

I don't have enough **FAITH**
to be an **ATHEIST**

with Dr. Frank Turek **PODCAST**

Who Is Living Inside Your Kid's Head? | with Shanda Fulbright

(May 24, 2024)

FRANK:

Ladies and gentlemen, just who is living in your kid's head? Actually, who's living in your head? Why do you believe what you believe? Why do your kids believe what they believe? How did they come to their conclusions about the purpose of life and how to live it? I mean, think about this, ladies and gentlemen. If you were to ask your kids, what the purpose of life? Would they know the answer?

Is the purpose of life to be happy? Is it to follow your heart? Is it to make lots of money? Is it to get a good job, get married, and have a family as an adult? How do you make decisions? How do you discover what is right and wrong? Wise or unwise? Most of our decisions, ladies and gentlemen, are not really about right and wrong, but about wise and unwise. But that presupposes that there's a purpose or a goal in life, and you're trying to make wise choices that will help you achieve that purpose. How do your kids make decisions? How are you training them to make better decisions so they're making both moral and wise decisions in accord with the Bible and the purpose of life?

You know, our friend Natasha Crain, whom I was just with this past weekend in Pittsburgh, along with Alisa Childers. We did an Unshaken conference. Natasha has a book called 'Faithfully Different.' And in this book, she points out the four sort of tenants of the secular mind, and here they are. Happiness is the ultimate goal. Feelings are the ultimate guide. Judging is the ultimate sin, and God is the ultimate guess.

In other words, we don't really know if God exists. So, you might as well just get on and live your life as you see fit for happiness, for feelings. And you can't judge because, look, if happiness is my goal and feelings are the way I get there, how can you judge me? And you don't really know if God exists. He's a guess.

So, how many of us here are guilty of believing those four lies? That happiness is the ultimate goal, feelings are the ultimate guide, judging is the ultimate sin, and God is the ultimate guess.

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How about your kids? Are they buying into happiness is the ultimate goal, feelings are the ultimate God, judging is the ultimate sin, and God is the ultimate guess? If so, why do they believe that? Who is living in your kid's head? And what can you do about it if they have wrong beliefs about these things?

Well, my friend Shanda Fulbright, who was a California public school teacher for about ten years. But after going to Biola and CIA, the CrossExamined Instructor Academy, she's now teaching online courses for us at OnlineChristianCourses.com. She teaches courses on Christian apologetics, and logic and some other things, and she is going to help us sort through this. Why do our kids believe what they believe? Where are they getting certain ideas from and what can you do about it? And she's also, by the way, behind the podcast called 'Her Faith Inspires.' Shanda's been on the program before, so here she is again. Ladies and gentlemen, the great Shanda Fulbright.

Hey, Shanda, before we get into this, I noticed something on your website that I want you to unpack for us because I thought it was very interesting. And that is that you said that when you were 17, you had a decision to make. You were going to, I mean, you could remain going through the motions at church and say you loved God, but in reality, you didn't really know Him, and you really couldn't say with a whole heart that you loved God. So, what did you do about that?

SHANDA:

Well, have you ever watched those movies where everything in that movie stops, but the main character is so aware of his surroundings and can and can move through it? I remember that moment so vividly because I was raised in church. So, God was in everything and everywhere. And the blessing and the car ride on the way to school, my mom would pray with us. And so, I thought I knew Him.

But when this, when I ended this prayer one day of, I love you, God, Amen. Just the reality of that confession, I knew it was false. And it hit me so hard. Like, just everything stopped. And I thought, I do not love God. I don't know Him. Like, I know about Him. I've heard about Him. I've been raised around this stuff, but to know who this God really is.

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So, in the moment, I was like, I can lie and say, well, yeah, I can continue to move forward and pretend I go through the motions. But I decided to be honest, and I followed up with God. I don't love you because I don't know you. Like, I've got to come to a knowledge of who you are. And then as I grew up, what I say is, you can't love what you don't know.

And so, I had to go on my own journey of figuring out, is God truly, like, does He exist? And can I have my own relationship with Him? And I feel like being raised in church, 17 is kind of old for that to happen. But I think, you know, for me, I didn't need that "evidence that God existed." I just, my mom said let's go to church, and I went along. So, I had to know for myself. And I made the decision then, like, I can't go through the motions anymore, because that's not going to be enough for me, because it wasn't enough at 17.

FRANK:

So, what did you do in order to come to know Him so you could love Him? What did you wind up doing?

