

Twice Born Ministry

TBM-CE01-102: Fine-Tuning & Creation Evidence

Course Code: TBM-CE01-102

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

Course Description

TBM-CE01-102: Fine-Tuning & Creation Evidence

Course Description

CE Vol 1; cosmology; design

This Layer 3 course teaches from Twice Born Ministry published apologetics — extracting structure and evidence themes without replacing the source books. Students learn to test every claim by Scripture (Isaiah 8:20) and witness with charity.

Primary source book: Why I Still Believe (Christ: The Evidence Vol. 1)

This course is part of **Layer 3 — TBM Book Track** in the Twice Born Ministry Bible School catalog.

Course Details

Learning Outcomes

Upon completion, students will be able to:

- Summarize the source book's argument structure for this course segment.
- Defend course themes with KJV scripture using literal-grammatical-historical method.
- Distinguish biblical Christianity from the worldviews or practices examined.
- Apply lessons in witness practice, research, or stewardship as assigned.
- Complete module quizzes, assignments, and final exam at 70% or higher.

Module Structure

Each lesson (8–10 modules) maps to book chapters or thematic sections. Lessons include exposition, evidence notes, witness application, discussion prompts, and aligned quizzes.

Assessment Overview

- **Module quizzes:** JSON with embedded answer keys (70% pass).
- **Assignments:** Witness practice, research papers (apologetics), or practical plans (wellness/stewardship).

- • **Group projects:** Debate teams and outreach planning where noted.
- • **Final exam:** Comprehensive written assessment.
- • **Video scripts:** 3–5 production-ready scripts including soul-winning demos for apologetics tracks.

Christian Guardrails

- • King James Bible as citation standard.
- • Oppose false doctrine; love people (Jude 22-23).
- • Source books inform structure; Scripture judges all claims.
- • Academic integrity required; AI assists study, not original witness logs.

Instructor Notes

Professor Shepherd AI: [tb_ai_instructor course_code="TBM-CE01-102"]

Twice Born Ministry Bible School — Layer 3 TBM Book Track

Course Modules

TBM-CE01-102 — Lesson 1: Fine-Tuning — Universe Screams Design

Introduction

Welcome to Lesson 1 of **Fine-Tuning & Creation Evidence**. This session covers **Fine-Tuning — Universe Screams Design**,

drawn from the structure of *Why I Still Believe (Christ: The Evidence Vol. 1)* in the **Christ Evidence Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Fine-Tuning — Universe Screams Design advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Chapter themes from source material:

- The universe is precisely calibrated for life. Change any fundamental constant by a tiny fraction, and life becomes impossible.
- **The Cosmological Constant** (dark energy): Fine-tuned to 1 part in 10^{120} . That's a decimal point followed by 120 zeros.
- Imagine: Take a billion universes. In each, place a billion galaxies. In each galaxy, place a billion stars. In each star, place a billion atoms. That's 10^{36} atoms total.

Key passages in this section: Psalm 19:1

Concept summary (paraphrase): The universe is precisely calibrated for life. Change any fundamental constant by a tiny fraction, and life becomes impossible. The Cosmological Constant (dark energy): Fine-tuned to 1 part in 10^{120} . That's a decimal point followed by 120 zeros. Imagine: Take a billion universes. In each, place a billion galaxies. In each galaxy, place a billion stars. In each star, place a billion atoms. That's 10^{36} atoms total. Now multiply that by 10^{84} . That's 10^{120} . If the cosmological constant differed by 1 part in that number, the universe either collapses immediately or expands too fast for galaxies to form. No galaxies = no stars = no planets = no life. The Strong Nuclear Force: If 2% stronger, no hydrogen exists (no...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Fine-Tuning — Universe Screams Design** in the Word. Assigned references:

- **Psalms 19:1** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Fine-Tuning — Universe Screams Design uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Fine-Tuning — Universe Screams Design**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Witness and Ministry Application

Fine-Tuning — Universe Screams Design equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Fine-Tuning — Universe Screams Design** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 1 organized *Why I Still Believe (Christ: The Evidence Vol. 1)* material on **Fine-Tuning — Universe Screams Design**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Ministry Case Study

