

The Design of the Creator: Man Created Male and Female

MAIN IDEA:

God designed man as male and female, and this is very good.

KEY VERSE:

So God created man in his own image, in the image of God he created him; male and female he created them.— GENESIS 1:27

GOALS:

- > To help the students appreciate that God created man as male and female
- > To help the student understand that gender differences are deeper than the obvious physical differences

SCRIPTURE:

- 1) Genesis 1:24-28, 31a

CURRICULUM RESOURCES:

- > PowerPoint® Slides for Lesson 3
- > Parent Memo for Lesson 3 (one per student)
- > Take-Home Article for Lesson 3 (one per student)

OTHER VISUALS:

- > Bible

PREPARATION:

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Complete the Student Journal for Lesson 3.

Female Leaders: Read Chapter 2 of *Radical Womanhood* by Carolyn McCulley (through The Second Sex).

Male Leaders: Read 1-2 chapters of *Manly Dominion* by Mark Chanski.

The Design of the Creator: Man Created Male and Female

OPTIONAL READING:

“Pursue Mature Manhood and Womanhood” by Dr. John Piper (available online at: desiringgod.org/ResourceLibrary/TasteAndSee/ByDate/2008/3453/).

“A Call for Courage on Biblical Manhood and Womanhood” by Dr. R. Albert Mohler, Jr. (available online at: albertmohler.com/2004/06/30/a-call-for-courage-on-biblical-manhood-and-womanhood-3/).

“When the Gender Line Isn’t Clear” by Dr. R. Albert Mohler, Jr. (available online at: albertmohler.com/2006/12/04/when-the-gender-line-isnt-clear/).

“Can We Make Boys and Girls Alike?” by Stanley Kurtz (available online at: city-journal.org/html/15_2_boys_girls.html).

“Male and Female He Created Athletes: Is There a Difference?” by David Kotter (available online at: cbmw.org/Blog/Posts/Male-and-Female-He-Created-Athletes-Is-There-a-Difference).

OPTIONAL ICEBREAKER:

The Wisdom of Design

Demonstrate that the designer’s purpose for something is better than changing the purpose by doing one or more of the following. (These can be done in a large group or in small groups.)

- > Hand a student a hammer, board, and a shoe (or a screwdriver). Ask the student to drive the nail in using the shoe (screwdriver). Then hand him a hammer. (*A shoe is made for walking in; it doesn’t work so well for hammering in nails, but a hammer works great for pounding in nails. It was designed to be a nail pounder.*) (Any instrument used for the wrong purpose can be used in this illustration.)
- > Try various tasks with the non-dominant hand (brushing hair, threading a needle, writing, etc). (*The dominant hand works best because you are “designed” to be left- or right-handed.*)

Design Contest

(Recommended especially for boys)

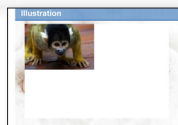
- > Give each student a piece of paper and ask him to make a paper airplane.
- > Then have a contest to see which flies the furthest.

Large Group Lesson



(DISPLAY **LESSON 3.**)

Illustration:



(DISPLAY **MONKEY.**)

Every so often we hear outrageous stories. Here is one of them.¹

In Scotland, a neglected pet monkey was rescued by social workers from the filthy apartment of a couple of heroin addicts. This humanitarian action can be considered as praiseworthy until the rest of the story is revealed.

In the same filthy home also lived a neglected five-year-old girl.

- ☞ *Her fingernails were long—not having been cut for more than a year, bed sores covered her little body, and her leg was in a cast that should have been removed ten months earlier.*

Social workers, however, did not rescue the little girl or do anything to improve her situation when they rescued the monkey. It wasn't until after 18 visits to the home and a reprimand by a judge, that social workers finally helped the child.

What is your reaction to this true story?

This story may seem a bit extreme, but is it really?

- ☞ In Wisconsin, it is an illegal action, punishable by a fine of up to \$2,000, to accidentally step on an endangered mollusk or snail.

A fine of up to \$5,000 and/or up to nine months in prison is allowable punishment for those who would purposefully kill or injure one of these animals.²

The point is rightly made in an article called “What’s Wrong with Animal Rights?”:

Abortionists in [the United States] deliberately snuff out the life of the...

- ☞ *unborn, 4,000 per day, one every 20 seconds. We do not call them criminals, but “physicians.” The hunter who steps on a snail loses his license, yet the “doctor” who commits abortion, and does it for a living, keeps his.³*

How do you react to this? Why is this so in our world today?



The Creation of Man

(DISPLAY **CREATION OF MAN.**)

1. David Kupelian. “The Madness of the Animal Rights Movement.” (WorldNetDaily.com, 2009), wnd.com/2000/02/5384/).

2. See Wisconsin Endangered Species Laws and List, available online at: dnr.wi.gov/files/PDF/pubs/er/ER001.pdf).

3. Diane Dew. “What’s Wrong with Animal Rights?” (1989), dianedew.com/animals.htm

To us, the realities we just talked about may seem outrageous, but for some in a world in rebellion against the Creator and His order in creation, these might seem like reasonable conclusions.

? Why might some think that man is nothing more than another animal?

[Because we possess physical bodies that resemble many features of certain other creatures, and certain behaviors in some animals seem to be similar to human behavior.]

(Ask three students to read: Genesis 1:24-26, 27, and 28.)

Genesis 1:24-26—And God said, "Let the earth bring forth living creatures according to their kinds—livestock and creeping things and beasts of the earth according to their kinds." And it was so. ²⁵And God made the beasts of the earth according to their kinds and the livestock according to their kinds, and everything that creeps on the ground according to its kind. And God saw that it was good. ²⁶Then God said, "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth."

Genesis 1:27—So God created man in his own image, in the image of God he created him; male and female he created them.

Genesis 1:28—And God blessed them. And God said to them, "Be fruitful and multiply and fill the earth and subdue it and have dominion over the fish of the sea and over the birds of the heavens and over every living thing that moves on the earth."

? Why might some even argue that animals and man are equally important from this passage?

[All animals except for birds and those in the sea were created on the same day of creation—day six].

? But how is man set apart from the other creatures in this passage in two significant ways? (Direct students to complete this list in the journal.)

- ☞ 1. Man is given authority over the other creatures and is told to rule over them (see verses 26 and 28).
- ☞ 2. Man is said to be created specially **in the image of God** (see verses 26-27).
Man is a creature (like the animals), but man is a unique creature.

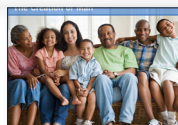
- ☞ Man is in a different category than the animals, for he is told to exercise authority over the animals. He is unlike the animals—he is a creature that is uniquely like God with a unique position of authority in creation.

The Bible says that man, though a creature, was created ***in the image of God***. We are more than a mere creature, and we are unlike the animals in that we are uniquely made ***in the image of God***.

Man was patterned after God, and we reflect Him in many different ways. We are not to live “like beasts” then, but we are to recognize the uniqueness of our creation and the unique responsibility we bear as image-bearers in the world God has made.

? *Man is given a similar command as the other creatures. What is that command (compare verse 22 and 28)?*

[Be fruitful and multiply and fill the earth. All of the living creatures...]



(DISPLAY **THE CREATION OF MAN/FAMILY P[HOOTO.]**)

are commanded to multiply and fill the earth with more.]

God desires that the whole earth be filled with creatures who reflect His glory—especially men and women who reflect His image.

The first command given to man is an important command, and we should never look down upon the task that God gave us to do from the beginning.

If man would have disobeyed the command to be fruitful and multiply from the beginning, we would not be here, and God’s image would not be displayed upon the face of the earth as it is today.

At the appropriate time and within God-given bounds, devoting yourself to the multiplication of human life in the world is a great and glorious calling. It is a great blessing and privilege for a husband and wife to devote themselves to having and raising a family.

The Creation of Man as Male and Female



(DISPLAY **GENESIS 1:27.**)

Let’s consider a very important verse in this passage:

Genesis 1:27—So God created man in his own image, in the image of God he created him; male and female he created them.

(Direct students to fill in the blanks in the journal.)

- ☞ Man was created by God as male and female. The Bible makes this very prominent in telling the story of creation.

It is by God’s design and purpose that there are two different genders. *By God’s good design, some of you are young men, and some of you are young women.*

☞ This is not the result of chance or blind evolution—it is God’s good design.

(Ask a student to read Genesis 1:31a.)

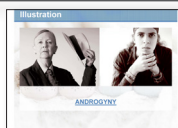
☞

Genesis 1:31a—And God saw everything that he had made, and behold, it was very good.