SHANDA:

The first thing I did was I dove into the word of God because I wanted to start reading it for myself to see, does this make sense? Just when I choose to do it, not when I'm asked to do it or encouraged to do it by other people. And so, I began to. I didn't get into apologetics then, so, like I said, I didn't need the evidence for God that He existed. I believed that He did. I needed to develop my own relationship with Him.

So, I began to seek out through God's word whether or not that even made sense to me and build a knowledge of who He was. And I started with the book of John and just reading the Gospels. But my faith along the way was being tested by other people who would say, how do you know what you believe is true? Everybody thinks their beliefs are true. And I would be like, yeah, that's a good question. I don't really know how to answer that.

And so, along the way, it started to get tested where I knew I needed to get into apologetics and find the answers to those questions. Because if my belief in God was going to compete with other people's beliefs, I had to be able to defend that outside of my church and my family. But

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the first thing I did was I laid a foundation of the Bible because I truly believed it to be true. And then I figured out why I could trust it with apologetics.

FRANK:

So, apologetics came later. You used to assume the Bible was true, and there is a certain self-authentication to it, especially when you read about Jesus. And if the Holy Spirit is truly upon you, you do get that sort of sense, that witness of the Holy Spirit, that it's true. But that's the difference between knowing it's true and showing it's true. You can know it's true without being able to show it. You can't share the fact that you have the witness of the Holy Spirit, and people can verify that.

Apologetics comes in when you give evidence that Christianity is indeed true, which, of course, we do, and you do because you teach a course on it called 'Let's Get Real: Examining the Evidence for God.' That's a 6th to 8th grade course, folks. You can take this course anytime you want. Go to CrossExamined.org. Click on online courses. It's a self-paced course.

You do run that on certain occasions where you're live with students answering questions, but people can take it at any point. Again, it's called 'Let's Get Real.' It's for 6th to 8th graders. And ladies and gentlemen, we also have a course, by the way, for 2nd to 5th graders. It's called 'Yes, God is Real.' And you can get that at our store. Just go to CrossExamined.org, click on store. You'll see it there.

So, we've actually got apologetics curriculum for virtually every age from second grade on up. So, you've got 2nd grade to 5th grade, then 6th to 8th. And then of course, 9th and above is 'I Don't Have Enough Faith to Be an Atheist' or 'Why I Still Don't Have Enough Faith to Be an Atheist.' So, you came to faith. You actually were in the faith, but you wanted to verify that indeed, what you did believe is true and you needed to know God more before you could love Him. Now, did you go to public schools yourself?

SHANDA:

Oh, yeah.

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FRANK:

So, you're going to public school in Fresno, California, and then you later went to college and became a public school teacher. And so, what we're going to do in the remainder of this podcast, ladies and gentlemen, is take Shanda's experience and what she's doing now to help you identify just who is living in your kid's head. Why do they think what they think? And how can you direct them to think properly so they can love God and make wise and moral decisions moving forward in their lives? You're listening to I Don't Have Enough Faith to Be an Atheist with me, Frank Turek on the American Family Radio network. We're back in two minutes. See you then.

Just who is living in your kid's head? And how can you have Jesus, and the apostles, and the Bible living in your kid's head rather than TikTok, or YouTube, or some nefarious influence? Well, that's what we're going to talk about today. We're talking to my friend Shanda Fulbright, who taught for ten years in the public school system of California and is now teaching online courses for us. She actually lives in the great state of South Carolina now and she's developing courses all the time, and she's an expert at teaching young people not only in person, but online.

And we're going to talk about some ways that you can ensure that your kids are brought up in the truth. And, Shanda, you've said this before, but I want to reiterate for our audience, and that is, is that someone is discipling your kid, whether it's you or someone else. Why do you say that? First of all, before you answer that, what is discipleship? What does that even mean?

SHANDA:

A lot of people think that discipleship is a religious term because we see Jesus had twelve disciples, and, you know, we talk about discipleship with Christianity. But when we say worldview formation, worldview formation is just a fancy way to say discipleship. And when you look at the definition of discipleship, it's a student or follower of a teacher or philosopher. And since everybody has a worldview, and everybody's worldview is being developed from the time they're about 18 months to, you know, by the time they're 13, it's already well-developed, then everybody is somebody's disciple when you look at that definition.

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And so, when you look at examples of discipleship, and we have several in the Bible, it's not just Jesus. There are three main components to discipleship. Discipleship is intentional, it's immersive, and it is focused instruction, which means it's not neutral. It's exclusive to what it teaches. And discipleship is an act of will.

Now, some people who listen to this will say, well, I'm not a disciple because I don't follow a teacher, or philosopher. But at the same time, you have to say, well, you have a worldview. And the person who's discipling the people who create the content, and publish, and write, and, you know, the ones who are producing it, they are the ones who are intentional about what they teach and what they create.

