

Creationism



1. Define the scientific model and theory.
2. List three principal differences between the creationist model and the evolutionist model.
3. Read and respond to the following:
 - a. 1 Timothy 6:20, 21. What relation can exist between this passage and the evolutionism?
 - b. Genesis 1, 2. Can someone disagree with these texts and remain a member of the remnant? Justify the response.
4. Share at least five passages from Ellen White's Writing in the book **Patriarchs and Prophets** that mention the "young" age of the earth.
5. Investigate "The Creation" as the fundamental belief of the Seventh-day Adventist Church. Demonstrate the base of this fundamental belief through the Bible, finding, from memory, at least five passages that talk about this idea.
6. Read chapters six through nine of Genesis. Afterwards, do one of the following activities:
 - a. Investigate and elaborate a detailed schedule about a theory accepted by scientific creationists about how the events occurred.
 - b. Make a list with at least five biblical mentions of the flood and give at least five historical and scientific evidences of a global flood.
7. Attend a meeting on creationism sponsored by the school, faculty, Club, church, district, or region.
 - a. Prior to your attendance, write some of the anticipated doubts that people may have about a scientific presentation from a Creationist viewpoint. If possible, present them to a speaker or participant so they can clarify responses from a biblical and/or scientific basis.
 - b. As you debrief the meeting, share at least fifteen objections that can be made by the evolutionists from a creationist's viewpoint. Share some of the biblical and scientific ways that you can refute objections.
8. Investigate and demonstrate how to argue in favor of creationism, using three of the following questions:
 - a. From the biological point of view, what are the systems of irreducible complexity?
 - b. From the geological point of view, investigate and draw a geological column of creationism and compare it with the evolutionary model. Explain how the gaps in both models are completed with philosophical bases (not scientifically checked).
 - c. From the oceanography point of view, how can we know, through oceanic sedimentation, that the oceans are "young"?
 - d. From the astronomical point of view, how does the progressive distance of the moon, in relation with the gravitational center of the earth (take into account the "limit of Roche") indicate a "young" earth and moon?
 - e. From the archeological point of view, what are the transitional fossils? How does their absence argue in favor of creationism?

9. Based on what you have learned in this honor and from other sources, present a project titled “Why be a creationist?” through one of the following:
 - a. Electronic presentation
 - b. Written paper
 - c. Video
 - d. Storyboard / poster
10. With the instructor as the mediator, have a debate about how it is possible to have science and faith in harmony.
11. Visit one of the following and give your club director a report of the diversity and wonder of the things you saw of God’s creation:
 - a. Zoo
 - b. Aquarium
 - c. National/State/Provincial Park
 - d. Nursery
 - e. Gardens
 - f. Equivalent location.

Skill Level 2

Original Honor 2012

Creationism, Advanced

1. Have the following honors:
 - a. Creationism
 - b. Geology
 - c. Fossils
2. Explain the following terms:
 - a. Cosmology
 - b. Cosmo genesis
 - c. Intelligent Design Theory
 - d. Transition species or lost current link
 - e. Living fossil
 - f. Big Bang Theory
3. In the creationist interpretation, what is the origin of man and who were the cavemen?
4. Briefly describe the argument of the watchmaker from Paley?
5. Briefly report Pascal's experience and explain why "life only comes from life."
6. Read Psalm 139 and Genesis 1 & 2. Discover aspects of the creative power of God in nature that demonstrate purpose and planning. Demonstrate your finding through one of the following:
 - a. Poster
 - b. Chart
 - c. Presentation
7. Differentiate evolution (in a macro or micro sense) of adaptation to the environment.
8. Re-read the biblical story of the flood and describe its influence on the following questions:
 - a. Continental Drift
 - b. Relief and climate
 - c. Mass extinction and formation of fossils
9. Make a personal list of ten scientific evidences of creation (different from those stated in this honor and in the basic) and present them to a group.
10. Study the life and contributions of a scientific creationist and tell the story during a campfire or another spiritual gathering.
11. Do one of the following activities:
 - a. Participate in an active debate about creationism versus evolution.
 - b. Present to a group at the church, or at a creationist event, an audiovisual presentation, of at least thirty minutes, about some of the evidence from the nine requirements for this honor.
 - c. Present three different certificates of participation in meetings of creationist character, completed in the last two years.
 - d. Organize an event about creationism, with a skilled and qualified speaker.
 - e. Do a research on creation based on the Geoscience Research Institute findings or documents.

Skill Level 3

Original date 2012

Nature
General Conference
Institution of Origin: SAD
2012 Update