

## **BCL Ep. 332 Truth, Lies, and Logic for Kids with Elizabeth Urbanowicz**

The Bible compares us humans to sheep. We are sheeple, and we're made to follow and be in community and become like the people we're around, which is great unless the people we're around is largely dominated by the modern culture. That's why raising wise, grounded children today takes real intentionality.

And in a world where messages like you do you, where feelings are said to be what is most important over any idea of transcendent truth, among many of the core beliefs of the modern world, how do we guide our children to think biblically and live wisely? Join us as we explore practical tips and proven strategies to raise the next generation with truth and purpose on this episode of Base Camp Live. Mountains. We all face them as we seek to influence the next generation, get equipped to conquer the challenges, summit the peak, and shape exceptionally thoughtful, compassionate, and flourishing human beings.

We call it ancient future education for raising the next generation. Welcome to Base Camp Live. Now your host, Davies Owens.

Welcome to another episode of Base Camp Live. Davies Owens here with you. We are in the final weeks of a school year, looking forward to summer break coming up and looking forward to seeing many of you.

I hope you'll be joining us at either SCL or ACCS conferences. I'll be there among other school conferences this summer. If you're going to be there, stop by.

We're going to have our big Zipcast booth and Base Camp Live, love to meet you and connect with you directly. If not, shoot me an email, info at [basecamlive.com](mailto:info@basecamlive.com). Always interested in what's on your mind. What are you hearing, questions you have about any of our conversations or episodes, certainly love to share with you some of the work we're doing with Zipcast, which I keep talking about because I'm just so excited about this opportunity to be on the journey with you every week in these little drive time audios, which are a mix of the stories and the voices of your school along with national content that we blend together.

So it seems to be working really well. We're excited to continue being a part of your weekly journey with Base Camp Live and with Zipcast. On this episode, we have a wonderful conversation with Elizabeth Urbanowitz.

She's a passionate follower of Christ who has made it her life goal to equip families and children to understand biblical worldview and truth. I know that's for most of us who are in churches and a part of classical Christian schools, we are definitely aware that it takes a lot of voices working together. Elizabeth has spent a decade or more of her professional career teaching in elementary schools and Christian schools and really understands the frame of the modern child

and those pressures and those voices.

She's got an MA in Christian apologetics from Biola University. She started the Foundation Worldview, which is an organization that she runs to help equip Christian adults in schools and churches with strategies and resources to help develop biblical worldview. She does a really good job, being as you're going to hear in this interview, making it really practical.

Here's some hands-on things you can go and do even today, whether you're in your house or whether you're in a classroom. So I look forward to the interview here. Elizabeth, before we jump into it, is always thanking our great partners, Wilson Hill Academy and the great work that they do providing classical education online.

Life Architects Coaching, which is a fantastic organization that helps us with discovering, our children discover their natural aptitudes and abilities as they move out into the world. And of course, the folks at the Classic Learning Test and then Zipcast. So lots of great partners.

You can learn more on our Base Camp Life partner page. Without further ado, here's my conversation with Elizabeth Rabanowicz. Elizabeth, welcome to Base Camp Life.

Oh, thank you so much for having me on today. It's a joy to be with you. Well, thank you.

I'm so excited about the work you're doing. I just want to jump right in and share a little bit of your story. And how did you get involved in equipping children to think well and discern truth? Yes.

So it started out actually in education that I started off my professional career. The first decade was spent teaching children in an elementary classroom at a Christian school. So first I taught fourth grade, then taught third grade.

Loved getting to teach kids the whole truth. Loved getting to work with parents who were intentional with their children. But several years into that experience, I noticed a problem that my students, they knew all of the right answers.

They knew how to memorize the right information and the right Bible verses and the right Bible stories. But when it came to actually applying what scripture reveals to the countless messages that they were receiving through so many different mediums every day, they really didn't have a skill set to do that. So I just sought to find some resources that would equip the students that got placed in my care to carefully evaluate not only what they're hearing on the playground and reading in different books, but watching on YouTube or on Disney Plus.

And I couldn't find anything for children that were under the age of 16 that I knew was really going to transform the way that they thought. And I was so glad, you know, resources existed for kids who were older, but I thought, you know, these little ones that are in my care, if we wait until they're in the upper years to train them to think well and to carefully evaluate all of these ideas, we've lost a lot of time. So that just led to a lot of research, a lot of reading, a lot of

classes and created a course for students at my school after school ages, third grade through sixth grade, and it just really took off and parents and teachers were impressed.