Illustration:

Not everyone sees male and female distinctions as good. Some people even try to deny the God-given differences between male and female. Here is an example of such attempt at denial:

Hasbro Toys, a major toy-manufacturing company, tested a playhouse the company was considering marketing to both boys and girls. But it soon emerged that girls and boys did not interact with the structure in the same way. The girls dressed the dolls, kissed them, and played house; the boys catapulted the toy baby carriage from the roof. A Hasbro general manager came up with an explanation: boys and girls are different.⁴



(DISPLAY **ANDROGYNY**, AND DIRECT STUDENTS TO COMPLETE THE STATEMENTS IN THE JOURNAL.)

Some people believe that maleness and femaleness should be minimized—that male characteristics should be avoided, and female characteristics should be avoided. Some believe that masculinity and femininity should be downplayed and removed from our world as much as is physically possible.

Some have even promoted the blending of the gender characteristics into one, as if there is a third option between the sharp distinction of male and female made in Genesis 1:27.

☞ The word for this is androgyny.

There are certain expressions of this in books and movies, comic books, and television shows.⁵

Certain trends in advertising and fashions encourage an androgynous way of thinking—and this is unfortunate, for it is hurtful, in the end, to encourage people to deny their God-given male-ness or female-ness.

4. Christina Hoff Sommers. *The War Against Boys: How Misguided Feminism is Harming Our Young Men*. (New York: Simon & Schuster, 2000), 73.

5. Also, some musicians and entertainers have flaunted an androgynous image. You might want to carefully give some examples from pop culture. Remind the students that such androgyny is not “cool,” but is a perversion of God’s good design and is unacceptable to Him (e.g. Boy George, Prince).



(DISPLAY **SIGNIFICANT DISTINCTIONS**, AND DIRECT THE STUDENTS TO COMPLETE THE LIST IN THE JOURNAL.)

? The opening chapter of Genesis tells us that there are significant distinctions that we must maintain in our thinking if we are to have a right understanding of things. What are these three distinctions?

- ☞ 1. The distinction between Creator and creature
- ☞ 2. a distinction between man and the other animals, and
- ☞ 3. there is also a distinction between male and female.
- ☞ These distinctions are good and they truthfully describe the way things really are.

Some forms of unbelieving thought seek to deny all distinctions and say that all things are “one.” This is not the case, and it is not what the Bible teaches.

The Differences between Men and Women



(DISPLAY **DIFFERENCES BETWEEN...**)

Let’s talk about the great God-given distinction between male-ness and female-ness.

? What is the most obvious difference between men and women?

[Physical differences].

There are obvious physical differences between men and women.

But the biological differences between men and women are much more profound than might first seem.

Some people have argued that the biological differences between men and women are only limited to the most obvious ones. But further studies are showing that the biological differences between men and women run quite a bit deeper than we might think.

(Refer the students to the list of Physical Differences in the Journal.⁶)

In reality, “a myriad of physiological (i.e. physical) differences, many of which shape behavior” have been identified between males and females.⁷

- ☞ The chart in the Student Journal shows just a few of these differences.

6. John Piper and Wayne Grudem. *Recovering Biblical Manhood and Womanhood: A Response to Evangelical Feminism*. (Wheaton, Ill.: Crossway Books, 1991), 282-293.

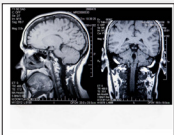
7. *Ibid*, 283.

The Design of the Creator: Man Created Male and Female

Basal metabolic rate (number of calories burned per day when the body is at rest)	Heart size	Susceptibility to baldness
Ratio of body fat	Red-blood count	Susceptibility to color-blindness
Ratio of muscle mass	White-blood count	Hormonal differences
Bone, tendon, and ligament density	Amount of blood-clotting agents in the blood	Ability to discriminate fine differences in color
Number of sweat glands	Antibody production	Acuteness of hearing, smell, taste, and touch
Number of nerve endings	Speed of digestion	Overall nervous system sensitivity
Fat distribution	Susceptibility to ulcers	Neurological organization of the brain
Lung capacity	Susceptibility to heart-disease	Physical responses to stress

☞ In other words, God wired men and women differently. Biologically, men and women are different, and these physical differences affect behavior in countless ways.

Some people have argued that the behavioral differences between men and women are primarily rooted in one’s environment and culture—in other words, they are learned. But this shows that there are countless differences in how men and women are designed by God that affect behavior.



(DISPLAY **MRI.**)

Through the medical technology of magnetic resonance imaging (MRI) and PET scans, we’ve known since the late 1980s that:

☞ *Men and women’s brains looked very distinct when examined in a laboratory.*⁸

Some physical differences between men and women are directly connected to different duties within the family. For example, men are never given the work of carrying babies in the womb, giving birth, or nurturing children in the same way that women are. These functional differences and responsibilities are directly related to our physical differences.

Men and women process information differently, handle problem solving differently, and relate to their own gender differently, because...men are men, and women are women, and they are different from each other.

Illustration:



(DISPLAY **Toys.**)

We joke about some of these tendencies between the genders, but they do reflect something of the inborn differences between being male and being female, noticed even by non-Christians. Here are some general examples:

8. James Dobson. *Bringing Up Boys: Practical Advice and Encouragement for Those Shaping the Next Generation of Men.* (Wheaton, Ill.: Tyndale House, 2001), 16.

- “Men go to lunch to discuss a project or business goal; they have a problem to solve. For [women] going to lunch is an opportunity to nurture a relationship, for both giving support to and receiving support from a friend.”⁹
- Often “when a [man] gets upset he...becomes very quiet...mulling [his problem] over to find a solution.” However, generally women “talk about problems to feel better.”¹⁰
- Often when women are out and need to use the restroom, they ask the other women if they want to go, too. You don’t hear men saying to their friends, “Do you want to go to the restroom with me?”
- “Girls naturally prefer dolls and tea sets to trucks and toy guns —if you give a girl trucks, she is likely to give them names and take care of them, and if you give a boy trucks, he is likely to crash them into one another.”¹¹

☞ The deep differences between male-ness and female-ness go beyond physical differences—they go to the core of who we are. (Fill in the blank in the journal.)

Some people claim that the differences between men and women are primarily a result of tradition and culture—“we raise boys and girls differently so they are different.”

But examining the brain disproves this and rather proves the truth of the Bible—that the differences between men and women are rooted most profoundly in creation, for God has created man “male and female” (see Genesis 1:27).



It Is Very Good That God Created Man as Male and Female.

(DISPLAY **IT IS VERY GOOD.**)

Maleness and femaleness is not something to be overcome—it is to be embraced.

☞ The God-given differences between men and women—biological, emotional, and behavioral—are to be affirmed and celebrated. Men and women are wonderfully different! (Fill in the blanks for the statement above in the journal.)

(Ask a student to read Genesis 1:31a.)

Genesis 1:31a—And God saw everything that he had made, and behold, it was very good.

? *Is maleness and femaleness good?*

[No, it is not just good—it is very good!]

9. John Gray. *Men are from Mars, Women are from Venus: The Classic Guide to Understanding the Opposite Sex.* (New York: Harper Collins, 1992), 19.

10. *Ibid*, 30-31.

11. Dennis Prager. “Why I Am Not a Liberal.” townhall.com/Columnists/DennisPrager/2008/08/12/why_i_am_not_a_liberal

It is very good that God has made man as male and female, and that men and women are able to complement each other in such a way as to help each other fulfill the purpose for which we were created—to bear God’s image and to fill the earth with a display of His glory.

Our gender is a part of how God has created us. As creatures, we do not have the right to decide to throw off our gender, switch our gender, or deny our gender. We are not autonomous! God made us either male or female, and how He decided to make each of us is “very good.”



(DISPLAY **CLOSING SLIDE.**)

(End with prayer.)

Small Group Application

(Be sure to leave adequate time for questions 5 and 6.)