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Worship Integration

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Worship Integration

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TBM-CE01-102 — Lesson 2: Three Explanations for Fine-Tuning

Introduction

Welcome to Lesson 2 of **Fine-Tuning & Creation Evidence**. This session covers **Three Explanations for Fine-Tuning**,

drawn from the structure of *Why I Still Believe (Christ: The Evidence Vol. 1)* in the **Christ Evidence Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Three Explanations for Fine-Tuning advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Chapter themes from source material:

- That's more than atoms in the observable universe (10^{80}). Winning the lottery 18 times in a row is more likely.
- Problem: No evidence for this. Physics shows the constants could have been different. They're not logically necessary.
- Evidence: The precision matches what we'd expect from design. The universe looks exactly like it was made for us.

Key passages in this section: Colossians 1:16

Concept summary (paraphrase): The universe is fine-tuned for life. Only three explanations exist: 1. CHANCE Probability: 1 in 10^{134} That's more than atoms in the observable universe (10^{80}). Winning the lottery 18 times in a row is more likely. Verdict: Astronomically improbable. Essentially impossible. 2. NECESSITY Maybe the constants HAD to be these values? Problem: No evidence for this. Physics shows the constants could have been different. They're not logically necessary. Verdict: No support. Pure speculation. 3. DESIGN An intelligent Designer fine-tuned the universe for life. Evidence: The precision matches what we'd expect from design. The universe looks exactly like it was made for us. Verdict: Best explanation. Fits the evidence perfectly. The Multiverse Objection: "Maybe infinite universes exist, and we're in the..."

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Three Explanations for Fine-Tuning** in the Word. Assigned references:

- **Colossians 1:16** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Three Explanations for Fine-Tuning uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Three Explanations for Fine-Tuning**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Witness and Ministry Application

Three Explanations for Fine-Tuning equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Three Explanations for Fine-Tuning** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 2 organized *Why I Still Believe (Christ: The Evidence Vol. 1)* material on **Three Explanations for Fine-Tuning**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Worship Integration

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TBM-CE01-102 — Lesson 3: Consciousness — Mind from Matter?

Introduction

Welcome to Lesson 3 of **Fine-Tuning & Creation Evidence**. This session covers **Consciousness — Mind from Matter?**,

drawn from the structure of *Why I Still Believe (Christ: The Evidence Vol. 1)* in the **Christ Evidence Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

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Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Consciousness — Mind from Matter? advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Chapter themes from source material:

- **The Atheist Problem:** Unconscious particles → Unconscious chemicals → Unconscious cells → Conscious mind?
- At what point does consciousness emerge? How do unconscious parts create conscious wholes?
- It's like expecting a pile of bricks to suddenly become aware. It doesn't happen.

Key passages in this section: John 1:1, Genesis 1:27

Concept summary (paraphrase): You are conscious. You think, feel, experience. You have a mind. How did consciousness arise from mindless matter? The Atheist Problem: Unconscious particles → Unconscious chemicals → Unconscious cells → Conscious mind? At what point does consciousness emerge? How do unconscious parts create conscious wholes? It's like expecting a pile of bricks to suddenly become aware. It doesn't happen. The Math: Probability of consciousness arising from unconscious matter by chance: ~ 1 in 10^{10} That's 10 billion to 1 against. The Christian Answer: "In the

beginning was the Word, and the Word was with God, and the Word was God" (John 1:1). Consciousness came first. God is the ultimate Mind. He created our minds in His image. "So God created man..."

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Consciousness — Mind from Matter?** in the Word. Assigned references:

- **John 1:1** — read in context; note who speaks, to whom, and why.
- **Genesis 1:27** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Consciousness — Mind from Matter? uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Consciousness — Mind from Matter?**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
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Draft a 150-word charitable response to one objection for your quiz preparation journal.