And people started contacting me from all over asking for the resources. And I was like, I am a third grade teacher. I'm not a publishing house.

I don't have anything for you. But eventually, after those requests kept coming for years, I went back to school, got a master's degree in Christian apologetics from Biola University, and then stepped back from teaching to start Foundation Worldview, which is an organization that creates resources for Christian parents, Christian educators, and Christian ministry leaders to equip the children God has placed in their care to think critically and biblically in every area of life. What a great story.

And I love that you just responded to that calling and that need that's so there. Help us with some perspective. I know some folks listening are very intentional, and they're very involved in their church, and they've got their children in a classical Christian school.

And, you know, they're thinking we've really put a pretty solid framework around them. And yet, even those super intentional families, maybe that don't even allow their children to see Disney Plus are still, as their children grow and move towards, you know, moving out into a world of independence, there's just so much that leeches in that sort of confuses. So, you know, again, share just some perspectives you have, even the best parents, so you'd have to really be intentional about forming those worldviews and those intentional perspectives that maybe we shouldn't just assume happen automatically.

Yeah, well, a phrase that I like to say that I think really helps put things in perspective is that preparing our children doesn't equal complete isolation. It equals preparation, which I'm sure for most of your listeners, they already get that to a degree because that's why they're participating in classical education, you know, seeking to really form not only the mind, but also the hearts, the affections, and then the hands, the actions of their children. But I think sometimes we can be a little naive in thinking that our children are protected more than they are, and that they're prepared more than they are.

I was just, you know, just two weeks ago, I was babysitting for a friend's kids. And I was kind of laughing because this friend is very intentional. Her children are three and two, you know, so they're very young.

She has a lot of control, you know, over what they see and what they don't see, but they do no screen time. Like as of right now, no screen time. They've never seen a children's show.

Well, I take our kids to the library and we were working on some puzzles at the library after we read some books and there's bluey puzzles and her three-year-old daughter starts singing the theme song to bluey. And I'm like, you literally have never seen this show before. How have you been exposed to this? But it just shows that our children are exposed to a lot more than we

think they are.

And not only that, when we're looking at the world through the lens of scripture, we know that false ideas, they don't just stem from outside and seep in, but we are fallen by nature. We are designed in God's image. So we are of incredible value, but we also are prone to believe lies because of our fallen nature.

And so I think it's so important for all of us working with children, you know, whether in an educational setting or in a home discipleship setting that we have to recognize that we need to prepare our children for all they're going to encounter. And that's one of the things that I love about classical education is that it's not just, it's not about teaching children what to think. It's about teaching them how to think, because I think learning to read is a great analogy.

You know, when we were learning to read our parents or our teachers, they could have shown us, you know, hundreds of words and had us memorize the shapes of these words. And then we could have learned to read through memorization that way. But if we learn to memorize or to read that way, we would have been always dependent on someone else to help us anytime we encountered any new material where what our teachers did is they taught us 26 letters, the shape of those letters, the sound associated with those letters.

And then they taught us to push those letters together to form syllables and then to form words. And once we learned those 26 letters and their associated sounds, we can therefore go and read any word that we encounter, even if we don't understand or comprehend the meaning behind that word automatically. And it's similar with our children.

We can't just teach them like, oh, you're going to encounter this, you know, so, so this is why you shouldn't believe it. We need to teach them skills that are going to be transferable in any and every situation that they encounter. That's a great analogy.

And, and I think part of the difficulty, you talk about the brokenness. I mean, there really is this idea of generational sin. And I, you know, I read statistics from Barna and others that say churchgoing quote, biblical Christians today have only between a four to 6% Christian worldview is sort of traditionally defined in terms of, you know, physical resurrection of Jesus or the inerrancy of scripture.

It's very difficult now for parents who are thinking, well, we go to church, but are we really ourselves confident and articulate and not having, I guess, given in, if you will, to a lot of sort of the cultural norms. So I want to jump into what, I know you've, you've got seven lives. We don't have time to do all seven.