1. *Why do you think such blindness exists in our world about the value of human life? Why do you think so many are delaying or refusing to have children?*
2. *What are some of the ways in which man’s authority over animals is seen? How is this denied today?*
3. *Look back at the Male and Female Differences Chart in your Student Journal. How do these physical differences affect behavior?* [basal metabolic rate or metabolism—men’s metabolism is higher, so food consumption needs are higher; ratio of muscle mass, bone, ligament, and tendon density—higher male muscle mass and stronger bone, ligament, and tendons means men are able to lift heavier objects; differences in color—women have a great ability in distinguishing fine differences in color, so they pick up on physical cues like a flushed face when someone is embarrassed, angry, upset; women have more white blood cells so they will develop fewer infectious diseases and will more rapidly recover—this is helpful to women who care for multiple children and are involved in social groups with their children, etc.¹²]
4. *If God’s design of creating man as male and female is a perfect design, what are the implications of straying from this design? In what ways are we tempted to stray from God’s design?*
5. *How do girls wrongly adopt “maleness” (masculinity) in their dress, speech, behavior, and manner? How do guys wrongly adopt “femaleness” (femininity) in their dress, speech, behavior, and manner?* (Encourage your students to think beyond the obvious examples. The goal is to encourage clear distinctions of masculinity and femininity.)

12. Based on information from: John Piper and Wayne Grudem. *Recovering Biblical Manhood and Womanhood: A Response to Evangelical Feminism*. (Wheaton, Ill.: Crossway Books, 1991), 283. For more information, see this section of the book.

Discuss what kinds of things commend a young lady; what kinds of things commend manliness; and what kinds of things blur the differences.)

6. Girls: *What is so wonderful about being female? Do you embrace and celebrate femaleness? In what ways can you personally show this? What more can you do to encourage this in yourself and in your friends? (Journal—encourage God-given gender)*

Guys: *What is so great about being male? Do you embrace and celebrate maleness? In what ways do you personally show this? What more can you do to encourage this in yourself and in your friends?*

(Spend some time praying for and with the students.)

At Home Journal Activities

Challenge the students to complete the At Home portion of the Student Journal this week.

Encourage students to read and discuss the take-home article with their parents.

Mentoring Opportunities

Remind students of mentoring opportunities this week and mention any relevant information (location, time, materials needed, mentor, etc.) Pass out a schedule to any student that did not receive a schedule.

Send Home

- > Parent Memo for Lesson 3
- > Take-Home Article for Lesson 3
- > Overview for Parents (for any student who has not yet received it)

Lesson 3: The Design of the Creator: Man Created Male and Female



Rejoicing in God's Good Design

Illustration

SAMPLE LESSONS



The Creation of Man

SAMPLE LESSONS

Genesis 1:24-26

Genesis 1:27

Genesis 1:28

How is man set apart from other creatures?

1. Man given authority over the other creatures and told to rule over them
2. Man is created specially in the image of God

Man is a unique creature

The Creation of Man

SAMPLE LESSONS



Creation of Man as Male and Female

Genesis 1:27

Man created by God as male and female.

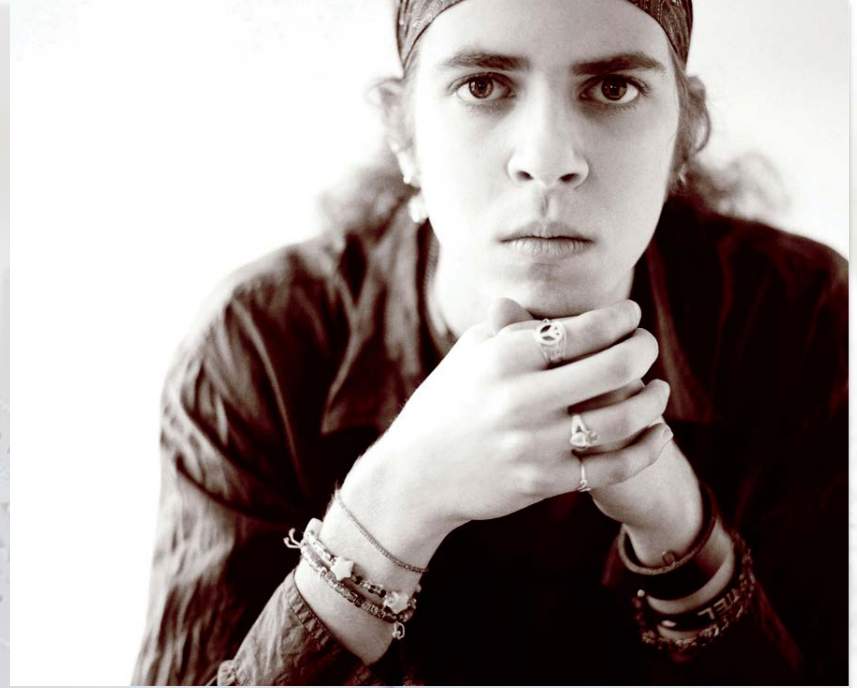
Not chance but God's good design.

Genesis 1:31a—

And God saw everything that he had made, and behold, it was very good.

Illustration

SAMPLE LESSONS



Maleness and femaleness are minimized to blend gender characteristics into one:

ANDROGYNY

Significant Distinctions

CREATOR

and

CREATURE

MAN

and

ANIMALS

MALE

and

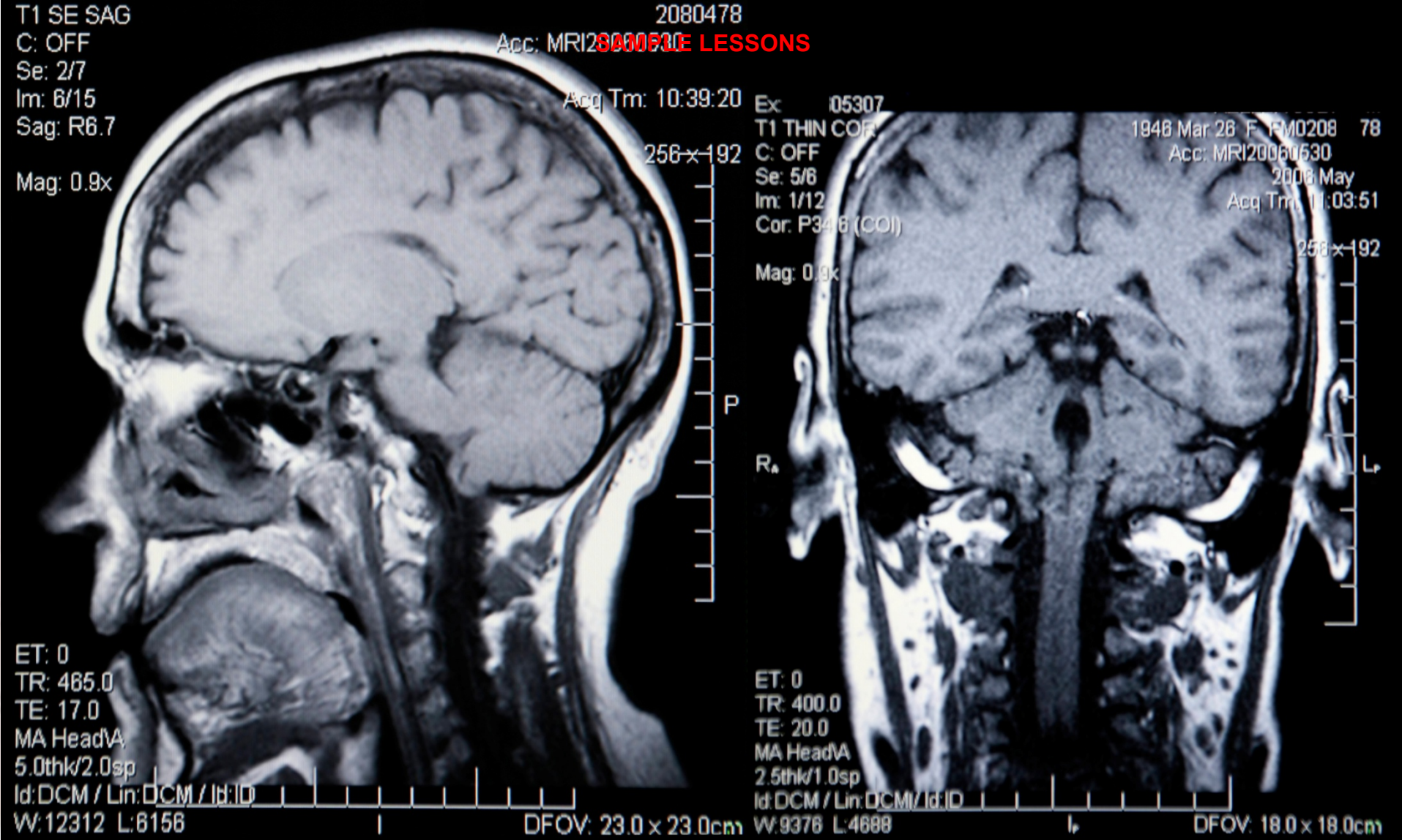
FEMALE

Distinctions are **good** and **true**

Differences between Men and Women

Basal metabolic rate	Heart size	Susceptibility to baldness
Ratio of body fat	Red-blood count	Susceptibility to color-blindness
Ratio of muscle mass	White-blood count	Hormonal differences
Bone, tendon, and ligament density	Amount of blood-clotting agents	Ability to discriminate fine differences in color
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Number of nerve endings	Speed of digestion	Overall nervous system sensitivity
Fat distribution	Susceptibility to ulcers	Neurological organization of the brain
Lung capacity	Susceptibility to heart disease	Physical response to stress

Physical differences affect behavior.