Witness and Ministry Application

Consciousness — Mind from Matter? equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Consciousness — Mind from Matter?** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 3 organized *Why I Still Believe (Christ: The Evidence Vol. 1)* material on **Consciousness — Mind from Matter?**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

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Ministry Case Study

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Supplemental Reading and Reflection

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Historical Figure Spotlight

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Historical Figure Spotlight

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

TBM-CE01-102 — Lesson 4: Physics and Cosmological Constants

Introduction

Welcome to Lesson 4 of **Fine-Tuning & Creation Evidence**. This session covers **Physics and Cosmological Constants**,

drawn from the structure of *Why I Still Believe (Christ: The Evidence Vol. 1)* in the **Christ Evidence Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Physics and Cosmological Constants advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Physics and Cosmological Constants** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with

clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Physics and Cosmological Constants uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Physics and Cosmological Constants**, expect pushback:

- **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Witness and Ministry Application

Physics and Cosmological Constants equips field witness:

- **Personal:** Repent of condescension; ask God for love for the lost.
- **Local church:** Propose one outreach night using this lesson's topic.

- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Physics and Cosmological Constants** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 4 organized *Why I Still Believe (Christ: The Evidence Vol. 1)* material on **Physics and Cosmological Constants**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their

emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Ministry Case Study

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Supplemental Reading and Reflection

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Supplemental Reading and Reflection

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Historical Figure Spotlight

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

TBM-CE01-102 — Lesson 5: Astronomical Precision in Solar System

Introduction

Welcome to Lesson 5 of **Fine-Tuning & Creation Evidence**. This session covers **Astronomical Precision in Solar System**,

drawn from the structure of *Why I Still Believe (Christ: The Evidence Vol. 1)* in the **Christ Evidence Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Astronomical Precision in Solar System advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Chapter themes from source material:

- **1. Distance from Sun:** Earth is 93 million miles from the sun—perfect for life. 5% closer: Too hot (water evaporates) 5% farther: Too cold (water freezes) **Goldilocks Zone:** J...
- **2. Earth's Tilt:** 23.5 degrees creates seasons and distributes heat evenly. Too much: Extreme seasons (uninhabitable) Too little: No seasons (climate problems)
- **3. Earth's Rotation:** 24-hour day is perfect. Too fast: Destructive winds Too slow: Extreme temperature swings

Key passages in this section: Psalm 19:1

Concept summary (paraphrase): Our solar system displays impossible precision that screams design. EARTH'S PERFECT POSITION: 1. Distance from Sun: Earth is 93 million miles from the sun—perfect for life. 5% closer: Too hot (water evaporates) 5% farther: Too cold (water freezes) Goldilocks Zone: Just right 2. Earth's Tilt: 23.5 degrees creates seasons and distributes heat evenly.

Too much: Extreme seasons (uninhabitable) Too little: No seasons (climate problems) 3. Earth's Rotation: 24-hour day is perfect. Too fast: Destructive winds Too slow: Extreme temperature swings 4. Moon's Distance: 238,900 miles—creates tides essential for ocean life and stabilizes Earth's tilt. Too close: Massive tides destroy coastlines Too far: No tides, unstable tilt 5. Jupiter's Protection: Acts as "cosmic vacuum cleaner"—gravity deflects asteroids/comets from Earth. Without Jupiter:...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Astronomical Precision in Solar System** in the Word. Assigned references:

- **Psalm 19:1** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Astronomical Precision in Solar System uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Astronomical Precision in Solar System**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Witness and Ministry Application

Astronomical Precision in Solar System equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Astronomical Precision in Solar System** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 5 organized *Why I Still Believe (Christ: The Evidence Vol. 1)* material on **Astronomical Precision in Solar System**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Ministry Case Study

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Historical Figure Spotlight

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Supplemental Reading and Reflection

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Historical Figure Spotlight

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Worship Integration

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Supplemental Reading and Reflection

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Historical Figure Spotlight

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

TBM-CE01-102 — Lesson 6: DNA and Information Theory

Introduction

Welcome to Lesson 6 of **Fine-Tuning & Creation Evidence**. This session covers **DNA and Information Theory**,

drawn from the structure of *Why I Still Believe (Christ: The Evidence Vol. 1)* in the **Christ Evidence Track** track. Complete BS-FND-100 before advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

DNA and Information Theory advances the source book's cumulative case. Students should identify: (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **DNA and Information Theory** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- **Acts 17:11** — read in context; note who speaks, to whom, and why.
- **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