So we're going to just probably pick three lives, but I think they really encapsulate a lot of just, it's kind of the air we breathe or whatever analogy you want to use. It's the water around us as fish it leeches in, and we don't realize how maybe we've kind of allowed some assumptions that really aren't biblical to kind of come into our world. So why don't we, we're going to take a

break here in a minute before we do, let's just jump into the first one, which I know you've talked is kind of the preeminent one in our world today, which is this idea of, you know, there is really no objective truth.

It's really just my truth. It's all subjectivism. Talk about how that is so dangerous and how it has leached in.

Yes. Well, I saw this recently in a friend's life. I was getting to know someone new at church and she, we were on a walk one day and she was asking me what I did professionally.

And I was explaining to her and she's like, Oh, that sounds really interesting. She's like, you know, but we don't really need that kind of stuff with our family because, you know, our kids, they're in Christian school, like they're involved in a boy's Bible study. We read scripture together every night.

And I was like, I am so grateful for all of those things. Like those are things that are needed. And I'm so grateful that you are intentional.

You know, many parents aren't intentional with discipling their kids, but I said, go home tonight. I said, ask each of your kids individually, is the truth the same for everyone? Or does it change from person to person? And so she went to her oldest first who at the time, you know, he was 15. Really? I mean, he's the kind of kid that like, if you dream, if you have a 15 year old son, this is the kind of 15 year old son you dream of, you know, wonderful, respectful, really smart, intelligent, seeks God through his word, you know, very upstanding young man.

And she asked him this question and he was like, well, yeah, if we're talking about something like science, you know, like gravity is going to be remained constant, you know, for everyone, whether they know it, understand it, or believe it. And then he said a three little word that she said made her heart sink into her stomach. He goes, but she's like, and he said, but if we're talking about something like religion, like, no, that is not the same for everyone.

Like Christianity is true for me because I'm a Christian. But if I was born in a Muslim country, Islam would be true for, for me, you know, like, or if you guys were atheists and I grew up in an atheist household, like atheism would be true for me. And she said, all of a sudden she was like, what, you know, like, how is this possible that you're thinking this, but this is like you said, really the air that we're breathing or the water that we're swimming in.

And most people, you know, don't go around saying like, there is no such thing as truth, but some people, you know, they do, they're like, oh, well, you know, you do you, or that's nice for you, or that's true for you, but it's just everywhere assumed that all ideas are equal and it just matters what we feel about them. But we know this isn't true. We know that inherently know that this isn't true.

You know, what's even scarier. And I don't know if you've seen this idea I've written about called metamodernism. So you had like postmodernism, a metamodernism basically says you can

have two contradictory facts in front of you and they can coexist.

Okay. You know, this, you know, growing up in the eighties and nineties, like with Christian worldview thing, like it was very logical. Like you couldn't have two opposing views today.

It's perfectly fine to have Jesus is, you know, the way, the truth and the life. And then when comes the father accepted the son and, and whatever else, and that these things quote coexist in a way that's it's scary. It's like, let's check our brain at the door.

I'm sure you're seeing that. Yes. And we understand that like those two things cannot both be possible because if Jesus is the way, the truth and the life, and then also something else is, then Jesus is not the way he is not the truth.

He is not the life. He is a way, a truth and a life. You know, those statements have to be modified.

They can't, you know, and I'm sure most people listening already get this, you know, like they can't logically it's breaks the, you know, the fundamental, one of the fundamental laws of logic, the law of non-contradiction, you know, that something cannot be true and not true in the same time and in the same way. But because this is the air in which we're breathing, it's very easy for our children to think, oh, well, that is true for me, but it might not be true for someone else. And I think even with our kids, well, what we need to do is we need to help them by giving them just a basic definition of what truth is, because when you think about it, when we go to define truth, now someone, you know, who's very familiar with classical education and philosophy might, you know, very easily be able to rattle off a classical philosophical definition of truth.

But for most of us, we understand that it's important to tell the truth, but when we actually have to explain what truth is, it's kind of like, oh, well, you know, and the classical definition from philosophers, you know, the correspondence theory of truth is that truth is that which corresponds to reality. But I mean, who goes around and talks like that, honestly, you know, like we're not going to be talking with our kids like that around the dinner table. So I think a really easy definition for our kids is that truth is what is real truth is what is real.

