



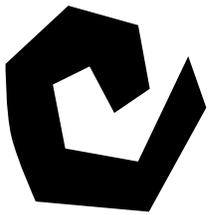
## Course 2

### Teacher's Guide

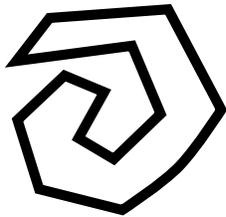
# God's Gift of My Sexuality

This set contains . . .

- Student Lesson  
Copy Masters
- Teacher's Guide
- CD with Student Lesson  
Copy Masters and  
Teacher's Guide in  
PDF and RTF files

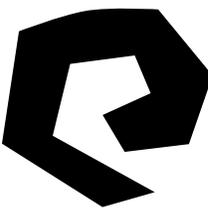


Lesson 1: **Made Male or Female**



Lesson 2: **Driving or Driven?**

Lesson 3: **Sex and Sin**

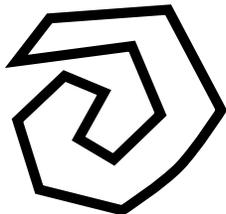


Lesson 4: **Tough Temptations**

Lesson 5: **Dating Direction**

Lesson 6: **Going Too Far**

Lesson 7: **But We're Going to  
Get Married Eventually!**



Lesson 8: **It's *Only* Entertainment**

Lesson 9: **Can God Forgive Me?**

Suggested for Grade 10

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# Introductory Pages for Topical Courses

## TOPICAL COURSE FORMAT

Each topical course contains four to ten lessons on a specific theme, such as witnessing for Christ or making choices. You may spend as many days as you wish on each lesson.

## LESSON FORMAT

Each lesson contains four to ten copy masters for use with the students. These student copy masters may be reproduced. The teacher's guide contains copy master text, answers, and other instructions. Each student should have a three-ring binder to store and organize all the copy master pages.

## Overview

This page contains the information the teacher needs to understand the lesson.

- **Lesson title**
- **Bible references**
- **Spiritual goals:** We pray that the Holy Spirit would help our students learn these spiritual truths and adopt these spiritual attitudes and habits.
- **Suggested memory treasures:** Assign these as you see fit. Be sure to discuss their relationship to the truths in the lesson. The students will have learned almost all the suggested memory treasures in their Christ-Light lessons at Lutheran elementary school or Sunday school. One asterisk designates those memory treasures that are part of the Sunday school core. Two asterisks designate what is additional core for Lutheran elementary schools.
- **Suggested commentary readings:** Read these to review Scripture or to add depth to your instruction.
- **Introduction ideas:** Use these to interest the students and to help them see their need for what they will learn in the lesson.

## Copy Masters

- The **Bible lesson** guides the students in their study of specific portions of the Bible. It begins with an Aim question and ends with a Truth that answers that question. Key Points are emphasized along the way. You may hand out the Bible lesson copy master and have the students fill it in as you teach the lesson, or you may have the students work in small groups to complete a portion of it before you discuss it. Please note that the student pages will lose their effectiveness if assigned as homework before class.

- The **Let's Talk** page contains questions related to the Bible lesson directly preceding it. Each option is designated to the specific Key Point to which it is most closely connected. The discussion options require a variety of learning skills, such as analysis, synthesis, evaluation, and application. *At least some of these questions should always be used because they help the students apply the lesson to their lives.* Plan in advance which questions you will use and where the questions fit best. Then vary your use of these questions:
  - ~ Discuss some questions as a class.
  - ~ Have students write answers first before discussing them as a class.
  - ~ Have students discuss the questions in pairs or small groups before discussing them as a class.
  - ~ Assign some questions as homework.
- The remaining pages contain **activities** to help the students explore the topic and make applications to their lives. The pages may include additional Bible studies of different kinds, real-life situations, skits and roleplays, simple doctrinal studies, hymn and memory treasure studies, illustrations, writing activities, simple art activities, and so on. They may be done in class or outside of class, independently or in small groups. *Select those activities best suited to your class, and limit the number of activities to fit the time allotted. Plan in advance at what point in the lesson you can most appropriately and effectively use the selected activities.*

## Sample Lesson Plan

The following lesson plan is for Lesson 1: Made Male or Female.