DNA and Information Theory uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **DNA and Information Theory**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Witness and Ministry Application

DNA and Information Theory equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **DNA and Information Theory** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 6 organized *Why I Still Believe (Christ: The Evidence Vol. 1)* material on **DNA and Information Theory**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Historical Figure Spotlight

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Worship Integration

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Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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TBM-CE01-102 — Lesson 7: Big Bang and Genesis Harmony

Introduction

Welcome to Lesson 7 of **Fine-Tuning & Creation Evidence**. This session covers **Big Bang and Genesis Harmony**,

drawn from the structure of *Why I Still Believe (Christ: The Evidence Vol. 1)* in the **Christ Evidence Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter

themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Big Bang and Genesis Harmony advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Chapter themes from source material:

- • **Big Bang Theory (1920s):** - Universe began 13.8 billion years ago - From a single point - Space, time, matter, energy all began - Universe is expanding
- • **Before Big Bang:** - Atheists believed universe was eternal - No beginning = no Creator needed - Big Bang changed everything
- • **1. Universe Had a Beginning:** - Genesis: ✓ (always said this) - Science: ✓ (now confirms)

Key passages in this section: Genesis 1:1

Concept summary (paraphrase): Science and Scripture agree: The universe had a beginning. Genesis 1:1: "In the beginning, God created the heavens and the earth." Big Bang Theory (1920s): - Universe began 13.8 billion years ago - From a single point - Space, time, matter, energy all began - Universe is expanding Before Big Bang: - Atheists believed universe was eternal - No beginning = no Creator needed - Big Bang changed everything The Implications: 1. Universe Had a Beginning: - Genesis: ✓ (always said this) - Science: ✓ (now confirms) 2. Universe Came from Nothing: - Genesis: God created ex nihilo (from nothing) - Science: Universe appeared from nothing - Question: How? God is the answer. 3. Fine-Tuning: - Initial conditions precisely calibrated...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Big Bang and Genesis Harmony** in the Word. Assigned references:

- **Genesis 1:1** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Big Bang and Genesis Harmony uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Big Bang and Genesis Harmony**, expect pushback:

- **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Witness and Ministry Application

Big Bang and Genesis Harmony equips field witness:

- **Personal:** Repent of condescension; ask God for love for the lost.

- **Local church:** Propose one outreach night using this lesson's topic.
- **Conversation:** Use two questions from the book section before presenting conclusions.
- **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Big Bang and Genesis Harmony** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 7 organized *Why I Still Believe (Christ: The Evidence Vol. 1)* material on **Big Bang and Genesis Harmony**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Historical Figure Spotlight

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Ministry Case Study

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TBM-CE01-102 — Lesson 8: Design Inference Lab Report

Introduction

Welcome to Lesson 8 of **Fine-Tuning & Creation Evidence**. This session covers **Design Inference Lab Report**,

drawn from the structure of *Why I Still Believe (Christ: The Evidence Vol. 1)* in the **Christ Evidence Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Design Inference Lab Report advances the source book's cumulative case. Students should identify: (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Design Inference Lab Report** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- • **Question:** "Have you ever tested that belief against Scripture alone?"
- • **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Design Inference Lab Report uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Design Inference Lab Report**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Witness and Ministry Application

Design Inference Lab Report equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Design Inference Lab Report** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 8 organized *Why I Still Believe (Christ: The Evidence Vol. 1)* material on **Design Inference Lab Report**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Ministry Case Study

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TBM-CE01-102 — Lesson 9: Creation Evidence Presentation

Introduction

Welcome to Lesson 9 of **Fine-Tuning & Creation Evidence**. This session covers **Creation Evidence Presentation**,

drawn from the structure of *Why I Still Believe (Christ: The Evidence Vol. 1)* in the **Christ Evidence Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Creation Evidence Presentation advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Creation Evidence Presentation** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- **Acts 17:11** — read in context; note who speaks, to whom, and why.
- **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Creation Evidence Presentation uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Creation Evidence Presentation**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Witness and Ministry Application