And so we can start training them from a young age to look at, okay, what is true in this situation? What is real in this situation? Or as we're studying this literature, you know, what is true about what the author has written or what has the author revealed as true in this book and easy activity that you can do with children is just to set up a treasure hunt for them, you know, hide something that they would find as valuable, you know, around the house or around the classroom, and then write out different sets of instructions for finding this treasure. Now I have learned from experience, take it from my experience, you need to explain to your children or your students ahead of time that not all of the directions are true directions, because they get very disappointed if they are not in the end. But write out some true directions and some are not true directions, then send everybody out on the hunt, come back together.

And there's only a prize for one student or one child or one group. And then talk about, okay, why didn't everybody find the prize and read through all of the directions and talk about the errors and the different directions. And then talk about, okay, will we describe these directions as true directions or as not true directions just to give them some actually experience of, oh, truth is what is real and giving them just a little taste of how important it is for us, not only to know what is true, but to follow what is true, you know, that you can have the true set of directions and you can leave them there on the couch.

You can leave them there on your desk and you're going to miss out on the chocolate or whatever else it is. But if you follow what is true, that leads to the prize. So I think that this is something that's baseline really easy for our children, you know, whether they're four or 14 to understand, but we have to actually take that step of giving them that definition and helping them understand so that they have these categories in their minds.

Well, and that's again, I love the practical application of that. And it's just how often I think we assume that we'll don't, we all know what we mean by truth and don't, we know what it looks like. And yet the world is it, we have a, it's a fixed world and you can take a rock and hold it over your foot, a giant 50 pound rock and claim there's no gravity.

You can claim it, but the truth is you let go of, it's going to smash your foot. I mean, so like sometimes we just have to do the obvious things to make that point come alive. Just really, really probably not good to do on your foot, but at any rate that's a really good point, Elizabeth.

And it is so pervasive and it's so subtle and it leeches in. And then we, as adults start sort of sliding into this sort of mushy truth idea, which is what to me is so scary about modern modernism because you can just, yeah, well that's what they think. And they think, but it doesn't, we can, this whole coexist idea, which is just such an unrealistic way the world works.

So, well, we can talk more about it. I want to get to a couple more of these lies because there are so many of them and it's good to have our children prepared. So let's take a quick break.

We'll come right back and jump into this idea of feelings and how they seem to rule the world today and what your thoughts are on that. We'll be right back after the break. I want to take just a moment during our break and let you know about the great work that's being done by Wilson Hill Academy.

They offer a vibrant, rich, and accredited classical Christian education available to families and schools almost anywhere. With a click of a button, students join master teachers and friends live online from all over the world to engage in deep and lively discussions, solve math problems, conduct science experiments, translate Latin, deliver thesis presentations, and so much more. At Wilson Hill, students make lifelong friends and graduate well-prepared for college and beyond.

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Christopher Perrin with Classical Academic Press. Grammar is a critical tool for a student's development that enables them to write, read, and speak with clarity, brevity, and precision. The well-ordered language series from Classical Academic Press is designed for grades three through seven, and it will kindle the curiosity of students to learn and understand the structure of language, how it works, enabling them to order and enjoy language, all language.

Visit [classicalacademicpress.com](http://classicalacademicpress.com) and use the discount code BASECAMP space live to save 20% off your next purchase. Elizabeth, if there's anything that's true in our world today is that feelings are dominant. Everything's about feelings in our world, and feelings have their role, but boy, they sure have replaced truth in so many ways.

Where have you seen that, and what advice do you have? Because it's definitely a dangerous perspective if that's how you rule your life is with feelings. Yes, I mean, well, we're seeing this all over our culture, and I think that one of the clearest examples is just in the transgender movement that we see today, that what is viewed as reality is a person's internal subjective perspective of themselves, and the external biological reality is ignored, but this is woven throughout our culture in so many ways. You know, again, like the phrase, like, you do you, or, you know, in every single Disney movie, follow your heart.

It's just this underlying lie that our internal subjective emotions are the most reliable guide to reality, and we can see very clearly in our lives that this is not true. I mean, if we just think back to all of the desires that we have had, you know, over the past 24 hours, you know, some of those desires are rightly ordered desires, and they are leading us towards what is true, and some of those desires are not rightly ordered desires, you know, especially for parents or teachers. You know, just think about how many times over the past 24 hours you have been tempted or have even given in to losing it with the kids that God has placed in your care.

