teacher will know because they will constantly be asking questions about these concepts such as:</p> <ul style="list-style-type: none">• Where do they stand? And why?• What do the students believe about their own purpose is as God's creation?
The Learners	A group of youth ages from 13-18, high school aged kids who will have a conversation to fully develop an idea and understanding of the topic whether or not humankind is special.
Aligned Assessment	<p>How will you measure student learning?</p> <p>The students will be asked questions throughout the presentation to discern if they are learning, paying attention, and gaining knowledge throughout the different hard concepts of conflict, contrast, and convergence.</p> <p>They will also be asked about their own thought processes to see what they have picked up and to understand what they think to give you, as a teacher, the ability to clear up what they don't understand.</p>

Key Terms/ Vocabulary	<p>Conflict: Science and faith are opposed and irreconcilable</p> <p>Contrast: science and faith are distinct, but they are not opposed to each other. No conflict can exist between faith and science since they each respond to radically different question. There is no real competition between them. So there can be no real conflict.</p> <p>Convergence: science and faith are distinct because they ask different kinds of questions, but they still interact fruitfully. It allows ample room for an ongoing conversation between science and faith.</p>
Resources	<p>Presentation PowerPoint-explains the ideas of conflict, contrast and convergence relating to the topic of whether human kind is special.</p> <p>Blank sheets of white paper and pens so each student can create a Venn diagram as they watch each different point of view, to summarize each one in just a few bullet points.</p> <p>A bible</p> <p><i>Science and Faith: A New Introduction</i> by John F. Haught</p>
<i>Delivery of the Lesson</i>	
Anticipatory Set	<p>Are humans really special? Today we will be learning about our place in the universe and how we came to exist here. You will find out about how important you are in the vast expanse of our universe. Does anyone know the differences of the conflict, contrast, and convergence views on this topic? If not, that's what we will be discussing today about how each one is different as we look at the topic of humans and our specialness. How do faith and science differ or compare? How do they teach us about how we came to be? The answers aren't simple, the conversation is never ending, but today we will try to wrap our head around the idea.</p>
Direct Instruction	<p>Conflict: When science and faith conflict, science tells us that our existence comes from pure chance and impersonal physical necessity. Science tells us that there's no intelligent deity or divine being to make us who we are and that our moral values simply come from and can be explained from material terms. On the other hand, faith tells us that a higher figure has designed us in their image for a greater purpose. Conflict is for and from a disagreement on whether or not humans have a special place in the universe.</p> <p>Contrast: From a contrast point of view, faith explains things that science cannot and science can explain things that faith cannot. Science tells us what are made of and how our natural world works. While faith tells us how our moral beliefs and personal thoughts came to be. Science can in no way dictate our importance or self-worth. The material aspects of the universe are irrelevant to our sense of personal value.</p> <p>Convergence: Though no one can say for sure that God had a role in the creation of the universe, humans are still linked to an unfinished cosmic story. Conflict tells you that you aren't special and have no importance in the universe. Contrast tells you that faith and</p>

	<p>science explain completely different things. However, convergence tells you that there are ties between your mind and the physical universe. The universe is a mix of accidents, rules, and time, all of these working together to create a still unfinished, ongoing story.</p>
<p>Connecting with Content</p>	<p>Students will create a Venn diagram to show the similarities and differences between faith and science on their view of the importance of humans. Each student will get blank pieces of white paper and pens to able to write, doodle, and summarize each conflict, contrast, and convergence to help better understand each side to understand their own personal views. The teacher will walk around and see their work and ask to share about their own beliefs to get engaged with each student.</p>
<p>Closure</p>	<p>So, today, each one of the students learned about their place in the universe and developed their own personal beliefs about the topic of the specialness of human kind. We learned that <i>conflict</i> states that our existence is purely accidental and the belief that there is a greater divine being stems from a sense of self-importance within the human race. We learned that <i>contrast</i> tells us that science and faith attempt to explain different questions that we have about our universe. And that <i>convergence</i> tells us that the meaning of the universe comes from the stories within it rather than the grand design.</p>
<p><i>Reflection</i></p>	
<p>Reflection</p>	<p>We learned that science and faith can attempt to tell us many things about our existence and that they can converge to give us a greater understanding of our importance in the universe.</p>

Student Authors: Ella Adams and Vanessa Cooper

Grade Level: High School

Lesson Topic: *Is There Life After Death?*

Date: Summer 2018



<i>Planning</i>	
Student Learning Intention	<p>Students will be learning about life after death using three points of views using conflict, contrast, and convergence.</p> <p>Students can be informed about the afterlife, in order for the students to have peace when engaging with the topic of death.</p>
The Learners	High School students
Aligned Assessment	Students will create a picture, before the lesson, of what they believe life after death looks like. Students then, will change their first picture to what they believe life will look like after hearing the lesson.
<i>Delivery of the Lesson</i>	
Direct Instruction	<p>Today we'll learn about how there is life after death and how we understand the three main topics of conflict, contrast, and convergence.</p> <p>First we're going to talk about what conflict, contrast and convergence mean and how they will relate to life after death.</p> <p>First off, conflict is about how science contradicts with religion.</p> <p>Second, contrast means that science and religion are not related to each other at all but they are distinct.</p> <p>Third, convergence means that science and religion goes together and are not separate at all.</p> <p>The question now is let's think, do you believe that God is related to science or are they are not related at all?</p>

	<p>Now talk to the person next to you and discuss each other's thoughts on the topic.</p>
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The next question you should ponder and talk about is how would you place your belief in the afterlife with those three types?

If there's time: Next, are there any disputes between faith and science.