

LEADER GUIDE

# ONE RACE one BLOOD

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A BIBLICAL ANSWER TO RACISM

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SMALL GROUP  
BIBLE CURRICULUM

Written by Dr. Dana Sneed



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*One Race, One Blood* Small Group Bible Curriculum  
Leader Guide

Written and compiled by Dr. Dana Sneed, a curriculum writer and editor for Answers in Genesis. She earned her PhD in education from Mid-America Baptist Theological Seminary.

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# INTRODUCTION

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Terms like racism, prejudice, discrimination, and white/black races are common in the media and our culture. We have been programmed to classify people based almost solely on physical characteristics. These so-called racial divisions are usually rooted in evolutionary ideas. But racism has absolutely no basis in Scripture.

And [God] made from one man every nation of mankind to live on all the face of the earth, having determined allotted periods and the boundaries of their dwelling place. (Acts 17:26)

Therefore, just as sin came into the world through one man, and death through sin, and so death spread to all men because all sinned. . . . For if, because of one man's trespass, death reigned through that one man, much more will those who receive the abundance of grace and the free gift of righteousness reign in life through the one man Jesus Christ. (Romans 5:12 & 17)

All humans are descended from Adam and Eve, and so all are related and need the salvation offered by the last Adam, Jesus. From a biblical perspective, there is one biological race. This is confirmed by scientific studies on the human genome. Biblically and scientifically, there is no defense of racism.

In this curriculum, we will examine the biblical perspective of the unity and diversity of mankind. We will see how a correct view on this topic is vital to a correct soteriology. Our discussion will center on how our corrected understanding of these biblical truths can impact our approach to the very important topic of racial prejudice in our culture. By the end of the study, your class will develop a plan for engaging your immediate context with the hope of the gospel.

This study is meant to challenge participants to base their perspectives, thinking, and actions on the truth found in God's Word. As Dr. Ware wrote in the influential book *One Race, One Blood*:

At the central core of racism we find the sinful hearts of men living in a fallen world. This fundamental problem has no earthly cure. There is no speech that can be given, no law that can be passed, and no publicity campaign that can solve it. Only the truth of God's Word combined with the strength of God's Holy Spirit living within us can bring us victory over this sin.

## How to Use This Curriculum

This leader's guide is designed to provide you with everything you will need to effectively lead this study. Although the guide is scripted, we encourage you to make it your own. There are many opportunities throughout this curriculum to discuss applications that are specific to your context. It is our desire that you intentionally lead your students to practice what they learn in their own churches, homes, and communities.

This curriculum is designed to engage students in the learning process. Much of the course will be spent in hands-on Bible study and class discussion. Feel free to spend more time on the activities and questions that most engage your participants. Encourage the students to work through any content you don't cover on their own time.

Be flexible as you facilitate group discussion. We have provided suggested responses; however, encourage participants to discuss answers, especially when dealing with application. Be careful to include all participants in the conversation; do not allow one person to monopolize the discussion. Due to the sensitive nature of this topic, you may also need to be careful to keep the conversation moving in a productive direction. Encourage open and honest discussion while always keeping the Bible the standard to judge all ideas expressed.

You may consider spending two sessions on each lesson to maximize the effectiveness of your discussion and application time. Though set up for 12 sessions, this curriculum could easily be expanded to cover 24 sessions.

Each lesson is divided into five components to help you structure your class time. The student guides are structured using these same components.



## Lesson Components

For each lesson, we have included an overview, desired objectives, and any preparation that may be required for that lesson. In addition, you should prepare for each lesson by previewing the video and familiarizing yourself with the components of the lesson.

### *Introduce It (5 minutes)*

During this time, welcome the participants to the session, make any announcements, begin with prayer, etc.

Spend some time reviewing the homework from the previous week's Live It section. Encourage participants to share what they've learned and to hold each other accountable for putting what they're learning into practice. As the leader, you will need to determine what this should look like with your group.

You will also review the main idea from the previous lesson and introduce the main idea for the week.

### *Observe It (20–30 minutes)*

During this segment of each lesson, you will play a video or audio clip with the main teaching idea for the lesson. Participants have a basic outline with space to take notes in their student guides.

While you are previewing the session, make notes about specific areas that you would like to discuss with the students. Feel free to take a few minutes following this part of the lesson to answer questions or discuss specific ideas.

For each lesson, you will need a DVD player and a monitor or screen for viewing the included video.

### *Explore It (15–20 minutes)*

During this portion of the lesson, students will interactively engage with the material. In each lesson (except lesson 6), students will explore Scripture to see what the Bible teaches about the main ideas in each lesson. In lesson 6, participants will practice evaluating sources using the method described in the lesson. It is important that Christians know how to search the Scriptures for truth, rather than relying solely on the teaching of others. Our desire is not just to teach participants about the Bible, but that they would experience the living Word.