You know, you just feel this frustration, and maybe, you know, they objectively did something that was morally wrong, but your desire, your feelings were telling you, if you just let it go and let them have it and berate them, that is what is best in this moment, where we objectively know that that is not what is right. And so, we are all born, you know, from a biblical perspective with emotions. You know, we're made in God's image, and emotions are not an inherently bad thing.

However, on this side of Genesis 3, we cannot let our emotions always be the guide. We have to look at, okay, is this emotion pointing me towards what is true, or is it pointing me away from it? Because we're going to be tempted, you know, whether we're four or 40 or 80, you know, or anywhere in between, or, you know, on either side of them to believe that our feelings are telling us what is true. However, never before, at least never before in Western civilization, has there been a time when the culture at large has pushed this narrative that your internal feelings are the best guide to reality.

That for most of Western civilization, the belief has been, you know, those who are most noble, you know, those who have the best character are those who have their passions, you know,



under control, are those who are able to reason through them and only follow those that are rightly ordered. So, this is again, where this is one of those skills similar to teaching our kids, you know, the definition of truth. It's kind of like teaching them to read.

It's kind of like teaching them, you know, the ABCs, giving them, you know, like these transferable skills that they can take in any situation with them. And that is helping them discern between claims that are based on objectively either true or false statements or claims that are based on subjective emotions or preferences. And so, for anyone who's working with children who are seven or under, one of the best ways to do this is to just play a simple game.

First, start off by playing a true and not true game and say like, okay, I'm going to tell you some sentences. Some of them are going to be true. Some of them are going to show you what's real.

And when I tell you a true sentence, I want you to open up your arms wide and say true. Some of them are going to be silly sentences that are not going to be true. They're not going to show you what's real.

And then I want you to cross your arms like an X and say not true. And for some of you, for some of the sentences, I'm going to say things that are just based on someone's feelings inside of them. And if I say a feeling sentence, I want you to give yourself a hug and say feelings, and then just choose an object.

This is a way to keep it easy for us so that we're not like, oh my goodness, what's true? What's not true? What's a feeling? Just choose an object and then say something about it that's true. Say something about it that's not true and say something about it that's a feeling. For example, puppies.

Say, okay, here's our first sentence. Puppies are baby dogs. That is true.

That's what's real. Puppies are baby dogs. And then say, okay, puppies run on the ceiling.

Oh my goodness. That is so silly. That is not true.

Puppies cannot run on the ceiling. And then say a feelings-based sentence. Puppies are fun.

That's a feeling. Many people feel like puppies are really fun. And other people, maybe when a puppy's chewing on the leg of their sofa, do not feel like puppies are fun.

And so just keep playing this game to create these mental categories. For older kids, for kids who are eight and up, you can do something fun, like have a snack that's fun, like a chocolate chip cookie. Say, okay, we're going to do something with this chocolate chip cookie before we eat it.

First, we're going to look at this cookie and we're going to write a list of sentences that are not controlled by someone's emotions. They're outside the control of someone's emotions. They're either true or false.

You can either bring in the term objective. You can even bring in the term objective if kids are old enough. And so then look at the cookies and say, okay, these cookies have chocolate chips in them.

That's outside the control of my emotions. I used to tell my students, I'm a really weird person. For some reason, I have taste buds where chocolate just doesn't taste good to me.

So I think chocolate is disgusting, but no matter how much I might want chocolate chips not to be in these cookies, I can't just say there are no chocolate chips in these cookies. There are no chocolate chips in these cookies, you know, and poof, they disappear. You know, so either there's chocolate chips or there's not, you know, then other things like these cookies were baked at my home.

That's either true or not true. Or these cookies, you know, contain gluten in them. That's either true or not true.

Come up with that list. Then let the kids eat the cookies and say, okay, now we're going to come up with a list of subjective emotion or preference-based sentences. Like these cookies are delicious.

These cookies are disgusting. These cookies are not worth the calories. These cookies are too small.

These cookies are, you know, like they're too chewy, whatever it is just to help them discern the difference between the two types of claims. And then the amazing thing about when we train our kids in this way is then they're able to apply what they've learned in all different situations. Now at Foundation Worldview, the organization that I run, we had a mom recently write in.

I know she does not send her child to a Christian school or to a classical school, but she had taken her daughter who was in second grade at the time through one of our curriculums where the whole first unit we talk on, you know, on about what is truth and then how to discern objective truths from subjective emotions. And she told us how this came in play in her daughter's life that one day she was picking her daughter up from school. Her daughter got in the car and she was like, mommy, today was really weird.

