Dr. Fiddlefaddle's Amazing Science Lab
Episode 2 — When Science Isn't Really Science
Teacher's Guide

Lesson Overview
Series: Dr. Fiddlefaddle's Amazing Science Lab
Episode 2: *When Science Isn't Really Science*
Memory Verse: 1 Timothy 6:20 (KJV) **"O Timothy, keep that which is committed to thy trust, avoiding profane and vain babblings, and oppositions of science falsely so called:"**

Main Truth
Not everything that is called science is true science, and not everything people teach or believe is true simply because someone says it is. We must carefully examine what we hear and compare it with truth.

Lesson Principle
We must carefully examine what we are taught and never accept something as truth simply because someone says it is true.

Approximate Lesson Length
30–40 minutes

Key Question
How can we know whether something we are told is really true?

The Seven Amazing Science Lab Principles
These principles should be repeated throughout the entire series.

Principle 1
God wants us to seek truth and examine things carefully.
We should not believe something simply because someone tells us to believe it. God wants us to seek truth and examine what we hear.

Principle 2
Science is the search for knowledge, but not all knowledge is truth. Science is NOT truth and truth is NOT science. Science is the search for truth.
Science involves observing, testing, investigating, and learning. Scientific conclusions can change when new evidence is discovered. Truth itself does not change.

Principle 3
God created all things, is over all things, and by Him all things consist or have their existence.
Science can study God's creation, but science did not create it.

Principle 4
Science is NOT God and God is NOT science. God is NEVER wrong, but sometimes science is wrong.
People can make mistakes in their observations, assumptions, conclusions, or interpretations.

Principle 5
We must be careful who we listen to and what we accept as truth.
An expert can be wrong. A teacher can be wrong. A scientist can be wrong. A book can be wrong. We must examine what we are told.

Principle 6
Truth is fact and truth cannot change, lie or even be partially false.
Something cannot be true today and become untrue tomorrow.

Principle 7
God is TRUTH.
Jesus said: **"I am the way, the truth, and the life..."** — John 14:6 (KJV)

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1. Teacher Preparation

Before beginning the lesson, the teacher should understand the distinction being taught:

Science and Truth Are Not the Same Thing

A scientific investigation is a **process of seeking knowledge about the natural world**.
A scientific conclusion is a **human conclusion based on observations and evidence**.
Therefore, a scientific conclusion can be incomplete or incorrect.
Truth, however, is not dependent upon what people think about it.
For example:
If something actually happened, it remains a fact whether someone believes it happened or not.

Important Teaching Point

Avoid teaching children that **"science is bad."**
That is not the lesson.
Instead teach:
Science can be useful when we carefully investigate God's creation, but scientists and scientific claims are not automatically correct simply because they are called science.
The question isn't:
"Is this called science?"
The question is:
"Is it true?"

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2. Opening — The Amazing Science Lab…. Welcome everyone to class

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3. The Big Question

Write on the board:

WHEN SCIENCE ISN'T REALLY SCIENCE

Then underneath it:

How do we know what is true?

Ask the students:

- Have you ever believed something that turned out not to be true?
- Have you ever heard someone say something that sounded convincing but wasn't true?
- Does something become true just because somebody says it?
- Does something become true because a lot of people believe it?
- Does something become true because an expert says it?
- How can we know whether something is actually true?

Allow the students to answer.

Teacher Emphasis

Explain:
“Something does not become true simply because somebody says it is true.”

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4. The "Everybody Says It" Experiment

This is an excellent demonstration for the lesson.
Tell the class:
“I have an important scientific announcement. From now on, I'm going to say that the sky is green.”
Ask:
“Is the sky green?”
The children will probably say no.
Then say:
“But what if I tell you that everybody in this room believes the sky is green?”
Ask again:
“Does that make it true?”

No.
Then:
“What if a famous scientist says the sky is green?”
Still no.
Then:
“What if it is printed in a book?”
Still no.

Teaching Point

Popularity does not make something true.
Authority does not make something true.
A book does not automatically make something true.
Calling something science does not automatically make it true.
Truth must be examined.

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5. Memory Verse Introduction

Introduce 1 Timothy 6:20.

1 Timothy 6:20 (KJV)

“O Timothy, keep that which is committed to thy trust, avoiding profane and vain babblings, and oppositions of science falsely so called:”
Explain that Paul was warning Timothy to be careful about things that were being presented as knowledge but were actually false or empty ideas.