### ***Apply It (5–10 minutes)***

Application of knowledge should be the object of any lesson, especially when it comes to learning and living out the Scriptures. The final portion of each lesson should be devoted to helping participants meditate upon the main ideas gleaned from the Bible and determine how that information has made and will continue to make a difference in their lives. Feel free to take extra time for this part of the lesson.

### ***Live It (1–2 minutes)***

This section is designed to encourage participants to continue their study and application of the biblical principles discussed during the lesson. An important aspect of this take-home challenge is scripture memory. Spend a minute or two at the end of class time clarifying the assignment and challenging participants to engage with the material in an intentional way throughout the week.

## **Additional Resources**

There are many excellent resources to encourage and equip the believer to approach the issue of racism from a biblical perspective. Some suggested resources are listed here.

- › Ham, Ken and A. Charles Ware. *One Race, One Blood*. Green Forest, AR: Master Books, 2019.
- › Ham, Ken. *One Blood for Kids*. Green Forest, AR: Master Books, 2018.
- › Ham, Ken. *One Race, One Blood*. Hebron, KY: Answers in Genesis, 2018.
- › Ham, Ken. *The Biblical Answer to Racism*. Hebron, KY: Answers in Genesis, 2019.
- › Hodge, Bodie. *Tower of Babel*. Green Forest, AR: Master Books, 2013.
- › Hodge, Bodie. *Tower of Babel Pocket Guide*. Hebron, KY: Answers in Genesis, 2019.

These resources are available from [AnswersBookstore.com](http://AnswersBookstore.com) or by calling Answers in Genesis at (800) 778-3390.

Find promotional materials and digital resources at [AnswersInGenesis.org/go/onerace](http://AnswersInGenesis.org/go/onerace).

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## LESSON 1

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# Origin of Humanity

### Overview

To understand what the Bible has to say about race, we must start at the beginning. In this lesson, we look at the creation of mankind. Mankind was created directly by God, in his image, and on the sixth day of history. All people are born into the one race—the human race. We all have a common ancestor, a truth which has great implications for how we view and treat other people.

**Video:** Unity of Humanity, Part 1  
(22 minutes)

### Lesson Focus

We are ALL human beings created by God in his image and born into the race of Adam. There is one race: the human race.

### Objectives

As a result of this lesson, students will be able to:

- › Contrast the nature of man with the nature of God.
- › Explain the consequences of sin.
- › Understand the importance of a biblical perspective of origins to the topic of racism.



# Introduce It

*Welcome the participants, make any announcements, and begin with prayer.*

Racism is a hot topic in our culture. I'm sure every one of you has been impacted by the issue in one way or another. Over the next several weeks, we are going to be engaging in this difficult conversation, exploring the topic from a biblical perspective.

1. How do you begin a conversation about such an impassioned topic? *Many will say be compassionate, show you care about the person, listen to their story, etc.*

All these things are important. But I suggest that the conversation begins long before you get to this point. We all know that racial prejudice is a problem that needs to be addressed. However, the conversation will never progress beyond the point of sharing stories, never approach a solution, if we do not deal with our starting points. The secular world elevates the personal narrative, looking at experiences as foundational to the conversation. The problem is that such an approach offers no foundation of truth. As in any conversation, we must be careful not to speak first from our own opinions and experiences, but to form our opinions and interpret our experiences through the authoritative truth found in Scripture.

For the first few lessons, we will focus on the foundational truths on which we must base our thinking. *Encourage students to take notes as you play the video.*

# Observe It

Who is God?

Who is man?

What are the consequences of sin?

**Main Point:** We are ALL human beings created by God in his *image* and born into the race of Adam. There is *one* race: the human race.

## Explore It

*Allow students to ask questions about the video and encourage as much discussion as time allows. Then proceed with the activity.*

When we start at the beginning, we find that all people have a common human ancestor, Adam. Even Eve came from Adam; God fashioned her from a rib taken from his side. Man didn't evolve from an ape-like creature. Man was created directly by God, in the image of God, and on the sixth day of history. We all have a common ancestor, a truth which has great implications for how we view and treat other people. We will be speaking about that more throughout this study.