And she was like, well, it was weird about your day. And she said that her teacher was absent and they had a substitute who was a man, but was wearing a dress and had them call him, you know, Mrs. So-and-so, you know, of course any parent, you know, is, is internally, you know, losing it because she hadn't had any conversation, you know, with her daughter about transgenderism or gender identity. But she said externally, she remained her cool.

And she said, well, sweetie, what did you think about that? And her daughter said, mommy, it was really sad. And that kind of surprised the mom. And she was like, what do you mean it was sad? She's like, well, mom, the truth is that God designed him as a boy.

His body shows that he's a boy, but rather than believing the truth, he's choosing to believe his feelings instead. You know, the mom said she immediately started to cry because she was able to see how her daughter was able to see through what was going on culturally in the situation that she had no idea she needed to prepare her daughter for, but her daughter was able to take these transferable skills and apply them to that situation. And that's really what we want for our children, you know, whether there are biological or adoptive children, or whether they're the children that God has placed in a classroom that we're working with.

Well, I love how you define it as actually a transferable skill. And you talked about mental categories. And I think that's, without defining those categories, it's very easy for children just to be caught in sort of this mush of, or falling back to the first problem of it's my truth is my truth and yours is yours.

And I think the ability to really allow faith to be something that's grounded in knowledge and, and to, and yet to have a place where feelings fit in. And I think that's probably a tension that is very real because we are feelings based. We are, we react with our emotions.

And so, you know, figuring out how can you love God with your, your heart and your mind and not fall in either ditch is definitely tricky for the modern person. Yeah. And I think for any parents or teachers listening who are thinking like, okay, yes, I'm working to equip these children to think well, but you know, like what about the affections of their heart? You know, I think, I think one thing we really need to focus on is the relationship that we have with these children, because if we are cultivating healthy, God honoring, loving relationships with them, that's going to do a lot for helping to rightly order their desires.

And so it would really just encourage, you know, any parent who is just thinking, okay, do I have like a right relationship with my child? Two things to think through that I always encourage parents to think through. The first is the time that you are spending with your child, that there is this very prevalent lie. So here's a, here's a free bonus lie.

I'm throwing it. There's a very prevalent lie in our society that it doesn't matter. The, the quantity of time you spend with your child, it's the quality of time.

Now there is a kernel of truth to that in that if we're spending hours with our child and all we're doing is binge watching movies and never talking to them, or we're spending hours in the same room, it's them. And we are working and they're doing something else and we're never talking to them. Of course, you know, like the time should, there should be a certain quality to the time, but quantity of time does matter as well.

I mean, you know, think about getting to know your spouse. You know, you probably never would have had the confidence to marry your spouse if you hadn't spent a significant amount of time with them. You know, if you just, you know, talked with them, you know, once a week for like four weeks, you know, what would you have known about them, you know, but by the time you got married.

And it is so important that we're spending quantity and quality time with our children. Then the second thing that I think is often overlooked is that we need to make sure that we are keeping clean relationships with our children, meaning that we're not allowing sin to cut down that relationship. And this can go two ways.

Sometimes, you know, we might've been raised in a home where our parents were just like, you know, it's my way or the highway. And we just think, you know, okay, as adults, we're always in the right. Or if we're in the wrong, we hide it from our kids where that's not biblical, that sin always cuts down relationship.

And so when we sin against our children, you know, when we lose it with them, or we, you know, we don't listen to them as we should, or, you know, we do something else that's sinning against them, we need to go to them and we need to confess of that sin and repent of it and ask for their forgiveness. And similarly, in our discipline of our children, we need to make sure that we're not either a, just sweeping offenses under the rug because sin always cuts down relationship, or we need to make sure that we're not disciplining them out of anger, but we're disciplining them out of a desire to see them rightly restored in their relationship to God and in their relationship to us. So those are the two things I would really encourage parents.

You know, this is not a like one and done, you do this and your children will have rightly ordered desires. But I think that relationship is foundational for that. And so thinking through that, both in the home and in the classroom.