Men and women's brains looked very distinct when examined in a laboratory.

Illustration

SAMPLE LESSONS

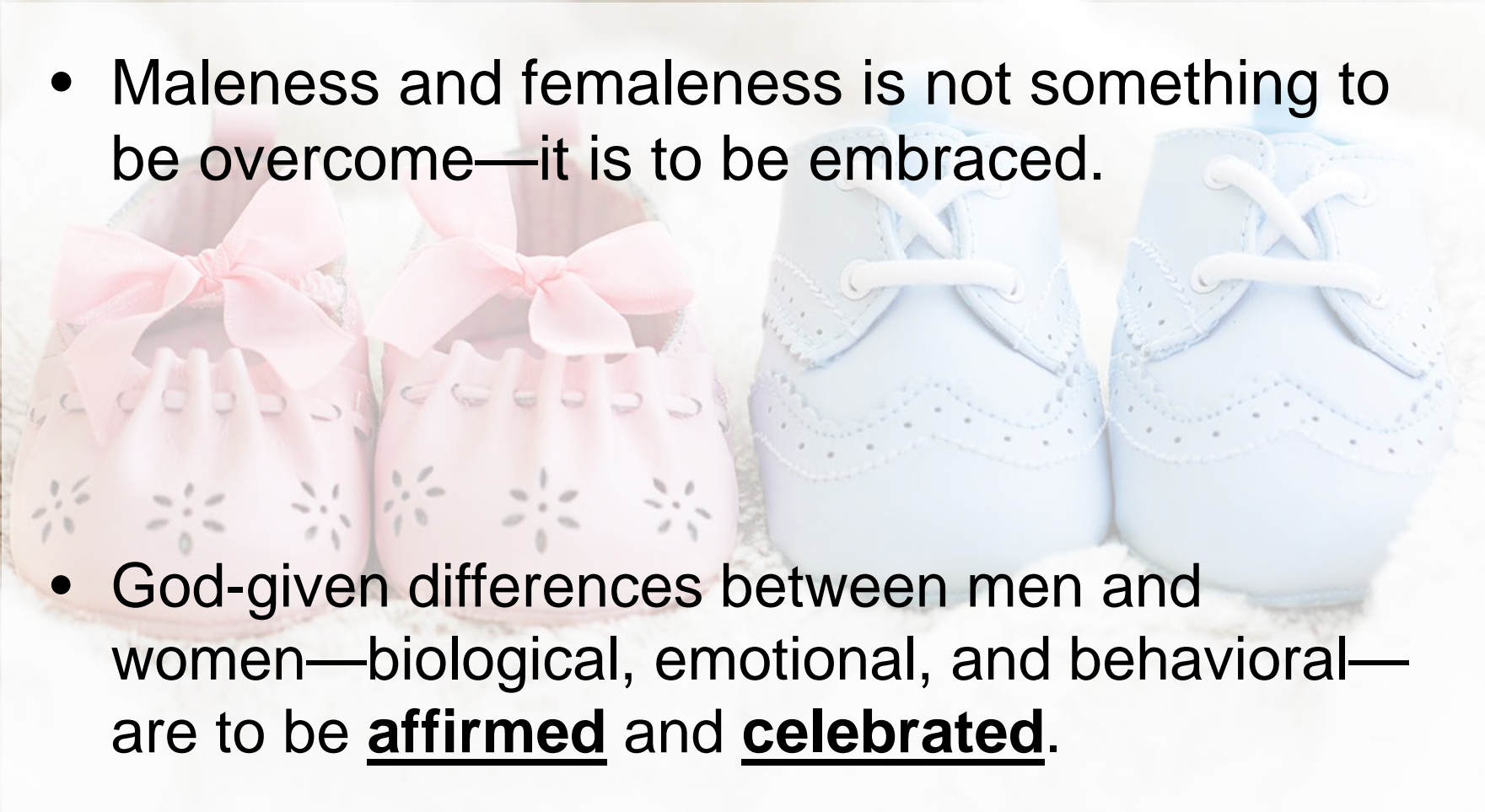


Differences go to the core of who we really are.

It Is Very Good That God Created Man As Male and Female

- Maleness and femaleness is not something to be overcome—it is to be embraced.

- God-given differences between men and women—biological, emotional, and behavioral—are to be **affirmed** and **celebrated**.



SAMPLE LESSONS



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The Design of the Creator: Man Created Male and Female

MAIN IDEA:

God designed man as male and female, and this is very good.

KEY VERSE:

So God created man in his own image, in the image of God he created him; male and female he created them.—GENESIS 1:27

GOALS:

- > To help the students appreciate that God created man as male and female
- > To help the student understand that gender differences are deeper than the obvious physical differences

SCRIPTURE:

- 1) Genesis 1:24-28, 31a

SAMPLE LESSONS

The Design of the Creator: Man Created Male and Female



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...a growing body of research indicates that... very basic differences [between male and female] are present from conception. These differences are innate. STU WEBER, *THE FOUR PILLARS OF A MAN'S HEART*

In Class

The Creation of Man

In what two ways is man set apart in Genesis 1:24-28?

- 1.
- 2.

The Creation of Man as Male and Female

Man was created by God as _____ and _____.

This is not the result of _____ or blind evolution, but is God's

_____.

The attempt to blend male-ness and female-ness into one is called

_____.

There are three *significant distinctions* from Genesis 1 that we must maintain in order to have a right understanding of things. The distinction between:

1. C _____ and c _____
2. M _____ and other a _____
3. M _____ and f _____

The Differences between Men and Women

Biological differences between men and women are more than just the obvious differences. Men and women are wired differently.

The biological profiles of males and females...reveal [a] myriad [of] basic physiological differences, many of which shape behavior.

GREGG JOHNSON¹

Male and Female Physical Differences

Basal metabolic rate (number of calories burned per day when the body is at rest)	Heart size	Susceptibility to baldness
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Lung capacity	Susceptibility to heart-disease	Physical responses to stress

Maleness and femaleness goes to the very _____ of who we are.

It is Very Good that God Created Man as Male and Female

Maleness and femaleness is not something to be overcome.

It is to be _____ and _____.

How God decided to make you is very good!

Small Group Application

How do girls today wrongly adopt “maleness” in their dress, speech, behavior, and manner? (This question is related to question #5 in your leader's notes.)

How do boys today wrongly adopt “femaleness” in their dress, speech, behavior, and manner? (This relates to question #5 in your leader's notes.)

How do I appropriately reflect my gender in dress, speech, behavior, and manner? (This relates to question #5 in your leader's notes.)

What are some other ways I can encourage God-given gender in myself and others? (This relates to question #6 in your leader's notes.)

God, thank you for assigning my gender to me.

I know that your design is very good.

Help me to embrace and celebrate how You have made me.

For thirty or forty years now loud voices in the media, loud voices in elementary school, high school, college, university, loud voices in society have been telling us that there are no real differences between men and women except for the obvious physical differences that no one can deny. Women can bear children and men cannot. Many books from Christian publishers, in fact, have been telling us that as well—the only differences between men and women are the physical ones.

*Confusion robs us.
It robs us of something very important.
It robs us of the joy of being
a man or being a woman,
so men and women are confused.*

WAYNE GRUDEM³



Photo by Hemera/Thinkstock

...researchers have confirmed what parents experience all the time: even without conditioning (indeed, even with counterconditioning), boys and girls show different preferences and gravitate toward different toys.

CHRISTINA HOFF SOMMERS, THE WAR AGAINST BOYS: HOW MISGUIDED FEMINISM IS HARMING OUR YOUNG MEN

In the 1960s and 1970s, popular opinion favored the theory that male and female characteristics were the result of “social conditioning.” This opinion states that maleness and femaleness are not inherent in mankind, but rather taught through association with culture. Though they recognized obvious biological differences between male and female, the notion prevailed that male and female characteristics and behavior were the result of being forced into either a masculine or a feminine mold and should be erased.