So, when you look at intentionality, again, the student might not be intentional about what they're consuming, like when you're scrolling on social media, or watching your movies, or even being in the public school system for one third of the day. But the person who's discipling is intentional. And then again, the content creation is created by somebody with a worldview. I know this very well because I write, you know, the curriculum. We co-write it together. And so, we have a Christian worldview. We're embedding that into the content. We're very intentional about what we create.

So, the student might be passive about what they consume, but the one who writes it and produces it is not. They're very intentional about what they're writing. And as we mindlessly scroll, we don't, we may not realize it, but we're being shaped by that. And then again, it's immersive. Whatever is at the center of your life forms you. And so, when you're immersed into an environment where somebody is intentional about what they're teaching you, you are being shaped by that. And then finally, again, it's focused instruction.

And, Frank, you say this all the time. Nobody is neutral. We get pushback when we teach kids. Oh, you've just got to let the kids decide. This is brainwashing. This is indoctrination. There isn't one person out there who creates the content that is not neutral about what they're creating. So, it's very focused instruction.

So, again, we have two types of people in the world. We have consumers and we have the producers. And since no one is, you know, neutral about their worldview, you are being

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disciplined by people who are creating that content and within the environment that you are spending most of your time in.

FRANK:

Yeah. Even somebody who were to say, I'm open to everything, that's not a neutral worldview. That would be like saying, I'll just take anything in regardless of whether or not it's true or false, regardless of whether or not it's moral or immoral. And so, it's important to recognize, as you just pointed out, that everybody has a worldview. We have a worldview when we're putting out YouTube videos, or we're putting out books, or we're putting out courses.

The question is, is our worldview correct or not? And when we think about this, especially with our kids, who obviously, when you're young, you're wired to learn. It's much easier to learn when you're young than when you're older. Your brain is wired in such a way that you pick up things much easier when you're young. That's why language is so much easier to learn when you're young than when you're older.

And, ladies and gentlemen, your kids are being impacted by what they're consuming, whether they know it or not, whether they're intentional about it or not. We're all being disciplined by someone, by some school, by some device, by some social media person, by some pastor, by some book, by some song, by some show, by some video. It's on, and on, and on. By some friend, right? We're all being disciplined.

The question is, are we being disciplined in the truth? Or are we buying into the secular worldview that happiness is the ultimate goal, feelings are the ultimate guide, judging is the ultimate sin, and God is the ultimate guess, as Natasha Crain would put it. So, we're being disciplined, and our kids are being disciplined. And, Shanda, you've had such a lot of experience in the public school system. So, how, in your view, has the public school system in some ways, taken over discipleship of children?

SHANDA:

Yeah, I have had experience. I went through it. I taught in it for over about 20 years, and I've had two boys graduate all the way through from the public school system. My youngest is now in a private Christian school. But the system itself is set up, even if you have great teachers, and

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I worked with a lot of them. The system itself is set up in a way that it's hostile towards Christianity.

And so, your child's day, when you look at a pie chart and you split it into a third, one third of their day is spent in a public school, in the public school system, if they go to public school. And so, they have all three components, the public school system does, of an effective discipleship program. They're intentional, they're immersive. Obviously, they're being immersed in it for about 8 hours, and they're not neutral in what they teach.

But right now, Frank, here's what the schools are doing. They're teaching your kids about truth, which relativism is what they teach in the public school system. And all beliefs are equally valid. It comes from postmodernism. So, that's the worldview mainly of the public school system. And then they teach, they also teach this through tolerance and acceptance are big words that they use those as virtue words, especially in the middle school and the high school setting.

So, they push that relativism through words like that, and they put them on their cafeteria banners and their walls, because they're trying to teach kids to, you know, respect other beliefs. And they teach kids a theology. They teach the kids that God does not exist, and they do that through evolution. And we all know that. And I think all Christian parents know that, too, even when they send their kids there. But it's embedded throughout the grade levels, K-12. And then they teach the kids identity. These are all worldview components, is what I'm saying: truth, God, identity, morality.

So, identity is right now we see in the public school systems that gender identity is being talked about as young as kindergarten. They're talking about sex to kindergartners. I just saw a video yesterday of moms at a school meeting, school board meeting, saying, why are you reading these books to our kids? And then they tell your kids what to think, not how to think.

There's no logic in the school systems. You might get it as an elective if you're lucky. But for the most part, they teach kids what to think. They're not telling them, teaching them how to think. And so, this is how the public school systems are shaping our kids and what they're pushing and how they're discipling. That's why I say that they are doing discipleship effectively.