Break the Verse Into Parts

“Keep that which is committed to thy trust...”
God had entrusted Timothy with truth.
“avoiding profane and vain babblings...”
Don't get carried away with empty talk and foolish ideas.
“and oppositions...”
There were ideas that opposed God's truth.
“of science falsely so called...”
Some things were being called knowledge or science even though they were not genuine truth.

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6. What Does "Falsely So Called" Mean?

This is the heart of the lesson.
Write:

FALSELY SO CALLED

Explain:
Something can have the **right name** but still be the **wrong thing**.

Examples

A toy doctor can have:

- a doctor's coat
- a stethoscope
- a doctor's bag

But the child isn't actually a doctor.
A toy car can look like a real car.
But it isn't a real car.
Something can **look like science** without actually being good science.

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7. The Four Questions of the Amazing Science Lab

Give students four questions to ask whenever they hear a claim.

Question 1

What exactly is being claimed?

Don't accept vague statements.

Ask:

“What are you actually saying?”

Question 2

What is the evidence?

Ask:

“How do you know?”

A claim should have evidence supporting it.

Question 3

Can the claim be tested?

Ask:

“Is there a way to investigate this?”

Good scientific investigation requires examination.

Question 4

Does the evidence really support the conclusion?

This is extremely important.

Sometimes people have evidence but draw a conclusion that the evidence doesn't actually prove.

Remember:

Evidence matters, but interpreting evidence correctly matters too.

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8. The "Believe Everything?" Lesson

Tell the children:

Imagine Vern says:

“I heard that eating three pounds of marshmallows every morning makes you smarter.”

Ask:

Should we immediately believe Vern?

Of course not!

Ask:

- Where did Vern hear it?
- What evidence does he have?
- Has it been tested?
- Is there another explanation?
- Is someone trying to sell us marshmallows?

This can become a humorous Dr. Fiddlefaddle/Vern moment.

Lesson Point

Never confuse a claim with a proven fact.

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9. Science Can Be Wrong

This is an important part of the lesson.
Explain:
Science is performed by **people**.
People can:

- make mistakes
- misunderstand evidence
- make incorrect assumptions
- overlook information
- conduct poor experiments
- interpret evidence incorrectly

Therefore, scientific conclusions can sometimes be wrong.

But God Is Never Wrong.

Use:
Numbers 23:19 (KJV)
"God is not a man, that he should lie..."
And:
Titus 1:2 (KJV)
"...God, that cannot lie..."

Teaching Point

Science can discover that an earlier scientific conclusion was wrong. God never has to correct His truth.

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10. The "What Would You Believe?" Activity

Read each statement and have the students decide whether they should immediately believe it.

Statement 1

"My friend told me it is true."
Ask:
Is that enough evidence?
No.

Statement 2

"Everybody believes it."
Is that enough?
No.

Statement 3

"A famous person said it."
Is that enough?
No.

Statement 4

"Someone called it science."
Is that enough?
No.

Statement 5

"We investigated it and found evidence supporting the claim."
Now we have something to examine.

Statement 6

“God has revealed it in His Word.”
Explain that God's Word is different from human scientific conclusions because **God is the source of truth and cannot lie.**

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11. Truth Doesn't Vote

This is a memorable phrase for the children.
Write on the board:

TRUTH DOESN'T VOTE.

Explain:
If ten people believe something false, it doesn't become true.
If one person believes something true, it doesn't become false.

Example

Suppose everyone in the room says:
“2 + 2 = 5.”
Does the answer become five?
No.
Truth isn't decided by majority vote.

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12. The Scientist Who Changes His Mind

This is an important distinction.
Ask:
“Is it bad for a scientist to change his conclusion?”
No.
In fact, if new evidence demonstrates that an earlier conclusion was wrong, changing the conclusion can be part of good scientific investigation.

Explain

A scientist might say:
“Based on what we currently know, we believe this is the answer.”
Later, new evidence may show:
“Our earlier conclusion was incorrect.”
That doesn't mean science is useless.
It demonstrates that **human scientific conclusions are not infallible.**

Compare:

Science:
“What does the evidence show?”
God's Word:
“What has God revealed as truth?”

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13. Who Is the Source of Truth?