How does this compare to Genesis 1: 27 and 1:31a?

Though many nonChristians still hold to the idea that gender differences are culturally taught, others see the untruth in this. Consider the following quote by Christina Hoff Sommers:

*if all gender differences were culturally determined,
you would expect to find some societies where
females are the risk takers and males play with dolls.
There would be societies in which females, on the
average, would do better in math and young males
would be more verbally adept than females. But
where are they?*

—CHRISTINA HOFF SOMMERS⁴

The Bible gives us solid ground for determining truth in the face of the multitude of theories and philosophies in the world.

*The sum of your word is truth,
and every one of your righteous rules
endures forever.*

—PSALM 119:160

Paul says in Colossians 2:8:

See to it that no one takes you captive by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the world, and not according to Christ.

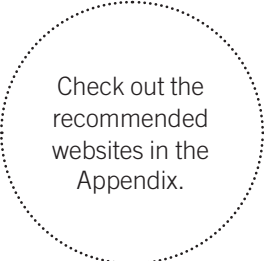
The philosophy that Paul is referring to in Colossians 2 is regarding man-made religious regulations. However, the general principle we can learn from this passage is to hold fast to what Scripture teaches and not be taken in by the philosophies of the world.

- How can this passage help you as you think about gender issues?
- What do the words “see to it” suggest?
- What does Paul teach as our standard of truth?

To think about:

Where am I exposed to the thinking of this world? Do I evaluate what I see and hear, or do I compare all thought to the truth of the Bible? Am I trying to remove gender differences from my life, or am I seeking to understand my God-given gender and embrace my God-given gender differences?

There are some great websites that promote biblical manhood and womanhood. See the Appendix for suggestions, and do some poking around on these sites.



Check out the recommended websites in the Appendix.

*Do not be conformed to this world,
but be transformed by the renewal of your mind,
that by testing you may discern
what is the will of God,
what is good and acceptable and perfect.*

ROMANS 12:2

Article: Read and discuss the lesson article with your parents.

Book: Read the appropriate book with your parent or mentor.

Junior High: *Boyhood and Beyond* or *Beautiful Girlhood*.

Senior High: *The Mark of a Man* or *Stepping Heavenward*.

End Notes

1. Gregg Johnson, as quoted in: John Piper and Wayne Grudem. *Recovering Biblical Manhood and Womanhood: A Response to Evangelical Feminism*. (Wheaton, Ill.: Crossway Books, 2006), 282-293.
2. Vivian Gussin Paley. *Boys and Girls: Superheroes in the Doll Corner*. (Chicago: University of Chicago Press, 1986).
3. Wayne Grudem. "Equal in Value, Different in Roles." Interview with Nancy Leigh DeMoss. Revive Our Hearts Radio Program, May 16, 2005. Transcript available online at: reviveourhearts.com/podcast/revive-our-hearts/equal-in-value-different-in-roles/
4. Christina Hoff Sommers. *The War Against Boys: How Misguided Feminism is Harming Our Young Men*. (New York, Simon & Schuster, 2000).

The Design of the Creator: Man Created Male and Female

MAIN IDEA

God designed man as male and female, and this is very good.

Key Scripture

Genesis 1:27—So God created man in his own image, in the image of God he created him; male and female he created them.

LESSON SUMMARY

- Man was created as distinct from the animals in the image of God.
- Man was created as male and female, which is God's good design.
- There are God-given differences between men and women that go beyond physical differences and to the core of who we are.
- It is "very good" that God created man as male and female.

See ***Genesis 1:24-28, 31a***

ARTICLE

What the simplest peasant once understood must now be proven to educated people. Why is there such confusion over gender in the 21st century? Check out "A Call for Courage on Biblical Manhood and Womanhood" by Dr. R. Albert Mohler, Jr.

INTERACTING WITH YOUR STUDENT

Talk with your student how we can rejoice in the distinctions:

- ➔ between Creator and creature
- ➔ between man and other animals
- ➔ between male and female

How are all of these a good design?

Encourage your student to complete the "At Home" section of the Student Journal and discuss it with you. Start reading your book together.

Embracing Masculinity and Femininity

MAIN IDEA:

Masculinity and femininity are cultivated by embracing God's design.

KEY VERSES

Be watchful, stand firm in the faith, act like men, be strong.—1 CORINTHIANS 16:13

...but let your adorning be the hidden person of the heart with the imperishable beauty of a gentle and quiet spirit, which in God's sight is very precious.—1 PETER 3:4

GOALS:

- > To teach students that men should strive to be masculine, and women should strive to be feminine
- > To teach students that masculinity and femininity are nurtured by embracing God's design
- > To sketch out a vision of masculinity and femininity
- > To encourage boys to pursue masculinity, and to encourage girls to pursue femininity

SCRIPTURE:

1) 1 Samuel 4:9

2) 1 Corinthians 16:13

3) 1 Peter 3:1-6

CURRICULUM RESOURCES:

- > PowerPoint® Slides for Lesson 11
- > Parent Memo for Lesson 11 (one per student)
- > Design Review worksheet (one per student and small group leader)
- > Take-Home Article for Lesson 11 (one per student)

OTHER VISUALS:

- > Bible

PREPARATION:

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Write: S _ _ _ _ _ on the board (7 blanks).

Read this comment from Dr. John Piper in preparation for the Application discussion.

Mature masculinity does not have to initiate every action but feels the responsibility to provide a general pattern of initiative.¹

1. John Piper. *What's the Difference? : Manhood and Womanhood Defined According to the Bible*. (Wheaton, Ill.: Council on Biblical Manhood and Womanhood, 1989), 18-19.

Embracing Masculinity and Femininity

Complete the Student Journal for Lesson 11.

Female Leaders: Read Chapter 5 of *Radical Womanhood* by Carolyn McCulley.

Male Leaders: Read 1-2 chapters of *Manly Dominion* by Mark Chanski.

OPTIONAL READING:

“Profiling Christian Masculinity” by Stuart W. Scott, as published in the *Journal of Biblical Manhood and Womanhood*, Vol 9.2 (Fall 2004), and available online at: cbmw.org/wp-content/uploads/2013/05/9-2.pdf

“My Credo as a Christian Woman” by Rebecca Jones, available online at: cbmw.org/2009/05/21/my-credo-as-a-christian-woman/

“Embedded Portraits: A Theological Vision for Families 3” by Andrew Nichols, available online at: 9marks.org/ejournal/embedded-portraits-theological-vision-families-3

Chapter 1 of *Recovering Biblical Manhood and Womanhood* by Drs. John Piper and Wayne Grudem, available online at: cdn.desiringgod.org/pdf/books_bbmw/bbmw.pdf

OPTIONAL ICEBREAKER:

From this point on, there are no icebreakers included, as students should be acquainted with each other by this point. If you want to include an optional activity, you may want to consider some kind of reporting about the mentor activities (e.g., “show and tell”). This could include just giving a verbal report, showing pictures or something they have produced, etc., or you may want the small group leaders to follow up on the At Home journal portion in the small groups. You could also highlight upcoming mentor activities.

Large Group Lesson



(DISPLAY **LESSON 11.**)

Review of God's Design at Creation



(DISPLAY **REVIEW.**)

(Pass out the Design Review worksheets, and ask the students to fill in the blanks. After they have filled in the blanks, quickly go through the worksheet, reading each section.)

DESIGN REVIEW WORKSHEETS

We have already seen in Genesis that when God created man, He designed him to have a unique role of...

- ☞ responsibility (headship), and He gave him...
- ☞ work to do in the Garden He had made (Genesis 2:15).

We have also seen how God created Eve to be Adam's...

- ☞ companion-helper. While she was created equal with Adam, she was to fulfill a subordinate and...
- ☞ complementary role in relation to her husband.

We have seen how the fall brought about...

- ☞ distortion in the complementary relationship God had designed between men and women. Men now have the sinful tendency to...
- ☞ abuse their position and the unique gifts God has given them.



(DISPLAY **REVIEW 2.**)

Women now have the sinful tendency to...

- ☞ resist their position and misuse the unique gifts God has given them.

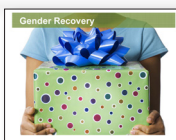
Not only are gender...

- ☞ roles distorted by sin but, in some cases, gender...
- ☞ identities and gender...
- ☞ desires are also distorted by man's rebellion against his Creator. We saw that in the previous lesson.