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FRANK:

Yeah. On one hand, they say they believe in relativism. But on the other hand, they think that the values that they're pushing are absolutely true and right. So, it's really contradictory. But a lot of people don't pick up on that. You know, they talk about tolerance as if all values are equally the same. But if you were to come into a public school and say that LGBTQ behavior is wrong, they wouldn't tolerate it.

SHANDA:

Sure.

FRANK:

So, when they say tolerance, they don't mean tolerance of all ideas. They mean tolerance of their ideas. And this is why inclusion, tolerance, and diversity doesn't mean inclusion, tolerance, and diversity. They only want to include the values that are not what we would call natural law values. They want to include the new values, the new absolutes, as William Watkins put it over 30 years ago. He had a book called 'The New Absolutes.' These are the new absolutes, okay? That the natural law view is wrong, and our net new view is right, that you get to make up life however you want as long as you agree with us. Okay?

So, this is discipleship, ladies and gentlemen. It's happening in the public school system. Of course, it's happened in the private school system, too. The only question is, what values and worldview are they providing in a private school? Well, that depends as well as to what kind of curriculum they have and what are their beliefs. So, everybody has some sort of viewpoint on this. The only question is, what is the correct viewpoint? And if you're saying there is no correct viewpoint, you're saying that's the correct viewpoint. You're still coming up with a correct viewpoint, or you're saying that your view is correct regardless of it.

Now, how is the public school system then, Shanda? And we're talking to Shanda Fulbright, ladies and gentlemen. She is an instructor with us at OnlineChristianCourses.com. and does a lot of online courses for us, particularly for young people. She spent ten years in the public school system, teaching in California. She's gone to Biola. She's also gone to the CrossExamined Instructor Academy, which, by the way, ladies and gentlemen, if you want to be a part of CIA this year, you need to apply before the end of June. We have limited seating available.

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It's going to be August 1-3 in Charlotte, North Carolina. Go to CrossExamined.org. Click on events. You'll see CIA there. You want to be a part of it if you want to learn how to better present and answer questions. But, Shanda, how is the public school system intentional, immersive, and targeted to the discipleship of children?

SHANDA:

Well, the worldview questions you and I are currently writing a worldview curriculum, hopefully coming out next year. And we answer those questions, is truth knowable? How did I get here? Why am I here? What am I here for? Well, we just discussed that they're telling your kids about truth, about God. They're answering those questions with their content. And again, worldview formation, just is a fancy way to say discipleship. But if parents were going to go to the content standards, and they look to, if they're going to try to see is their LGBTQ ideology embedded into these state standards. They're not going to find it. It's not on the state tests.

What's happening is that the teachers with the agenda, the libraries with the books, the content that's being created in the curriculum that's being provided has these, they're using these ideologies as the examples to teach the content standards. So, let me give you an example of what I mean with my own personal example. I taught 5th grade in California. That was my last assignment. I left the classroom.

The next year, COVID hits. But that year, my son, my youngest, is in the fifth grade. He goes to the same classroom with a different teacher, but the same classroom I taught at, the same school. And that year, we're on Zoom, and I'll tell you about what happened next. But I'm going to let you know how she embeds her ideologies into the standards.

FRANK:

We're talking to Shanda Fulbright, and we're answering the question, just who is living in your kid's head 8 hours a day in a public school system or elsewhere? A lot more right after the break. Don't go anywhere. We'll see you in two minutes.

Welcome back to I Don't Have Enough Faith to Be an Atheist on the American Family Radio network with me, Frank Turek. I want to mention I'm going to be in several locations in June. I'm going to be at Community Bible Church in Brighton, Michigan on Sunday, June 2. Then we're

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going to do our final session live at 7:30 PM on June 3 on 'Digging Up the Bible.' That's the top archaeological evidence for or found that relates to the Bible. Our final program, it'll be our 22nd episode. There's so much archaeology out there, ladies and gentlemen. It's hard to cover it all. Then on June 9, they'll be at Midway Church in Villa Rica, Georgia. That's a little bit west of Atlanta. We'll be doing I Don't Have Enough Faith to Be an Atheist in the morning and in the evening.

Then Wednesday, June 12, I'll be with my friend Jack Hibbs out at Calvary Chapel, Chino Hills. We're going to be talking about 'Correct, Not Politically Correct.' And then that Sunday, which is Father's Day, I'll be doing all the services at Calvary Chapel, Chino Hills out there in California. Check our website, Crossexamined.org, and click on events if you want to see the details for any of those things.

