

Foundation

Unit 1: What Is Truth? | Lesson 5

Truth Is Not a Feeling

Essential Question

- Is the Truth True for everyone?

Learning Outcome

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

- use real-life examples to justify whether or not the Truth is True for everyone.

Assessments

- Justification with real-life examples

What You'll Need

Materials


- Sticky notes
- Poster paper
- A sweet treat (cookie, candy, etc.)
- Student Activity sheets
- Pencils and crayons or markers
- Bible

Files

The following resource files can be found at [FoundationWorldview.com](https://www.FoundationWorldview.com)

 sas_1-5.pdf (Student Activity sheet)

 hc_1-5.pdf (Home Connection)

 ppt_1-5.ppt (Class Slide Deck)

 Lesson 5 Teaching Demo

Procedures

- Open the lesson with prayer, asking the Lord to be at work in your hearts and minds today.
- In groups of two or three, have students brainstorm what they have already learned about Truth.
 - Have students share their responses.
- Together, read through the Learning Outcome. (Use real-life examples to justify whether or not the Truth is True for everyone.)
 - Explain that the word *justify* means to explain or support your answer, to show why it is True.
- Hand out a sticky note to each student. On the board, hang two pieces of poster paper—

one that says “Yes” and one that says “No.” Explain to students that you want them to think about the following question: Is the Truth True for everyone?

- Explain to students that you want them to decide “yes” or “no” and then explain their answer on their sticky note. Tell students when they are finished writing to place their sticky note on the piece of paper that goes along with their answer.
- In groups of two or three, have students brainstorm examples of Truth that is True for everyone and then share (e.g., the sky is blue, the sun is the center of our solar system, touching your skin to something hot will burn you, etc.).
 - Ask students if there are Truths that are just True for some people and allow students to share examples (e.g., cookie dough ice cream is delicious, it feels hot in here, etc.).
 - Clarification: Students may say something like “I live in the United States” is not True for everyone. If this happens, ask, “Well, is it True for everyone that you live in the United States?” (Yes.) Point out that while not everyone may live in the United States, it is Truth for everyone that this student lives in the United States.
 - Hand each student a cookie (or some other form of sweet). Tell them that this is the best dessert ever. Ask them if that is True for everyone. (No.) Ask them to share a Truth for them about the cookie. Then ask if there are any Truths about the cookie that are the same for everyone (it is made out of flour, it was baked in the oven, it has sugar, etc.).
 - Have students write down several responses in the Sweet Truth section of their Student Activity sheets.
 - Ask students what they found in common on their first list. (These Truths are based on personal feelings.)
 - Together, read the statements, “How we feel about something may be different from person to person. But the Truth about what that thing is or was made to do does not change.”
 - Before you move on, make sure that students are clear that feelings may change among people, but Truth is True for everyone!
- Ask students if it is possible for someone to think they know the Truth but for them to be mistaken. Ask for examples (e.g., someone thinks he or she knows how to get somewhere but ends up lost, someone believes he or she can fly but falls off a table instead, etc.).
 - Note to the Teacher - This is the difference between a Truth and a Truth-claim. Someone can claim that something is True. However, when examined, that claim might turn out to be false. For example, some people claim that God does not exist. When they make this claim, they are saying that God does not exist at all, for anyone. However, when we examine the orderliness of the universe, the vast quantities of information in life, and the existence of a moral law, we see strong evidence for the existence of God. This means that their Truth-claim is false - it is not actually True.
- Explain to students you will now play Truth vs. Feeling. You will read them a sentence and they will explain whether that sentence represents Truth or feelings.
 - Purple is the best color. – Feeling

- Saturdays are the best day! – Feeling
 - $1 + 1 = 2$ – Truth
 - The earth is round. – Truth
 - One foot equals twelve inches. – Truth
 - Summer is the greatest season. – Feeling
 - 7. Penguins cannot fly. – Truth
- As a class, brainstorm a list of five statements that are Truths and five statements that are feelings.
 - Have students complete the Feelings vs. Truth activity in their Student Activity sheets. When students have completed this, review their answers as a class.
- Hand students another sticky note. Explain to students that you once again want them to think about the following: Is the Truth True for everyone?
 - Explain to students that you once again want them to decide “yes” or “no,” explain their answer, and then post it on the board.
 - Read through the Learning Outcome once again. Ask students if they have completed this Learning Outcome. Explain to students that now is the time for them to show that they met the goal. 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.
 - 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 Outcome
*By the end of today, you should be able to
1. use real-life examples to justify whether or not the Truth is True for everyone.*

Sweet Truth Activity Follow-Up

| | |
|---|---|
| List all of the Truths about this sweet that might be different for different people. | List all of the Truths about this sweet that are the same for everyone. |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Look at your first list. What do these responses have in common?

How we feel about something may be different from person to person. But the Truth about what that thing is or was made to do does not change.

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Feelings Vs. Truth

Circle the sentences that represent Truth.

- Hockey is the most exciting sport.
- July 4 is Independence Day in the United States of America.
- Water freezes at thirty-two degrees Fahrenheit.
- Cookie dough ice cream is the best dessert.
- The sun is the center of our solar system.
- Dr. Martin Luther King Jr. led peaceful protests against segregation.
- Mondays are the worst day of the week.

Write two sentences that represent Truth.

Write two sentences that represent feeling.

What is the difference between Truth and feelings?

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Know It and Show It

Is Truth True for everyone? _____

Give real-life examples to explain your answer.

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