God has created and designed men and women to exist and function...

- ☞ differently. Rebellion against the Creator has brought a serious distortion in God's...
- ☞ good design, and deep pain of different kinds.

Gender Recovery



(DISPLAY **GENDER RECOVERY.**)

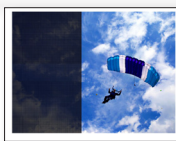
How is man to recover the good design with which he has been created? How are masculinity and femininity to be recovered?

We cannot recover God's good design on our own. We are all sick and distorted by sin. We have a "radical depravity," which affects every part of us, including how we live out our maleness and femaleness.

- ☞ Only Jesus Christ and His redeeming work for sinners can save us. Only Jesus can heal our brokenness and transform our fallen thoughts, attitudes, habits, and desires.
- ☞ The first step in recovering God's good design for your life is to entrust yourself fully and without reservation to Jesus Christ. (Have the students fill in the blanks in the journal.)

Perhaps a small lesson in trust will help us to understand what it means to entrust ourselves fully to Jesus.

Illustration



(DISPLAY **SKYDIVER.**)

When a person jumps from an airplane to parachute to the ground, he has to put his complete confidence in his parachute.

In what ways must he trust his parachute? [He trusts that, when he pulls the cord, the chute will open; that the chute is in good condition and not full of holes; and that the parachute will hold his weight.]

He doesn't cling to the plane or refuse to jump, settling back into his seat. He may be a little frightened, but by jumping he shows that he trusts in the parachute and is willing to commit himself to the care of the...

- ☞ chute.
Trusting in Jesus might seem like a frightening thing to do too, but know that...
- ☞ Jesus is fully trustworthy. He is fully sufficient. He has died and risen again for sinners and is a complete and perfect Savior. By embracing Him, we turn off the path of destruction and onto the path of restoration.
Once we have done this, we must continue to entrust ourselves to Jesus Christ by surrendering and submitting to Him daily.
- ☞ We must yield our lives to Him and embrace His teaching, instruction, and commands.
- ☞ By embracing the teaching and instruction of God's Word, and by putting into practice what He has revealed, we begin to recover His good design and live as the men and women He intended us to be.

- Since masculinity and femininity are hard-wired into how we are created, even non-Christians can live as masculine and feminine to a certain degree.
- But no one can live fully as God has intended without the restoration and redemption and renewal of Jesus Christ.

Young Men: Embracing Masculinity



(DISPLAY **EMBRACING MASCULINITY.**)

Let's see what the Bible has to say first about masculinity, and then what the Bible says about femininity.

(Ask a student to read the definition of masculinity from the journal.)

- ☞ Masculinity: The traits and character qualities that grow out of how men are created and designed to live.

These traits are cultivated by embracing God's unique calling upon men...

- ☞ —a calling of headship and responsibility—a calling to take loving initiative, and focus on the work that God has put before man in the world today. (Direct students to complete this statement in the journal.)

God created men to be oriented toward work (Genesis 2:15.)

? *What are the different spheres of man's God-given work?*

[work in caring for the world God has made; work to be done for the spread of God's kingdom—the work of ministry; work to be done for the good of schools, communities, towns, cities, governments, businesses, etc.]

Although man experiences much frustration in his work because of the Fall (Genesis 3:17-19), man was created to work, and to enjoy it.

In relation to others, there is the work of:



(DISPLAY **LEADING.**)

(Ask the students to guess the responsibilities, and also fill in the following blanks in the journal.)

- ☞ Leading...



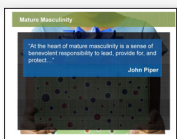
(DISPLAY **PROVIDING.**)

- ☞ providing...



(DISPLAY **PROTECTING.**)

☞ and protecting.



(DISPLAY **JOHN PIPER QUOTE.**)

John Piper has said:

At the heart of mature masculinity is a sense of benevolent responsibility to lead, provide for, and protect...²

? What does “benevolent” mean?

☞ [kind, caring]

A male with a mature sense of masculinity understands that his leadership, protection, and provision must be marked by kindness.

? Can you give some examples of the kinds of actions and attitudes that the word “benevolent” would exclude?

[Answers will vary—e.g., resenting the need to provide for a family; harsh commanding tone; unwillingness to consider the opinions of others]

Let’s talk about each of these responsibilities. Masculinity involves feeling a benevolent responsibility to:

(Ask the students to define each of these responsibilities, and write the definitions in the journal.)

- To lead—To be out in front as an example, to take initiative, to mobilize and motivate others
- To provide for—To serve others by working to provide for their needs (physical, emotional, spiritual, intellectual)
- To protect—To defend and guard others from anything that is harmful and destructive

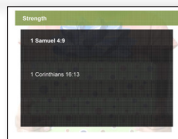
? In order to do all of these things well, what must men be willing to cultivate?

☞ (Ask students to guess the letters of the word: STRENGTH as you click in the letters. When they have the word, ask them to write it where indicated in the journal.)

2. For Piper’s full definition, see: John Piper and Wayne Grudem. *Recovering Biblical Manhood and Womanhood: A Response to Evangelical Feminism.* (Wheaton, Ill.: Crossway Books, 2006), 36.

Men must cultivate strength to embrace the masculinity that they were created to express. (Ask students to explain as needed, and write about this strength and those that follow where indicated in the journal.)

- Spiritual strength (self-discipline)
- Emotional strength (bravery, courage)
- Physical strength
- Intellectual strength (accurate knowledge and reasoning ability to have good judgment)



(DISPLAY **STRENGTH.**)

Masculinity or manliness is connected with strength. While all men have different degrees and different kinds of strength, masculinity is expressed through strength.

(Ask students to read the following verses.)

1 Samuel 4:9—Take courage, and be men, O Philistines, lest you become slaves to the Hebrews as they have been to you; be men and fight.

? How did the Philistines on the verge of conflict encourage themselves before entering the fight?

☞ [“Take courage, and be men!”]

*The New King James Version of the Bible states it this way: **Be strong and conduct yourselves like men.***

The Philistines encouraged themselves to “be men.”

☞

1 Corinthians 16:13—Be watchful, stand firm in the faith, act like men, be strong.

Some translations state the instruction of Paul to the church in Corinth “act like men” as “be men of courage” (NIV), “be courageous” (RSV), or “be strong” (NKJV).

☞ The Greek word itself is *andrizomai*, a word directly connected to the Greek word for “man.” Paul’s instructions are literally “be men!”

While this is the only time this word is used in the New Testament, it is also used often in the Greek translation of the Old Testament (the Septuagint), and there it often means: “to be strong” or “to be courageous.”³

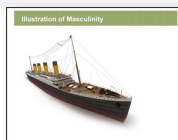
In biblical language, we can say then to all young men—“Be Men!”

3. See Joshua 10:25; 2 Samuel 10:12; 2 Samuel 13:28; 1 Chronicles 19:13; 1 Chronicles 22:13; 1 Chronicles 28:20; 2 Chronicles 32:7; Psalm 27:14; Psalm 31:24; Nahum 2:1; Daniel 10:19; and Daniel 11:1.

What we mean is *be strong and courageous*. Pursue strength, for strength is part of what it means to be a mature, masculine man.

Strength is needed to rightly take responsibility and initiative in leading, providing, and protecting.

Illustration



(DISPLAY **ILLUSTRATION OF MASCULINITY**.)

The year was 1912. John Harper, a Scottish minister, was invited to preach for three months at Moody Church in Chicago. He and his six-year-old daughter, Nana, boarded a ship for America. The ship was the Titanic.

When the Titanic struck an iceberg, ripping apart six compartments in the ship's belly, the ship began to sink. Harper put his daughter in a lifeboat and, after kissing her goodbye, turned back to help others.

He courageously encouraged other men to "be men" as he shouted, "Women and children, and the unsaved to the lifeboats!" He removed his own life jacket, handed it to another, and reportedly said,...

☞ *"I'm not going down, I'm going up!"⁴*

Later in the frigid water with 1,528 passengers from the Titanic, Harper swam from person to person sharing the gospel. All but six of those people died, including John Harper. One of the six survivors gave testimony of having been saved as a result of Harper's final witness.

Young Women: Embracing Femininity



(DISPLAY **EMBRACING FEMININITY**, AND DIRECT STUDENTS TO COMPLETE THE FOLLOWING STATEMENTS.)

We have seen that the Bible describes masculinity with a unique call to strength and courage, but what does the Bible have to say about femininity?

(Ask a student to read the definition of femininity from the journal.)