Today we're talking to my friend, the great Shanda Fulbright, who has a lot of experience in the public school system, particularly in California, and is now teaching online courses. If you go to CrossExamined.org, click on online courses. You will see them there. Shanda, before the break, you were talking about how certain teachers can embed certain immoral instruction into the curriculum, even though it's not in the curriculum. Tell us that story. Pick it up at the beginning so people can get the whole big picture. You were teaching 5th grade in California. Go.

SHANDA:

Yes. Okay, so I leave the 5th grade assignment. I'm not going to teach public school anymore. But my son went to the 5th grade level that next year in the same exact classroom with a different teacher who kind of replaced my position. But COVID hit. So, he's in the house on Zoom, in the same room as me, and I'm just minding my own business as a mom, doing my own thing. After class, he comes over to me and says, mom. And my teacher just read me a book called 'Julian Wants to Be a Mermaid', and I don't think you're going to like it.

And as soon as he said the title, I just go straight to researching. And it's a gender ideological book, talks about a little boy who wants to be a mermaid. His grandma affirms him, makes him this cute little mermaid tail and with lots of pretty colors. And, you know, the pictures itself just, they're very typical of what you'd expect from a book like that. So, I immediately called the teacher that I worked with in the same school with the principal that, you know, was my boss.

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And I said, why are you teaching and reading this book? This is not in the California state content standards. Gender ideology is not something that you should be teaching to the kids. And very innocently and all like, oh, my goodness. You know, I was teaching theme. I just wanted them to see that there are differences in the world. So, theme is a California state standard that you have to teach 5th graders to identify theme in literature. But she did it by taking, you know, her ideology of gender, and she read the book to the kids.

And so, I ended up having to go to my, you know, former boss, the principal, and I said, we all know how to teach the state standards without using things like this. It's unacceptable. I don't want my son to have this, for this to be used to teach him. And so, I had to address it. But my point is, that's how teachers can take the content standards. Like, you won't see in the content standards these types of issues. You will only see things like theme and teaching sentence structure. But how they do it is a whole other, you know, question that you have to have conversations about.

FRANK:

That actually makes me think of the illogic of gender ideology. Because if your son or daughter did come to you and say, mom, dad, I'm a mermaid, you wouldn't take him or her off the coast and drop them in the ocean, right? You would say, honey, your mind is playing tricks on you. We need to get you some help. And it wouldn't mean trying to transition them into becoming a mermaid, because that's impossible. And it's also impossible if you're a boy to become a girl and if you're a girl to become a boy. So, it's complete illogic. And yet that is exactly the kind of example they use to try and communicate this, that Julian wants to be a mermaid. It's absolute madness.

You know, I was up in Idaho, and I was at a church there, and the son of the pastor said he was in a classroom. This is in Idaho, so this is a red state. And the teacher, Shanda, said, well, if someone claims they're the opposite sex, you have to affirm them. And so, this son of the pastor said, well, what if my friend says that he's an animal? Do I have to assume he's an animal? Yes, you do. Well, what if he claims he's a deer? Do I have to assume he's a deer? And she said, yes, you do. And then he said, what if I have a hunting license? Can I shoot him? She said, no, you can't do that. He said, why not? If I'm supposed to treat him like a deer, why can't I shoot him?

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And she just threw him out of the class because he was making too much sense and refuting her idiotic ideology that she's trying to push on the kids. Ladies and gentlemen, who is living in your kid's head? Because if they're going to the public schools, they're probably getting this kind of nonsense. And so, you need to be aware of what's going on in the public schools. Now, here's a question, Shanda. This is going to be a damning question for many of us, but we've got to face the truth. And that is, how do we know that church parents or the church itself is not succeeding when it comes to the discipleship of our young people?

SHANDA:

You know what you assess. And I know that, you know, churches will think, how are we going to assess our members? But the public school system does it all the time. I know because I was there. All we talk about are test taking strategies, test results, that's it. And so, you know what you assess. I'm going to give you some depressing statistics right now, but this is the reality of the situation. And George Barna, to me, there's no better research out there for the Church. You don't have to go assess. The Church doesn't. They can go to George Barna because he's already done the hard work.

And this is what he says. One third of teens in the United States believe God exists. Only one third, 43% of the teenagers right now in the U.S. are don'ts. They don't believe God exists or they don't know if He exists. They don't care that He exists, 43%. And then less than 1% right now of 13 and 14 year olds even have a biblical worldview. Well, that's concerning. But because George Barna says by the time a child is 13, their worldview is developed. So, only 1% of those at 13 and 14 even have a biblical worldview. And 68% of Americans who have children under the age of 18, they say that they have a biblical worldview or that they're Christian, 68%. But only 2% of those parents actually have a biblical worldview.