Well, and I think we're going to get our break in a second, but I think it's just the age old idea of, you know, knowing and doing are so different from one another. And we can, we have a lot of children that are in our schools that know they can quote the scripture or they can know the philosophical argument for something, but are they really, do they love that truth and are they willing to do it? And that doing is so based in the modeling and the relationships around them. So I think that's, you know, that's so critical.

I'm glad you brought that up. Why don't we take a break? Cause I want to come back and we, again, we squeezed in a couple extra lies there, but there's another one that I really want to focus on here, which is the idea of not judging because it's so pervasive in our culture and it's something that we're supposed to be discerning. So how do we balance all that? We'll be right back and can't wait to hear your thoughts and answers on that.

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We call it vocational discipleship and it's a practice we offer one-on-one in school-wide workshops and as a consulting service to transform campus culture. Learn more at [lifearchitectscoaching.com](http://lifearchitectscoaching.com) today. Elizabeth, there are a lot of lies out there, but one of the ones that I wanted to get your thoughts on is just this idea of being judgmental.

It's such a common sin of the modern world is don't judge anybody and yet we're called to be discerning. How do we sort our way through all of that? Yeah, I think the first is understanding biblically what we are to do and what we aren't to do. And so, you know, our world loves to quote, you know, the judge not lest ye be judged.

But then Jesus also said judge with right judgments. And so it's like, okay, what do we do? And I think when we look at the entire biblical narrative, it becomes clear that we are called to judge as in to discern the difference between right and wrong. We are called to do that.

What we are commanded not to do is to cast judgment on someone, meaning we're saying, well, I am better than you because I would never do that. And so those are two different things. You know, we can, we are called to discern right from wrong, both in our lives, you know, and when we're looking at the world around us.

But we are not to cast judgment as in saying that we are superior to others, because the truth of the gospel is that we are all image bearers who have been affected by the fall. And without God's grace, we would not have the cleansing from sin that we do or the knowledge of sin that we have. And so I think that it's important to help our kids discern between the two of those.

And an easy way to do this is when you're reading books or when you're watching a show to talk about what a character in the book is doing and then talking about, okay, about their actions. You know, what part of these actions align with what God has called us to do? What part of these actions do not align or go against what God has called us to do? And then to just be very careful about the way that we are talking about others with our children, whether it's in our home or in our classroom, because we very easily fall into the sin of casting judgment on others, where God is the only one who can cast judgment, because God is the only one who is truly superior to all of us in every way. And so I think just helping ourselves and our children discern between those two things is really important, because we don't want to fall into this casting judgment of like, oh, we're better than those people out there, because what do we have that's not by God's grace? So we are not to cast judgment.

But at the same time, we live in this world where there's just this belief that a good God wouldn't judge. Like, we're not to judge anyone. I even saw this in my own classroom one day as I was teaching cursive handwriting.

I was walking around and helping my students as we were learning the lowercase cursive F.

And one of my students had made her loop backwards. And I said, oh, sweetie, that's the kind of loop we make for the letter J. And then I took her hands and I showed her how we made it for the letter F. And it made me laugh, because I wasn't expecting this. She in all seriousness looks up at me with these big brown eyes and goes, don't judge me.

And I was like, oh, this is this cultural lie. And so we talked about what it means to judge in this case. It means to discern what is right from what is wrong.

And I said, is there a right way to make this letter F? Yeah. Are there some wrong ways? Yes. As your teacher, is it my job to help you learn how to make this lowercase F the correct way? It is.

So it is my job to judge your letter F and to tell you whether you're making it rightly or wrongly. But there's just this prevalent lie that we as humans are never to discern, never to judge as in discern between right and wrong, where biblically we are called that. And then also this belief that if God is good, he would not cast judgment on anyone, that he would not punish others, that he would not cast anyone into hell.

And so I think a really easy way to help our kids see through this lie is to play a favorite family or classroom game. So play one round of a board game or a game out at recess, or just a favorite game that you like in your setting. And then in the second round, either you can do this or you can quietly give another child permission to do this, disregard all of the rules.

Roll the dice whenever you want, take as many resources as you want. Or if it's a game outside, as long as the children are safe, ignore all of the rules. And then it's not going to be too long.

Usually it's not more than five seconds, but you might get up to a minute where the kids are like, hey, that's not fair. Why are you letting him do this? Or why are you doing that? And talk about how you as the parent or as the teacher, as a good parent or good teacher, you will make everyone follow the rules. Why is that? Because that is what is right.