- ☞ Femininity: The traits and character qualities that grow out of how women are created and designed to live.
- ☞ Femininity is cultivated when women embrace their unique calling to support and assist others around them in accomplishing the tasks that God has put before mankind.

The work that God has given to mankind cannot be done by men alone. The support, assistance, encouragement, help, and hard work of women is essential for the accomplishing of the work that God has placed before us.

4. Charles W. Colson. "Twice Saved—A True Titanic Hero." BreakPoint Commentary, April 14, 1999. thinkingagain.com/html/titanicsaved.html

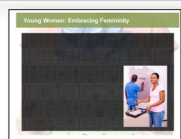
- ☞ While God created men to be generally oriented toward work, God created women to be generally oriented toward relationships of helpfulness and companionship (Genesis 2:18)

God has placed women in a world surrounded by individuals in need of help, assistance, encouragement, nurture, and support. This includes parents, older people, children, church communities, local communities, people in faraway lands, and people of all different kinds.

Although women experience much relational frustration because of the Fall, even in her closest relationships (Genesis 3:16), women were created to thrive in helping, supportive relationships with others.

By seeking to nurture and support the people and projects around them, women find a joy and freedom in fulfilling their distinct calling to be feminine.

(Ask a student to read the John Piper quote on femininity from the journal.)



(DISPLAY **EMBRACING FEMININTY 2**, AND DIRECT THE STUDENTS TO COMPLETE THE DEFINITION IN THE JOURNAL.)

- ☞ *At the heart of mature femininity is a freeing disposition to affirm, receive, and nurture strength and leadership...⁵*

Let's talk about each of these dispositions. Femininity involves a freeing disposition to: (Ask the students to define each of these responsibilities.)

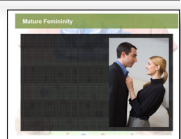
- ☞ To affirm (leadership)—To acknowledge and support the appropriate leadership of others in her life
- ☞ To receive (leadership)—To be receptive of and submissive to the appropriate leadership of others in her life
- ☞ To nurture strength and leadership—To encourage and promote strength in others and the appropriate leadership of others in her life

? In order to do all of these things well, what must women be willing to cultivate?

(Get ideas from students.)

Let's read an important passage of Scripture addressed to wives in particular, and see if we can learn what women should cultivate to be truly feminine.

(Ask students to take turns reading the following passage.)



(DISPLAY **MATURE FEMININITY.**)

5. For Piper's full definition, see John Piper and Grudem, Wayne. *Recovering Biblical Manhood and Womanhood: A Response to Evangelical Feminism*. (Wheaton, Ill.: Crossway Books, 2006), 36.

1 Peter 3:1-6—Likewise, wives, be subject to your own husbands, so that even if some do not obey the word, they may be won without a word by the conduct of their wives—²when they see your respectful and pure conduct. ³Do not let your adorning be external—the braiding of hair, the wearing of gold, or the putting on of clothing—⁴but let your adorning be the hidden person of the heart with the imperishable beauty of a gentle and quiet spirit, which in God's sight is very precious. ⁵For this is how the holy women who hoped in God used to adorn themselves, by submitting to their husbands, ⁶as Sarah obeyed Abraham, calling him lord. And you are her children, if you do good and do not fear anything that is frightening.

? What qualities of femininity do you see in this passage?

- ☞ [a submissiveness, respectfulness, purity, the inner beauty of a gentle and quiet spirit] (Have the students record this response in the journal.)

It is feminine to desire to be beautiful and attractive. The first woman was very attractive to the first man, and one could say that this desire for beauty is also at the heart of femininity.

But Peter says that biblical femininity will express itself chiefly through the internal “beauty of a gentle and quiet spirit.”

- ☞ Peter says that women should adorn themselves by a gentle, quiet, submissive spirit—a spirit that does good and does not seek to usurp the appropriate leadership in her life out of fear.

Our Responsibility

(DISPLAY **OUR RESPONSIBILITY.**)

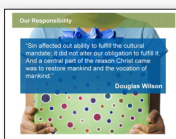
(Ask a student to read the Douglas Wilson quote from the journal.)

Sin affected our ability to fulfill the cultural mandate; it did not alter our obligation to fulfill it. And a central part of the reason Christ came was to restore mankind and the vocation of mankind.⁶

God has called men to masculinity and women to femininity. Only through Jesus can our calling be fulfilled.

(End with prayer. Ask God to help the students to embrace His design for their lives, to turn away from rebelling against it, and surrender themselves to Christ.)

(DISPLAY **CLOSING SLIDE.**)



6. Douglas Wilson. *Future Men*. (Moscow, Idaho: Canon Press, 2001), 30.

Small Group Application

Guys:

1. *What kinds of strengths should you be cultivating in your life now, and how are you cultivating them?* [vocational, educational, physical, emotional... —courage, self-disciplines, self-control]
2. *What are hindrances for you in cultivating strengths?* [laziness, too much play, hobbies—ultimately, sin] *What steps can you take to mature in manliness with the help of God?*
3. *What fears do you have? How can God help you conquer your fears and give you courage?*
4. *Very practically, how can you lead right now? How can you provide for the needs of others or learn to be a provider right now? How can you protect right now?*
5. *Because men are called to take initiative, is it wrong when a female takes initiative?* (Make sure you have read the comment from John Piper under Preparation.) *How can you “be a man” now and start taking initiative and responsibility for work that you see in your home, school, church, or community? What is one practical step you can take?*

Girls:

1. *Do you want to be beautiful? Why? It is feminine and good to want to be beautiful? What does 1 Peter 3:3-5 say about the relative value of physical beauty?⁷ How can you tell if physical beauty is too important to you?*
2. *How does one cultivate helpfulness? Are you helpful now to your parents, teachers, etc.? Give examples. Is there good work going on around you and good leadership that you can right now start supporting and assisting and helping? Explain.*
3. *Because men are called to take initiative, is it wrong when a female takes initiative? How can you distinguish appropriate female initiative from inappropriate female initiative? Give some examples of both.* (Make sure the students understand that the appropriateness is more often related to demeanor—the attitude accompanying the initiative—than to the actual task. For example: It would be inappropriate for a woman to take the initiative to manage the finances in her family if doing so would usurp her husband’s leadership of the family; it is appropriate for a girl to politely volunteer for an opportunity to serve, but inappropriate just to assume leadership and undercut the initiative of her male peers; it is appropriate for a woman to make a decision about a major purchase under the leadership of her husband.)

7. The desire to be beautiful, and distorted perceptions of what is beautiful, can drive young women toward eating disorders. Mention this to your small group. If there are any with eating disorders, prepare to help encourage them out of it. See Ed Welch’s book, *Eating Disorders*, published by New Growth Press/CCEF.

Embracing Masculinity and Femininity

(Leaders: Make sure you have read the comment from John Piper below as a guide to leading this discussion question.)

Mature masculinity does not have to initiate every action but feels the responsibility to provide a general pattern of initiative.⁸

4. *In what ways do you encourage others? In what ways do you tear others down? Find a way to help or encourage someone this week.*

(Spend some time praying for and with the students.)

At Home Journal Activities

Challenge the students to complete the At Home portion of the Student Journal this week.

Encourage students to read and discuss the take-home article with their parents.

Mentoring Opportunities

Remind students of mentoring opportunities this week and mention any relevant information (location, time, materials needed, mentor, etc.), or pass out a current schedule.

Send Home

- > Parent Memo for Lesson 11
- > Take-Home Article for Lesson 11

8. John Piper. *What's the Difference? Manhood and Womanhood According to the Bible*. (Wheaton, Ill.: Council on Biblical Manhood and Womanhood, 1989), 18-19.

Lesson 11 Embracing Masculinity and Femininity



Rejoicing in God's Good Design

Review

God created man to have a unique role of responsibility (headship) and He gave him work to do in the Garden He had made.

God created Eve to be Adam's companion - helper. While she was created equal with Adam, she was to fulfill a subordinate and complementary role in relation to her husband.

The fall brought about distortion in the complementary relationship God designed.

Men now have a sinful tendency to abuse their position and the unique gifts God has given them.