So, when people tell me, I see this on social media all the time, discipleship starts at home. They say that, hey, parents, it's your responsibility. And I do agree. I understand what they're saying. But when you look at the fact that only 2% of Christian parents have a biblical worldview and 1% of 13 and 14 year olds have a biblical worldview, they don't know how to disciple. And so, there has to be a church home partnership with discipling their kids because they just don't know how to do that.

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FRANK:

Well, we're going to talk a little bit later in this program about how you can do that, how you can be more effective at discipling your kids, but you can only manage what you can measure. And if we're measuring the fact that 1% of our kids have a biblical worldview, we're not doing a very good job, obviously. Now, one of the reasons is they don't know how to think because we never taught them how to think, particularly in the public school system and in social media. We don't teach kids how to think. We teach them what to feel.

And that can be very dangerous because if you follow your feelings around without moral restraint or without reason, you're going to wind up ultimately in a very dark place because your feelings are going to take you, in most cases, down the wrong road. Feelings aren't about right or wrong. They're about what you want. And there's a lot of things we want that if we follow them without moral restraint, we're going to wind up in trouble. And one of the ways that we here try to teach young people how to think is we have a curriculum called 'Train Your Brain.' And you were the brain behind this curriculum, Shanda. It's for 6th to 8th graders.

But we tell adults who've never had a course in logic that they can take it as well. And let's be honest, ladies and gentlemen, sometimes when you read a kid's curriculum or a kid's book, you learn stuff that you wouldn't get from an adult curriculum. Because you've got to make it really clear for young people. You've tried to actually get this curriculum 'Train Your Brain' in some Christian schools. When you did that, Shanda, what pushback did you get?

SHANDA:

Christians are afraid of one example, Frank, one example of circular reasoning: love is love. And kids are going to be bombarded with it next month. I mean, in June, we're going to see this all over the place and people don't think twice about it. But one admin of a Christian school said, oh, first she said it looked great. Then she said, oh, we can't use this because we can't teach our kids this. We can't talk about gender ideology with them. And I know that you and I had kind of talked about whether or not we should leave those things in the book or take them out. And we just said, no, we're leaving them in. The kids need to be inoculated with it.

FRANK:

Well, yeah, we're leaving them in to show the illogic of it.

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SHANDA:

Sure.

FRANK:

Not to promote it.

SHANDA:

Right.

FRANK:

We should be the first. Parents, you should be the first person to talk to your kids about false ideologies. It shouldn't be on TikTok. It shouldn't be on YouTube. It shouldn't be through your public school teacher. It should be you. Hey, kids, you're probably going to hear love is love. What does that mean? And why is it illogical to say this?

SHANDA:

Yes. And what I told the Christian school, I ended up compiling a bunch of research because I'm like, you don't realize that you are behind the ball here. Like, if you're not going to even discuss it, you're losing the battle already. You're never going to make up ground for that. And when you look at a child's day again, it's a pie chart split up into threes. One third of it is sleep, one third of it is in school, and one third of it is media consumption.

And so, when you look at a 13 to an 18 year old, eight and a half hours of their day is spent consuming media. Eight and a half hours. And there is a hashtag of top surgery that's been going around TikTok with 29.1 million views as of a couple of months ago. I'm sure it has much more than that. And that's just one example. There are going to be lots of other examples just like it where kids are viewing this stuff.

And if we think that they haven't been talking about it already, learning about it, hearing about it through media consumption, then we're wrong. The number one source of media consumption for kids is YouTube. The second and third are TikTok and Snapchat. And so, these are where they're getting their formation. And when you, George Barna says, when you look at

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who's forming the child's worldview, the Church is not even a contender. We're not even on the list.

FRANK:

Friends, what can you do about this? We're going to talk about it right after the break. Of course, we're on YouTube, too, trying to show kids the truth, but there's a lot of misinformation up there, too. So, what can you do about it? We're going to be back with Shanda Fulbright in just a couple of minutes so don't go anywhere. See you then.

Welcome back to I Don't Have Enough Faith to Be an Atheist with me, Frank Turek. My guest, Shanda Fulbright. Hey, I want to mention a couple things I haven't mentioned before. I just contributed to a book called 'Elevator Pitches for God: 70 One Page Essays by Thought Leaders on Why They Believe.' And so, it's just came out very recently. It's a very interesting book, kind of a coffee table book, but it has great insights. It's kind of generic God. It's not trying to give a Christian God, but that there's a Creator up there.