Also, a game doesn't work when you're like, it just doesn't work when you don't follow all of the rules. And then you can connect this to God and you could say, okay, would God be a good God? If when somebody sinned against someone else, you know, whether they slapped them or they ran them with their car or, you know, like heaven forbid they murdered them, you know, would God be a good God? If he was like, eh, it's not really a big deal. I'll let you off the hook this time.

It's okay. Would God actually be a good God? No. Because that person who was just sinned against, they're not getting judgment.

And the person who sinned, they're just being allowed to wallow in that sin and to grow in it even more. And again, I know, especially in classical education, you know, as you're learning different periods in history and different historical figures, this is something that you can bring up over and over and over again. You know, as you just learn about people who have committed heinous crimes against humanity, you know, would a good God not judge them?

You know, would a good God just like wink at Attila the Hun or Hitler, you know, or somebody else like that? Like, no, that's not what a good God would do just as a good parent or a good teacher, you know, doesn't let you get away with breaking the rules in a game or, you know, doesn't let you get away with taking your sibling's toy or with stealing an item from a classmate.

A good God is one who judges justly. And so I think we can, you know, make huge strides against combating this lie when we first help our children discern the difference between discerning between right and wrong actions versus casting judgment. And then why God is the one who is qualified to cast judgment and why a good God does that.

Yeah. Well, and I know you've talked about too, just the blurring of the idea of compassion, because that's something that's, you hear that word is rightfully needs to be a part in a positive way of the word, but then compassion means you never judge or compassion means you never have an opinion. And that's because there's so many people who are oppressed and we need to have compassion.

So all of these narratives get mixed in and it's very confusing, even for adults. So, yes. And, and that's why, you know, we've been talking a lot about thinking today and I know classical education is a lot about thinking.

And we've also hit a little bit on the fact that we can't buy into the lie that just helping our children think well is all that we need to do, because we also need to help them love well and to live well. But I really do believe that it starts with being able to think well, because if you can't discern between these different categories or think clearly, then we're not going to be able to discern when our affections are rightly ordered and when they are not. And like you said, you know, our children's compassion can be easily preyed upon to be ordered in a way that doesn't align with what is ultimately best for others when they're not able to discern that.

That is well said. Well, as a new time, it's not going to be on our side. There's so much here to talk about, and there's more lies who knew in a fallen world, we have more than just a few lies we have to contend with, but your intentionality is refreshing.

And I appreciate just every one of these responses included some very practical, even potentially entertaining and fun ways to play a game and use it as a teachable moment. So a lot of that is very much a part of what you do at Foundation Worldview. Share just a little bit about what the opportunities are for folks that want to know more of your resources.

Yeah. So if you go to [foundationworldview.com](http://foundationworldview.com), you can find all of our resources there. We have from curriculum that you can implement in the home and the school to podcasts you can listen to.

We have book clubs that help children think well through literature. So all of those resources are available at [foundationworldview.com](http://foundationworldview.com). That's great. And you guys have graciously offered

up any of our listeners.

If you go to Foundation Worldview and you put in base camp 10, number 10, there's a \$10 off any of these resources. So thanks for making that available. It's again, so much more than we could get into today, but I know folks are hungry for great hands-on resources that will help raise up the next generation.

Well, so thank you for that. Well, thanks so much for having me on. I've just loved getting to chat with you.

Oh, thanks, Elizabeth. We'll see. We'll definitely have to have you on and we can cover more of the lives.

So we'll put that out there. Never a limit to the challenges and the great opportunities. So thanks for your great work.

We appreciate it and look forward to talking with you again. Well, you did it. You stayed till the very end of the podcast.

Thanks so much for listening to this conversation and a special thanks to our sponsors who make this episode possible. Classical Academic Press, Wilson Hill Academy, Light Phone, and the Classic Learning Test. Hey, I want to encourage you if you're out there, whatever podcast player you're on, leave us a five-star rating, Spotify, Apple podcast, whatever it may be.

We'd love to hear from you as well. As always, InfoBase Camp Live, what's on your mind. Help us tell stories that may be reflective of what you've seen impacting in your personal life or as a teacher in your school of what classical Christian education is doing, again, around the world.

We appreciate you as a faithful listener. We're going to be back again next week for another episode. Please join us.

We wouldn't want you to miss.