1. Introduce the lesson with the Introduction option (*Two bronze plaques . . .*).
2. Hand out **Copy Master 1** (*Made Male or Female*). Read and discuss the first section, concluding with Key Point 1.
3. To apply Key Point 1, hand out **Copy Master 2** (*Made Male or Female*), the **Let's Talk** page. Discuss application 1.
4. Return to the lesson on **Copy Master 1**. Give the students a few minutes to complete the second section alone, concluding with Key Point 2. Then discuss it briefly as a class.
5. To apply Key Point 2, use applications 3 and 4 on **Copy Master 2**. For application 3, give the students one minute to list on paper what males and females have in common before discussing the application as a class.
6. Return to the lesson on **Copy Master 1**. Have the students work in pairs to complete the third section, concluding with Key Point 3. Discuss it briefly as a class.
7. To apply Key Point 3, have a female student read the quotation in application 6 on **Copy Master 2**. Ask different students to respond to her.
8. Return to **Copy Master 1**, and answer the Aim question with the Truth of the lesson.
9. To further apply the Truth of this lesson, use **Copy Master 4** (*Adept or Inept?*). As the note suggests, have the students discuss the statements first in small, gender-specific groups.
10. To close the lesson, discuss **Copy Master 5** (*What Do They Expect?*), which refers to the opening Introduction.
11. Assign **Copy Master 6** (*What Do YOU Expect?*) as homework.
12. Offer extra credit to any student who would like to make a scrapbook page as suggested on **Copy Master 3** (*Picture Perfect*).

## Characteristics of Tenth-Grade Students

### Spiritual Development

- They think more deeply about spiritual truths they have already learned.
- They can understand the interrelatedness of Bible events.
- They want to know how to apply spiritual truths to their lives.
- They may need additional guidance if they do not come from homes that model Christian living.

### Emotional and Volitional Development

- They do not consider themselves children, and they are independent in their attitudes and habits.
- They are greatly influenced by the actions and opinions of their peers.
- They are often governed by role models they have consciously or unconsciously chosen to follow.
- They are greatly influenced by television, movies, music, and magazines.

### Sexual Development

- Their sexuality is becoming an important aspect of their lives.

### Relationships with Parents

- They are in the process of leaving their parents in order to develop independent lives.
- They share fewer of their experiences with their parents.
- They are still influenced by their parents, especially if their parents respect their growing independence.

### Learning Style

- They can study one topic in depth over a number of class periods.
- They still enjoy a variety of learning experiences:
  - ~ working independently and in peer groups
  - ~ learning by listening and by doing
  - ~ learning by reading and by writing
  - ~ learning by answering questions and by asking questions
  - ~ analyzing, synthesizing, evaluating, and creating
- They question things they have previously accepted without question.

## Some Teaching Strategies

- **Meet the students where they are and then stretch them:** Recognize that your students have different levels of Bible knowledge and spiritual development, even when they have received similar spiritual training in elementary school. Do not make assumptions about their previous learning. Start with the simple. Review the basics. Then move on to more complex concepts, deeper understandings, and applications of Bible truths relevant to their teenage years.
- **Create an open, responsive environment:** Recognize that as your students develop independent thinking skills, they may question things they previously accepted without question. Maintain a classroom in which it's good to ask questions, even

spiritual questions. You are a spiritual leader. If they have questions, you want to give them truthful and appropriate answers. Encourage them to search the Scriptures, not look to worldly “experts” for answers.

- **Allow them to work together on some exercises:** Occasional cooperative-learning activities yield many positive results. Your students may enjoy their work more when they do it with their peers. They will become accustomed to discussing spiritual issues with their peers—a skill we hope they take with them outside the classroom. And when they have already tried out their ideas on a small group of their peers, they will feel more confident discussing an issue in front of the whole class. To keep “chatty” students focused on the task at hand, give the students definite and fairly short time limits.

# Made Male or Female

Genesis 1:27,31; 2:18-23; 1 Corinthians 11:11,12; Galatians 3:26-29

## Goals

We pray that the student

### knows these spiritual truths:

- God made us males and females to complement one another.
- God loves each sex equally in Christ.

### develops these spiritual attitudes and habits:

- I see my worth not in the strengths or limitations of my gender but in the fact that Jesus died for me.
- I do not look down on members of the opposite sex but view them as fellow created and redeemed children of God.

## To Memorize

Genesis 1:27  
Genesis 2:18  
Hymn 566:1,2

## Suggested Commentary Readings

- Pages 23,34-36 in Franzmann, *Bible History Commentary, Old Testament*
- Pages 22-28,39-43 in Jeske, *Genesis, The People's Bible series*
- Pages 103,104 in Toppe, *1 Corinthians, The People's Bible series*
- Pages 70,71 in Panning, *Galatians, Ephesians, The People's Bible series*

## Introduction Idea

- Two bronze plaques on a Fort Collins, Colorado, high school built in the 1930s recently caused quite a controversy. One read:

TO OUR BOYS: BE STRONG; BE CLEAN;  
BE TRUE; BE KIND.

The other plaque read:

TO OUR GIRLS: BRING JOY; CULTIVATE  
CHARM; PRACTICE HELPFULNESS;  
CHERISH PURITY.

Many years after the school was built, some students and community members felt the messages on the plaques were sexist. A local professor chimed in, "Such roles for men and women are no longer applicable in today's society." Are they? Discuss the issue as a group. Don't try to correct any misguided ideas at this point. Lead the class to the Aim question. (You may use the first question of **Copy Master 5** for this introduction. Then have the students answer the rest of the questions after the Bible lesson.)