Creation Evidence Presentation equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Creation Evidence Presentation** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 9 organized *Why I Still Believe (Christ: The Evidence Vol. 1)* material on **Creation Evidence Presentation**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Historical Figure Spotlight

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Worship Integration

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

TBM-CE01-102 — Lesson 10: Integration Lesson 10: Fine-Tuning & Creation Evidence

Introduction

Welcome to Lesson 10 of **Fine-Tuning & Creation Evidence**. This session covers **Integration Lesson 10: Fine-Tuning & Creation Evidence**,

drawn from the structure of *Why I Still Believe (Christ: The Evidence Vol. 1)* in the **Christ Evidence Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Integration Lesson 10: Fine-Tuning & Creation Evidence advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Chapter themes from source material:

- The universe is precisely calibrated for life. Change any fundamental constant by a tiny fraction, and life becomes impossible.
- **The Cosmological Constant** (dark energy): Fine-tuned to 1 part in 10^{120} . That's a decimal point followed by 120 zeros.
- Imagine: Take a billion universes. In each, place a billion galaxies. In each galaxy, place a billion stars. In each star, place a billion atoms. That's 10^{36} atoms total.

Key passages in this section: Psalm 19:1

Concept summary (paraphrase): The universe is precisely calibrated for life. Change any fundamental constant by a tiny fraction, and life becomes impossible. The Cosmological Constant (dark energy): Fine-tuned to 1 part in 10^{120} . That's a decimal point followed by 120 zeros. Imagine: Take a billion universes. In each, place a billion galaxies. In each galaxy, place a billion stars. In each star, place a billion atoms. That's 10^{36} atoms total. Now multiply that by 10^{84} . That's 10^{120} . If the cosmological constant differed by 1 part in that number, the universe either collapses immediately or expands too fast for galaxies to form. No galaxies = no stars = no planets = no life. The Strong Nuclear Force: If 2% stronger, no hydrogen exists (no...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Integration Lesson 10: Fine-Tuning & Creation Evidence** in the Word. Assigned references:

- **Psalm 19:1** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Integration Lesson 10: Fine-Tuning & Creation Evidence uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Integration Lesson 10: Fine-Tuning & Creation Evidence**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Witness and Ministry Application

Integration Lesson 10: Fine-Tuning & Creation Evidence equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Integration Lesson 10: Fine-Tuning & Creation Evidence** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 10 organized *Why I Still Believe (Christ: The Evidence Vol. 1)* material on **Integration Lesson 10: Fine-Tuning & Creation Evidence**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Worship Integration

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Appendix A — Assignments

Week 01

Week 01 Assignment — Reflection Journal

Course: TBM-CE01-102 · Fine-Tuning & Creation Evidence

Week focus: TBM-CE01-102 — Lesson 1: Fine-Tuning — Universe Screams Design

Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **TBM-CE01-102 — Lesson 1: Fine-Tuning — Universe Screams Design** with KJV integration and measurable evidence in the submission.

Task

Analyze: Write a 300–500 word reflection on **TBM-CE01-102 — Lesson 1: Fine-Tuning — Universe Screams Design**. Include at least two KJV citations and one personal application.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Tuning, Universe

Week 02

Week 02 Assignment — Memory Verse Application

Course: TBM-CE01-102 · Fine-Tuning & Creation Evidence

Week focus: TBM-CE01-102 — Lesson 2: Three Explanations for Fine-Tuning

Learning objective (Bloom's taxonomy)

Students will **apply** course content from **TBM-CE01-102 — Lesson 2: Three Explanations for Fine-Tuning** with KJV integration and measurable evidence in the submission.

Task

Apply: Recite this week's memory verse from memory, then write 250 words explaining how it applies to daily discipleship.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Three, Explanations

Week 03

Week 03 Assignment — Expository Outline

Course: TBM-CE01-102 · Fine-Tuning & Creation Evidence

Week focus: TBM-CE01-102 — Lesson 3: Consciousness — Mind from Matter?

Learning objective (Bloom's taxonomy)

Students will **outline** course content from **TBM-CE01-102 — Lesson 3: Consciousness — Mind from Matter?** with KJV integration and measurable evidence in the submission.