Bring the lesson back to God.
Read:

John 17:17 (KJV)

“Sanctify them through thy truth: thy word is truth.”
Then:

John 14:6 (KJV)

“Jesus saith unto him, I am the way, the truth, and the life...”
Ask:

Who is truth?

Jesus.

What is truth?
God's Word is truth.
Can God lie?
No.

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14. The Amazing Science Lab Truth Test

Create a large sign:

STOP — LOOK — TEST — THINK

Teach the children these four steps.

STOP
Don't immediately believe everything you hear.

LOOK
Look carefully at what is being claimed.

TEST
Examine the evidence.

THINK
Ask whether the evidence actually supports the claim.

Then ask:
"And what should we always compare what we hear against?"
God's truth.

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15. Activity — Fact or Claim?

Read statements and have the children identify whether each one is simply a **claim** or something that has been demonstrated.

Examples:

1. **"Vern says he can fly without wings."**
2. **"Someone says dinosaurs lived yesterday."**
3. **"Dr. Fiddlefaddle says his experiment produced a certain result."**
4. **"Everybody says something is true."**
5. **"Someone says something is science."**

For each one ask:
"What evidence would we need?"
This teaches the children not merely to shout **true** or **false**, but to learn to ask **how we know.**

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16. Important Teacher Warning

Be careful not to turn this lesson into:
"Never believe scientists."
Instead teach:
"Don't blindly believe anyone."
That includes:

- scientists
- teachers
- parents
- friends
- pastors
- authors
- television personalities
- internet personalities
- textbooks
- websites

- and even ourselves

The Lesson Is Not:

“Scientists are wrong.”

The Lesson Is:

“People can be wrong, so we must carefully examine what we are told.”

And ultimately:

“God is TRUTH.”

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17. Review the Seven Principles

Have the children repeat each principle.

1.

God wants us to seek truth and examine things carefully.

2.

Science is the search for knowledge, but not all knowledge is truth. Science is NOT truth and truth is NOT science. Science is the search for truth.

3.

God created all things, is over all things, and by Him all things consist or have their existence.

4.

Science is NOT God and God is NOT science. God is NEVER wrong, but sometimes science is wrong.

5.

We must be careful who we listen to and what we accept as truth.

6.

Truth is fact and truth cannot change, lie or even be partially false.

7.

God is TRUTH.

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18. Memory Verse Challenge

1 Timothy 6:20

“O Timothy, keep that which is committed to thy trust, avoiding profane and vain babblings, and oppositions of science falsely so called:”

Memorization Game

Have the children repeat the verse several times.

Then remove words from the board one at a time.

For example:

O Timothy, keep that which is committed to thy trust...

Remove:

- Timothy
- committed
- trust
- avoiding
- babblings
- oppositions
- science
- falsely
- called

See whether the children can fill in the missing words.

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19. Closing Challenge

Tell the children:

“This week, when somebody tells you something is true, don't just ask, ‘Who said it?’ Ask, ‘How do we know?’”

Then add:

“And when you are searching for truth, remember that God is never wrong, God's Word is truth, and Jesus is the Truth.”

Take-Home Truth

Have the children repeat:

“I WILL NOT BELIEVE EVERYTHING I HEAR.”
“I WILL EXAMINE WHAT I AM TOLD.”
“I WILL SEEK TRUTH.”
“I WILL REMEMBER THAT GOD IS TRUTH.”

Teacher's Summary

The goal of this lesson is **not to teach children to distrust science**. The goal is to teach them **critical thinking and discernment**.

Children should understand that:

- A claim isn't automatically a fact.
- Popularity doesn't establish truth.
- Authority doesn't guarantee truth.
- Calling something "science" doesn't automatically make it true.
- Scientific conclusions are made by human beings and can be corrected.
- Evidence should be examined carefully.
- We should ask how we know something is true.
- God's truth is not subject to changing human opinions.
- **God is TRUTH.**

Final Lesson Statement

“Just because somebody says it is science doesn't mean it is true. We must examine what we hear, seek truth, and remember that God—not man—is the ultimate source of truth.”


Science is building a chain that leads to fact.
Observe
Explore
Test
Reason
Discover
Truth!
GOD'S AMAZING CREATION
EXPLORE
DISCOVER
LEARN
APPLY
DR. FIDDLEFADDLE
OBSERVATION
QUESTION
RESEARCH
EXPERIMENT
EVIDENCE
CONCLUSION
FACT