What do you tell your science teacher when they talk about evolution?

I think the best way to approach this question is along these lines. Evolution has certain unanswered questions in its system and if you can point out those questions and try to show your teacher that these are unanswered as far as scientific facts are concerned and that, therefore, evolution has an element of faith in it, I think you'd go a long way. Now, what are some of these unanswered questions on evolution? Well, for example, evolution says that it all happened through mutations coupled with natural selection operating over a long period of time to produce from the simple forms of life the complex forms of life that we have today. Alright, let's talk about mutations. Ask the teacher about the beneficial mutations that have been observed and, of course, beneficial mutations are not observed. Mutations that are observed are harmful. No waiting father, no expectant father, in the waiting room waiting for his baby to be born runs gleefully up and down shouting, "Oh, I hope the baby's a mutant." The reason is that we distinctively know that mutations harm, they don't help. And yet mutations were supposed to have occurred, beneficial ones, which would help the organism, improve the organism, and bring it to a more complex stage. So, I'd focus on questions about the harmful nature of mutations. Then I'd ask about natural selection for mutations have to be involved with natural selection where nature breeds out the useless ones and preserves the useful ones and this is natural selection, not laboratory selection. Now, when nature works naturally or without any imposed laboratory pressure, it doesn't always preserve the useful things and breed out the harmful things. If that were so, then after all this time, we certainly shouldn't have any harmful varieties of animals or insects or human beings. Furthermore, if to make an eye or an ear or a circulatory system or a nervous system requires, let's say, 10 or 20 mutations, and if they do not occur all at once, then in the meantime, between mutation #1 and mutation #2 and between #9 and #10 what will natural selection do. Suppose the first mutation that makes an eye or the tear duct -- what would natural selection do with a tear duct sitting on the surface of the face just flowing. It would breed it out. You see the tear duct has to have something to cleanse. If that weren't there, the tear duct would be useless and so it would be bred out. Ask your teacher about natural selection, not laboratory selection. Mutations plus natural selection over a long period of time equals evolution. Ask about the time. Had there really been that much time? You can show that all the laws of probability require so much more time than the 4 or 5 billion years that evolution allows for all of this to have happened. The mathematical probability would say that it couldn't have happened in such a short space of time as 4 or 5 billion years. So, focus on the unanswered questions of evolution, where the evolutionist has to have faith. Then remind the teacher that you have faith too. There is nothing wrong with faith. The question is in what is your faith. Is it in the unproved evolutionary hypothesis or is it in the true Son of God, Jesus Christ.