

The following is a two minute skit to be presented to a public school board of education that is considering the adoption of materialistic K-12 public science education standards. The skit involves a short dialogue between a student and a science teacher who is tasked with the implementation of the standards.

WHO CAN ANSWER MY QUESTION?

My Name is _____ and my ___ year old colleague is _____. I play the role of the **TEACHER** in this skit and _____ is the **STUDENT**.

Our skit seeks to demonstrate a fundamental problem with the Naturalistic underpinning of the proposed Science Standards.

STUDENT: Teacher, I have a question – When I look at people, they look designed to me. I also hear there is a lot of evidence that confirms my intuition. Some chemists say that physical and chemical laws can't account for biological information. Biochemists say many biological systems are irreducibly complex. Mathematicians say it is statistically impossible for the first cell to have been assembled out of nothing. Geologists say that the fossil record shows life appearing abruptly rather than gradually. Astronomers say the Universe is so finely tuned that if you just changed one constant by a smidgen, we wouldn't be here. So, isn't there a lot of evidence that we might be designed?

TEACHER: We are not allowed to talk about design. It is outside the “domain” of science.

STUDENT: That doesn't many sense to me. I hear this stuff coming from scientists.

TEACHER: Well, they just don't know what science is.

STUDENT: They just think they are scientists, but really aren't? Well, what is science?

TEACHER: Science is the activity of seeking only natural explanations of what we see. These guys are inferring design from the evidence. But, scientists aren't allowed to do that. You are not allowed to discuss design.

STUDENT: Isn't that censorship? Who can answer my question, if you are not allowed to talk about it?

TEACHER: [Nervous cough] The Standards say you have to go to your family or other appropriate source.

STUDENT: My family doesn't know anything about complexity in living systems, biochemistry, physics, geology, statistics or cosmology. So what is an appropriate source?

TEACHER: I don't know. Maybe your pastor or a philosopher.

STUDENT: Come on Teach! They don't know anything about that stuff. **WHO CAN ANSWER MY QUESTION IF SCIENTISTS CAN'T?**