# Made Male or Female

Genesis 1:27,31; 2:18-23; 1 Corinthians 11:11,12; Galatians 3:26-29



## Why did God make me male or female?

Once we start talking about sex and sexuality, we may feel uncomfortable, perhaps even guilty. Yet our sexuality—our maleness and femaleness—is a God-given part of who we are. It's not something to feel awkward about. So let's begin talking about how God created us. In Genesis chapter 1, we read that God took six days to make his brand-new universe suitable for the feature event: the creation of the first man and woman. In a sense, everything God created was created for them.

### Ge 1:27,31

- How did the first people come into being? *God brought the first people into existence in a special and wonderful way called creation. He made them male and female. Contrary to what evolutionists say, God left nothing to chance—including his creation of man and woman.*
- What point is God making when he says he made them “male and female”? (If you need some help, see Genesis 2:25.) *God equipped Adam and Eve with sexual differences. They were different on the inside and different on the outside, different sexual organs included. (Don't shy away from talking frankly about this. We don't want to give the impression that there's something shameful or dirty about our sex organs.)*
- In verse 31 what did God say about everything he had created? *He said that everything he had created was “very good”—perfect, unable to be improved upon.*
- What did God's declaration that everything was “very good” also include? What is significant about this? *Even before the fall into sin, people had sexual differences—fully exposed to the world, no less. By saying that everything he made was very good, God was saying that there is nothing dirty about the sex organs he created. Adam and Eve had no shame connected with their sexuality in God's perfect world (2:25). God provided sexual differences for humankind's happiness and continuance.*

## KEY POINT 1

**In light of God's creation, how can I view my sexuality?** *I can view my sexuality as a precious gift of God.*

In the second chapter of the Bible, God goes into more detail about the creation of humans. First he created Adam, forming him out of the dust of the ground and breathing into his nostrils the breath of life. We can't even imagine what it must have been like for Adam to live in an incredibly beautiful world without any difficulties or worries or pain. But one thing was missing: there was no one else like Adam—anywhere.

### Ge 2:19-23

- What did God do to help Adam realize that he was all alone and needed a companion much like himself? *God helped Adam see he was the only human by having Adam name the animals. (Notice too that Adam was a highly developed person. In fact, he was likely the most highly developed person ever—with the exception of Jesus. He had a complete vocabulary, enough to name all the animals, and he came to the conclusion God intended: he was the only one like himself on earth. No one else was made “in the image of God.”)*
- How was the creation of Eve different from the way God created Adam? *Eve was not formed from the ground. Instead God made her from Adam's side. She was female; he was male.*
- How was the creation of Eve the same as that of Adam? *The first man and woman were both created by God's almighty power. They both shared the image of God (the fact that they were sinless and that they were in harmony with God's will); they both had authority to rule over and care for the earth; and they both shared the promised blessing of children.*

## KEY POINT 2

**Why did God create two different sexes?** *God created two different sexes that they might complement each other as they lived and took care of the world he had created for them.*

Notice that in Genesis chapter 2, right before the account of God's creation of Eve, God told Adam he could eat from any tree in the garden except the tree of the knowledge of good and evil. After the fall into sin, God called Adam to account, even though his wife was the one who had given in to temptation first. Here we see evidence of the different roles God intended for men and women as they serve God together.

### Ge 2:18

- a. To whom did the Lord refer when he talked about the “helper” he planned to make? *He was referring to Eve and all women to come after her. Eve was designated to help Adam. In the New Testament (1 Corinthians 11:8,9), the Lord points out again that woman was made as a helper from and for man. Here in Genesis chapter 2 we are made aware of the God-given roles of men and women.*
- b. Why does the word *helper* not necessarily imply inferiority? See Psalm 46:1. *In the Bible the word helper does not necessarily imply inferiority. The Lord himself is called our helper in Psalm 46.*
- c. If Eve was a helper, what role was Adam to have in his relationship with her? See 1 Corinthians 11:3. *God placed Adam in a headship, or leadership, role in his relationship with Eve.*
- d. God made woman to be a helper “suitable” for man. How are females suitable for males? *Women correspond to men physically, mentally, emotionally, and spiritually. They balance one another. They fit together to make a complete human race.*

### 1 Co 11:11,12; Gal 3:26-29

- e. Because God has created and redeemed all people in Christ, believers in Jesus, man and woman alike, have equal standing in God's sight. Why will Christian men and women, however, still want to live within the male and female roles God has assigned? *Christian men and women know that God is the one who designed sex and marriage and family. Therefore, they understand these God-given roles as a way of serving God. Just as children and parents have been equally redeemed through Christ yet function within those roles in life, so also Christian men and women glorify God when they function within their roles of head and helper. In this way they show their gratitude to Jesus through whom, by faith, they stand before God in God's image. Like Jesus they seek not to be served but to serve—even within the roles God has assigned.*

### KEY POINT 3

**What roles has God assigned to males and females?** *God has assigned headship roles to males and helping roles to females.*



### Why did God make me male or female?

*God gave me my sexuality as a precious gift. He wants men and women to use this gift to assist and complement one another as they live and work in this world, serving him in their respective roles—all to his glory.*