And so, you have people in here like Dennis Prager, like Seth Dillon, who is the, he's been on the program here before, the CEO of The Babylon Bee, myself, many others, a lot of PhDs in here. You've got rabbis, you've got Christians, you've got lawyers, you've got doctors, you've got a whole bunch of people saying, if I just have a minute with somebody, how can I show them that God exists? So, check out elevator pitches for God.

Also, the book 'Faith Examined: New Arguments for Persistent Questions.' This book was written by CIA graduates in honor of what we do in CIA, and Clark Bates is the editor. We've had Clark on the program and a few of the folks that have contributed to this book will mention it again. But it's a really good book on apologetics that has essays in it you won't find anywhere else. There's some new ground broken in this book. Again, it's called 'Faith Examined: 'New Arguments for Persistent Questions.' You want to check that book out as well.

So, I thought I'd mention those because I haven't mentioned certainly the 'Elevator Pitches for God' book until today. And I want to remind you about 'Faith Examined.' Today we're talking to the great Shanda Fulbright. Here she is again, ladies and gentlemen. Shanda, we've been really given some grim news on this radio program and podcast about the state of discipleship for our

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young people. Only about 1% of kids have a Christian worldview, even though they claim to be Christians, many of them. What are some ways, say three ways, that parents can actually be more effective in discipling their kids into the proper viewpoint of Christianity?

SHANDA:

Well, it's not going to be hard. I'm not going to have these complex, you know, suggestions because I always say this. I'm a firm believer in the basics. You skip the basics, everything else falls apart. So, just first of all, go back to being consistent. Be consistent in what you say and how you live, because a parent has great influence. But they only have influence, Frank, when they live what they believe. If you tell your kids what to believe and then it ends on Sunday at 12 and they don't live it out throughout the rest of the week, the kids are, eventually they're going to say, my mom and dad aren't even consistent. So, be consistent.

You're playing the long game. I feel like the opposite side plays the long game better than Christians do. We have to remember that we're in this for the long haul. Like we have our kids for at least 18 years, unless they linger after that. But we have great opportunity to influence them, and we have to remember that our kids aren't asking us, please disciple me. I want you to teach me. Some of them might do that, but it's not going to be as common as parents just being intentional. Discipleship is an act of will. It's not going to happen by accident. And so, be actively involved in your church too.

When church ends on a Sunday, if that's the only interaction we have with the family of God, we're actually not being consistent within our worldview. Because again, discipleship is intentional, immersive, and then it's focused instruction. And then, I can't say this enough. Monitor your child's technology. I mean, there has to be restrictions and rules because if right now the media consumption is forming a child's worldview. So, when parents get involved and monitor their technology, they're going to take the control back because whatever is at the center of that child's life forms them.

And right now, the phone is at the center of their life. And a lot of kids are getting phones as young as eight years old and maybe even younger. I'd hate to see that, but mostly at eight. So, the good news is the practical steps are, be consistent. Be actively involved in your church.

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Show your kids that Christianity isn't just an event you do on a Sunday morning, but it's your life. And then monitor their technology.

FRANK:

Jonathan Haidt, who is not a Christian, teaches at NYU, has recently come out and really laid into parents because he said that social media is destroying their minds. The phone is destroying their minds. It's taking away their ability to even attend to things, to think through things, because it's completely visual driven, and it doesn't help proper thinking logic. It's dragging young people away from the truth in many places. And he's not even a Christian. He's just come out and said this. And if you Google his name, you'll find the articles on it. In fact, if I find one, I'll put one in the show notes of this program. It's a sobering reminder.

Also, you mentioned that discipleship is intentional, and it might not be intentional among young people. But the people who are putting out the content, it is intentional for them. And if young people are just taking in content from everywhere, they're probably not in a position to discern whether or not what they're seeing is true or false. And they just take everything in. And this is why they don't have a biblical worldview. And let me echo what you said there, Shanda. If you're not consistent with your Christian worldview, why should you expect your kids to be?

If you're going by the four secular principles or the four secular beliefs, that happiness is the ultimate goal, feelings are the ultimate guide, judging is the ultimate sin, and God is the ultimate guess, your kids are going to do that. I mean, if you're not, say, going to the word of God to make decisions, if you're making decisions based on happiness or based on feelings, why should you expect your kids to do it any differently? And so, I think it's really important to do what you said. I also think it's really important to have dinner with your kids.

SHANDA:

Oh, yeah. You open up a line of communication with your kids when they're young, they'll talk to you when they're teenagers. I have teenagers. I know this to be a fact.