Task

Outline: Produce a structured outline (400+ words) for the main passage in **TBM-CE01-102 — Lesson 3: Consciousness — Mind from Matter?**. Include pericope titles and one-sentence themes.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Consciousness, Matter

Week 04

Week 04 Assignment — Discussion Response

Course: TBM-CE01-102 · Fine-Tuning & Creation Evidence

Week focus: TBM-CE01-102 — Lesson 4: Physics and Cosmological Constants

Learning objective (Bloom's taxonomy)

Students will **explain** course content from **TBM-CE01-102 — Lesson 4: Physics and Cosmological Constants** with KJV integration and measurable evidence in the submission.

Task

Explain: Answer two discussion prompts from the Week 4 reading in 200 words each. Cite KJV only.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Physics, Cosmological

Week 05

Week 05 Assignment — Practical Ministry Step

Course: TBM-CE01-102 · Fine-Tuning & Creation Evidence

Week focus: TBM-CE01-102 — Lesson 5: Astronomical Precision in Solar System

Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **TBM-CE01-102 — Lesson 5: Astronomical Precision in Solar System** with KJV integration and measurable evidence in the submission.

Task

Demonstrate: Complete one practical ministry action tied to **TBM-CE01-102 — Lesson 5: Astronomical Precision in Solar System** (visit, prayer walk, family worship, or service). Submit a 200-word report plus optional photo upload.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Manual review (practical/upload).

Pass: 70%

Rubric (100 points)

Week 06

Week 06 Assignment — Witness Outline

Course: TBM-CE01-102 · Fine-Tuning & Creation Evidence

Week focus: TBM-CE01-102 — Lesson 6: DNA and Information Theory

Learning objective (Bloom's taxonomy)

Students will **construct** course content from **TBM-CE01-102 — Lesson 6: DNA and Information Theory** with KJV integration and measurable evidence in the submission.

Task

Construct: Draft a 3-minute spoken witness outline using this week's theme. Include gospel bridge, one objection with biblical answer, and call to faith.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Information, Theory

Week 07

Week 07 Assignment — Cross-Reference Study

Course: TBM-CE01-102 · Fine-Tuning & Creation Evidence

Week focus: TBM-CE01-102 — Lesson 7: Big Bang and Genesis Harmony

Learning objective (Bloom's taxonomy)

Students will **compare** course content from **TBM-CE01-102 — Lesson 7: Big Bang and Genesis Harmony** with KJV integration and measurable evidence in the submission.

Task

Compare: Find three cross-references that illuminate **TBM-CE01-102 — Lesson 7: Big Bang and Genesis Harmony**. Write 400 words comparing themes (OT + NT).

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Genesis, Harmony

Week 08

Week 08 Assignment — Historical Context Brief

Course: TBM-CE01-102 · Fine-Tuning & Creation Evidence

Week focus: TBM-CE01-102 — Lesson 8: Design Inference Lab Report

Learning objective (Bloom's taxonomy)

Students will **describe** course content from **TBM-CE01-102 — Lesson 8: Design Inference Lab Report** with KJV integration and measurable evidence in the submission.

Task

Describe: Write 350 words on historical/literary context for **TBM-CE01-102 — Lesson 8: Design Inference Lab Report**. Minimum four KJV citations.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Design, Inference

Week 09

Week 09 Assignment — Christological Connection Essay

Course: TBM-CE01-102 · Fine-Tuning & Creation Evidence

Week focus: TBM-CE01-102 — Lesson 9: Creation Evidence Presentation

Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **TBM-CE01-102 — Lesson 9: Creation Evidence Presentation** with KJV integration and measurable evidence in the submission.

Task

Evaluate: Explain how **TBM-CE01-102 — Lesson 9: Creation Evidence Presentation** points to Christ in 400–600 words. Use literal-grammatical-historical method.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Creation, Evidence

Week 10

Week 10 Assignment — Teaching Prep

Course: TBM-CE01-102 · Fine-Tuning & Creation Evidence

Week focus: TBM-CE01-102 — Lesson 10: Integration Lesson 10: Fine-Tuning & Creation Evidence

Learning objective (Bloom's taxonomy)

Students will **design** course content from **TBM-CE01-102 — Lesson 10: Integration Lesson 10: Fine-Tuning & Creation Evidence** with KJV integration and measurable evidence in the submission.