Right now, we are going to take a closer look at an idea that was introduced in the video: we are created in the image of God. Use the space provided in your student guide to explore the passages and record your findings. Then we will come back together to discuss your ideas. *Have students work in pairs or small groups to complete the activity. Be prepared to assist groups as needed.*

## Student Activity

1. **Read Genesis 1:26–27, Genesis 9:5–6, and James 3:8–9. Who bears the image of God?** *Every person is created in the image of God. God specifically created man (male and female) in his image (Genesis 1:26–27). We know that this image remains after Adam’s sin because it is the basis on which capital punishment is enacted (Genesis 9:5–6). We can also find evidence in the New Testament (James 3:8–9) that people are made in the image of God.*
2. **Read Psalm 8, Hebrews 2:16, Matthew 6:26, and Romans 5:8. How does God view man?** *God places a distinct value on man. Psalm 8 praises the majestic Creator for thinking about man and crowning him with glory and honor. We also see that man was given dominion over the earth and the rest of creation. In Hebrews 2:16, man is valued over angels; in Matthew 6:26, man is more valuable than the birds of the air (and the flowers in verses 28–30). Romans 5:8 explains the weight of the value God places on mankind; God values man enough to send his Son to die for his enemies.*
3. **Read 2 Corinthians 3:18, Romans 8:29, and Colossians 1:15. What is the image of God?** *In 2 Corinthians 3:18, we see that it is the glory of God that we reflect and are becoming transformed to (as Christians). Similarly, Romans 8:29 speaks of being conformed into the image of the Son, the sinless one. Colossians 1:15 reveals that Jesus is the image of God. So, the image of God seems to refer to the glory and holiness of God, as demonstrated in Jesus Christ.*
4. **Read Genesis 6:5 and Romans 3:23. How was the image of God affected by the fall?** *If God’s image is his glory and holiness, it is clear that mankind does not adequately reflect that. In Genesis 6:5, God recognized the wickedness of men’s hearts; in Romans 3:23, we see that all people fall short of the glory of God. Thinking back to the passages in the previous question, though, we realize that after salvation, God works in our lives (sanctification) to restore us to the point of perfectly bearing that image (glorification).*



## Apply It

1. **Where does a person's value come from?** *Our value comes not from our abilities or achievements, but from the one who created us. This means that all human beings (regardless of ethnicity, gender, intellectual capacity, religious conviction, etc.) are equally valuable to God. Our value comes from the image after which we are fashioned.*
2. **What does it mean to be created in the image of God?** *Have students explain the idea in their own words. Don't limit the answer to defining the image of God but encourage students to consider the implications of these truths.*
3. **Why is a biblical perspective of origins so important to the topic of racism?** *Discuss answers. If all people are created in the image of God and are valuable to God (to the point of sending his Son to die on the cross), then we should consider all people valuable. Furthermore, the biblical perspective of human origins nullifies any "racial" discrimination because we are all one race. In other words, racism has no basis in a biblical worldview.*
4. **In what ways have you seen your thinking or actions fail to reflect this biblical perspective? What steps will you take to correct your thinking/actions?** *Discuss answers. Encourage honest reflection and transparent answers. Consider leading the discussion with a personal example.*

## Live It

1. Memorize Romans 3:23. Consider the implications of this verse as it relates to humanity and the image of God. How does this verse add to the discussion of prejudice?
2. Name someone you struggle to think well of. This could be a person you look down on, someone who annoys you, or someone you have simply overlooked. Pray for this person each day this week and find a way to demonstrate that he/she is valuable to God and to you. Bring your stories to share next time.
3. This week we talked about how all humanity comes from the same ancestor, Adam, and shares the same value as God's creation in his image. Read Psalm 96 and Isaiah 59 and use the chart provided to compare the nature of God with the nature that is common to all mankind.

**God is . . . Psalm 96****Man is . . . Isaiah 59:1–13**

<i>Savior (v. 2)</i>	<i>Separated from God (v. 2)</i>
<i>Glorious (v. 3)</i>	<i>Sinful (v. 2ff)</i>
<i>Great (v. 4)</i>	<i>Wicked (v. 3)</i>
<i>Worthy of praise (v. 4)</i>	<i>Unjust (v. 4, 8)</i>
<i>Feared (v. 4)</i>	<i>Dishonest (v. 4)</i>
<i>Sovereign—above all gods (v. 4–5)</i>	<i>Incapable of salvation (v. 6, 11)</i>
<i>Creator (v. 5)</i>	<i>Destructive (v. 7)</i>
<i>Majestic (v. 6)</i>	<i>Without peace (v. 8)</i>
<i>Strong (v. 6)</i>	<i>Unrighteous (v. 9)</i>
<i>Holy (v. 9)</i>	<i>Shrouded in darkness (v. 9)</i>
<i>King—reigns (v. 10)</i>	<i>Blind (v. 10)</i>
<i>Judge (v. 10)</i>	<i>Dead (v. 10)</i>
<i>Righteous (v. 13)</i>	<i>Guilty (v. 12)</i>
<i>Faithful (v. 13)</i>	