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FRANK:

Yeah. You should talk about every subject with them. You should be the source, the authority source that they feel. So, when they come across an issue, they want to come to you and ask you about it. And that means you don't freak out when they bring up an issue. You go, hey, that's a great question. Let's talk about it.

SHANDA:

I call them hard and uncomfortable conversations. Nobody wants to talk about puberty. Nobody wants to talk about, you know, staying pure until marriage. But those are the conversations that you set aside a time, and you talk to them about with your kids because they're going to hear it from somebody else. And chances are, they are probably going to hear it before you even get to them. You know, it has to be age appropriate. But are they uncomfortable? Yes. I have three boys. They've had individual, you know, uncomfortable conversations, but I'd rather them learn it and hear it from us and set that foundation before they go out into the world.

Because, Frank, you have to remember, these kids have grown up with technology at their fingertips. They can maneuver an iPad better than a 50 year old because they just have had it. You know, look at a two year old swipe through an iPad. It's crazy. But they think that what they see on that device is the real world. And so, they don't how to critically think through it.

And when they look at, you know, these Reels, these 60 second reels, because why do you think 60 second Reels are so popular? Because the attention span is even shorter than what it was when I was a kid. And so, we've groomed them, and we've trained them to not sit there and think critically through information. And so, they think the Reels are the real world because they can't decipher between the two anymore.

FRANK:

How many kids with ADD does it take to change a light bulb? Hey, you want to go ride bikes? There's just no attention there. Now, you and I, and you alone have developed resources to help parents disciple their kids. Tell us about the three courses you've developed just very quickly and where people can access them.

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SHANDA:

'Train Your Brain' is one that we teach logic. It's an introduction to logic. And so that one is a ten week course. We take the kids through ten weeks of just critical thinking skills, being able to compare different memes and social media posts and trying to find fallacy through those. It's a fun course. I love it, the kids love it. And it's after a while, you can't slow them down on finding a fallacy everywhere.

FRANK:

Here's the problem, parents. If they take 'Train Your Brain', they're going to say, dad, that's the genetic fallacy.

SHANDA:

True.

FRANK:

You say something, they're going to be correcting you. It's better they do that than they not know how to think and come to the right conclusion.

SHANDA:

I have emails to prove that, Frank. That's true. And then we have, 'Let's Get Real.' We just finished up this Spring semester with a middle school group. And that takes them through the twelve week lessons from I Don't Have Enough Faith to Be an Atheist at the adult level. And we teach the kids the, you know, the evidence for God's existence, starting with those big questions, does truth exist? Does God exist? We look at the New Testament reliability. I mean, that one is, they work. And they have assignments if they're taking the live class, but they end up coming out all the time being thankful that they went through it.

And then we have a mini course. 'Is Hell Real?' Because, again, we're not afraid to talk about the hard stuff. And we talk to the kids about, you know, God's plan of salvation, take them back to Genesis, and we look at the tree of life throughout the Bible, and the garden at the beginning, the garden at the end. So, it's very theologically heavy, I think. And they're going to be diving into Scripture for that. But that one's a fun one, too.

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FRANK:

Yeah. You said you were fired up about the Hell course. [Laughter]

SHANDA:

I'm fired up. I'm always fired up about that one. [Laughter]

FRANK:

Now, these courses you just mentioned, you just taught them, but that's okay. If you're listening right now and we're not teaching it live, you can still take it in the self-paced version. So, it doesn't have to be a live course, because this is all video based. The live course simply puts you, ladies and gentlemen, or puts your child on Q&A Zooms with Shanda and/or myself.

But the self-paced course, you can take any time, and you don't have to wait for a live offering of it. So, Shanda, we only got about a minute left. What's the good news for parents when it comes to Christian discipleship? Oh, by the way, before I ask that question. The place to get those courses is go to CrossExamined.org. Click on online courses. But what's the good news, Shanda?

SHANDA:

Good news. Parents have influence. You have to remember that you have influence. And kids, it's statistically proven that kids want their parents to be involved in their lives. So, get involved. But remember, your influence has to be both spoken and lived. So, don't just tell them. Show them. And again, the easy way to say it is live what you believe. If you want your kids to be a disciple, you have to be one, too. If you want to teach something, you have to know it. So, just go back to the basics. The good news is, Frank, and I know this, you can learn with your kids. The best way to learn is to teach. So, pick up our curriculum. Teach that, and we'll all learn together.

FRANK:

Yeah, you can get much of this curriculum in hard copy, too. Just go to our store. Just click on crossexamined.org. Click on store or click on online courses and take a course this summer. Take your kid through it. Learn and disciple your child. It's very important. All right, God bless. See you here next week, Lord willing.

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