Task

Design: Prepare a 5-minute teaching outline for **TBM-CE01-102 — Lesson 10: Integration Lesson 10: Fine-Tuning & Creation Evidence** suitable for a small group or homeschool lesson.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Integration, Lesson

Week 11

Week 11 Assignment — Integration & Review

Course: TBM-CE01-102 · Fine-Tuning & Creation Evidence

Week focus: TBM-CE01-102 — Lesson 10: Integration Lesson 10: Fine-Tuning & Creation Evidence

Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **TBM-CE01-102 — Lesson 10: Integration Lesson 10: Fine-Tuning & Creation Evidence** with KJV integration and measurable evidence in the submission.

Task

Synthesize: Synthesize the top five themes from Fine-Tuning & Creation Evidence. 600 words, minimum six KJV citations, one paragraph on personal growth.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Integration, Lesson

Week 12

Creative Ministry Project — TBM-CE01-102

Course: Fine-Tuning & Creation Evidence

Code: TBM-CE01-102

Learning objective (Bloom's taxonomy)

Students will **create** an original ministry artifact synthesizing course themes with KJV fidelity and scholarship-gallery quality.

Overview

Complete an original **Creative Ministry Project** demonstrating what you learned in this course. Select one project type when submitting your assignment. Approved work may appear in the [Scholarship

Gallery](<https://twicebornministry.com/bible-school/scholarships/>) so supporters can **donate toward student scholarships** — you retain credit and ownership of your work.

> This is ministry education, not a sale of intellectual property. Donations fund scholarships.

Project types

Requirements

Original work — cite all Scripture in KJV; footnote other sources.

Course connection — explicitly tie your project to at least two module themes from TBM-CE01-102.

Ministry focus — aim to edify believers or reach seekers with the gospel.

Upload — submit via the **Creative Ministry Project** assignment at the end of the course; select your project type in the form.

Length guides:

- Written: 800–1500 words
- Audio/Video: see durations above
- Photography: 1–3 images + caption
- Application: working prototype + 300-word user guide

Grading rubric (100 points)

Pass: 70%

Scholarship gallery

If your project is approved, it may be listed at /bible-school/scholarships/ with a **Support this student** donation button. Supporters give toward the scholarship fund for your project type — not to purchase your content.

Prayer

> *"Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O LORD, my strength, and my redeemer."* — Psalm 19:14 (KJV)

Grading

Grading mode: Manual review (creative upload).

Pass: 70%

Rubric (100 points)

Creative Ministry Project

Creative Ministry Project — TBM-CE01-102

Course: Fine-Tuning & Creation Evidence

Code: TBM-CE01-102

Overview

Complete an original **Creative Ministry Project** demonstrating what you learned in this course. Select one project type when submitting your assignment. Approved work may appear in the [Scholarship Gallery](<https://twicebornministry.com/bible-school/scholarships/>) so supporters can **donate toward student scholarships** — you retain credit and ownership of your work.

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Project types

Requirements

Original work — cite all Scripture in KJV; footnote other sources.

Course connection — explicitly tie your project to at least two module themes from TBM-CE01-102.

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Length guides:

- Written: 800–1500 words
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Appendix B — Key Terms & Passages

- • The Cosmological Constant
- • Psalm 19:1
- • Question:
- • Gospel bridge:
- • "You're attacking my family tradition."
- • "All religions are the same."
- • "That's your interpretation."
- • "Christians are hypocrites."
- • Personal:
- • Local church:
- • Conversation:
- • Follow-up:
- • Colossians 1:16
- • The Atheist Problem:
- • John 1:1
- • Genesis 1:27
- • Isaiah 8:20
- • Acts 17:11
- • 2 Timothy 3:16-17
- • 1. Distance from Sun:
- • 2. Earth's Tilt:
- • 3. Earth's Rotation:
- • Big Bang Theory (1920s):
- • Before Big Bang:
- • 1. Universe Had a Beginning:
- • Genesis 1:1