Review

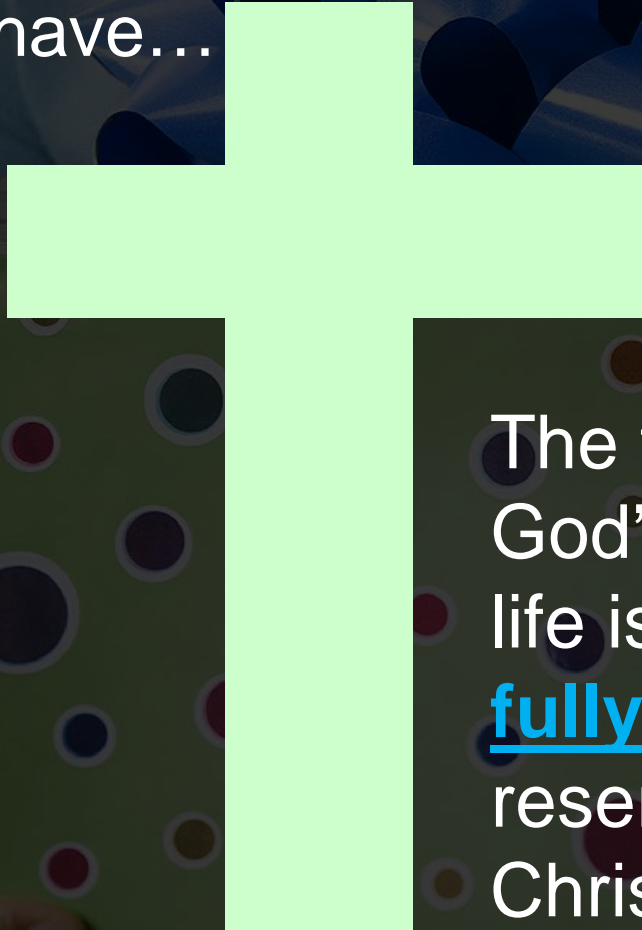
Women have a sinful tendency to resist their position and misuse the unique gifts God has given them.

Not only are gender roles distorted by sin, but in some cases gender identities and gender desires are distorted by man's rebellion against his Creator.

God has created and designed men and women to exist and function differently. Rebellion against the Creator has brought serious distortion in God's good design, and deep pain of different kinds.

Gender Recovery

We cannot recover God's good design on our own.
We all have...



The first step in recovering God's good design for your life is to entrust yourself fully and without reservation to Jesus Christ.

Jesus is fully
trustworthy.

Submit to Him daily.

Embrace His
teaching,
instruction, and
commands.



Young Men: Embracing Masculinity

Masculinity—The traits and character qualities that grow out of how men are created and designed to live.

A calling to headship and responsibility—a calling to take loving initiative, and focus on the work God has put before man.



The Work of Masculinity



Leading

The Work of Masculinity



Providing

SAMPLE LESSONS

The Work of Masculinity



Protecting

Mature Masculinity

“At the heart of mature masculinity is a sense of benevolent responsibility to lead, provide for, and protect...”

John Piper

“Benevolent” = kind, caring

In order to lead, provide, and protect well, men must cultivate

STRENGTH

Strength

1 Samuel 4:9

“Take courage, and be men, O Philistines, lest you become slaves to the Hebrews as they have been to you; be men and fight.”

1 Corinthians 16:13

Be watchful, stand firm in the faith, act like men, be strong.

Andrizomai → man, “to be strong” or “to be courageous”

“BE MEN!”

Illustration of Masculinity



“I’m not going down,
I’m going up!”

John Harper

Young Women: Embracing Femininity

Femininity—The traits and character qualities that grow out of how women are created and designed to live.

Femininity is cultivated when women embrace their unique calling to support and assist.

Men's
orientation



Work

Women's
orientation



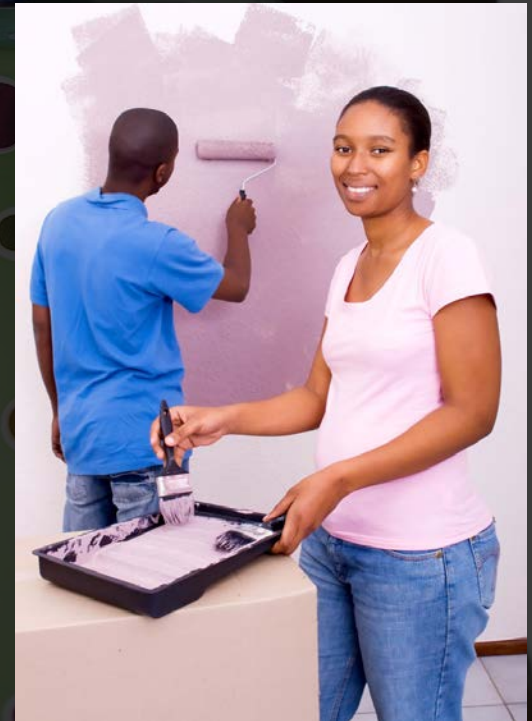
Relationships of
helpfulness and
companionship



Young Women: Embracing Femininity

“At the heart of mature femininity is a freeing disposition to affirm, receive, and nurture strength and leadership...”
John Piper

- To **affirm** leadership
- To **receive** leadership
- To **nurture** strength and leadership



Mature Femininity

1 Peter 3:1-6

- Submissiveness
- Respectfulness
- Purity
- Inner beauty of a gentle and quiet spirit

A gentle and quiet spirit does good and does not seek to usurp appropriate leadership out of fear.



Our Responsibility

“Sin affected our ability to fulfill the cultural mandate; it did not alter our obligation to fulfill it. And a central part of the reason Christ came was to restore mankind and the vocation of mankind.”

Douglas Wilson

SAMPLE LESSONS



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Embracing Masculinity and Femininity

MAIN IDEA:

Masculinity and femininity are cultivated by embracing God's design.

KEY VERSES:

Be watchful, stand firm in the faith, act like men, be strong.—1 CORINTHIANS 16:13

...[but] let your adorning be the hidden person of the heart with the imperishable beauty of a gentle and quiet spirit, which in God's sight is very precious.—1 PETER 3:4

GOALS:

- > To teach students that men should strive to be masculine, and women should strive to be feminine
- > To teach students that masculinity and femininity are nurtured by embracing God's design
- > To sketch out a vision of masculinity and femininity
- > To encourage boys to pursue masculinity, and to encourage girls to pursue femininity

SCRIPTURE:

1) 1 Samuel 4:9

2) 1 Corinthians 16:13

3) 1 Peter 3:1-6

God intends to project his image differently through men and women, who are created equally in his image.

ANDREW NICHOLS¹

In Class

Gender Recovery

The first step in recovering God’s good design for your life is to _____ yourself _____ and without reservation to Jesus Christ.

Young Men: Embracing Masculinity

Masculinity—The traits and qualities that grow out of how men are created and designed to live

These traits are cultivated by embracing God’s unique calling upon men of headship and responsibility—to take _____ and focus on the _____ that God has put before man in the world today.

In relation to others, there is the work of l_____, p_____ and _____.

At the heart of mature masculinity is a sense of benevolent responsibility to lead, provide for and protect...

JOHN PIPER²

To lead: _____

To provide for: _____

To protect: _____

Men must be willing to cultivate s_____

Spiritual Strength	Emotional Strength	Physical Strength	Intellectual Strength
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“Take courage and BE MEN!”
“ACT LIKE MEN”—be strong, be courageous (*andrizoma*)
1 Samuel 4:9; 1 Corinthians 16:13

Young Women: Embracing Femininity

Femininity—The traits and qualities that grow out of how women are created and designed to live.

SAMPLE LESSONS

Embracing Masculinity and Femininity

Femininity is cultivated when women embrace their unique calling to _____
and _____ others in accomplishing the tasks that God has put before mankind
today.

God created women to be oriented toward relationships of _____ and
_____.

*At the heart of mature femininity is a freeing disposition to
affirm, receive and nurture strength and leadership...*

JOHN PIPER³

To affirm (leadership): _____

To receive (leadership): _____

Nurture strength and leadership: _____

Qualities of femininity in 1 Peter 3:1-6:

*Sin affected our ability to fulfill the cultural mandate; it
did not alter our obligation to fulfill it. And a central part of
the reason Christ came was to restore mankind and the
vocation of mankind.*

DOUGLAS WILSON⁴

Small Group Application

Guys:

1. Strengths I can be cultivating now and how I can do that:

2. Hindrances from cultivating strengths. Steps I can take to mature in manliness with the help of God:

3. Fears:

4. How I can “be a man” and start taking initiative and responsibility for work that I see at home, school, church, etc.:

5. One thing I will do this week to take initiative:

Girls:

1. What Peter 3:3-5 says about physical beauty:

2. How I can cultivate helpfulness:

3. Appropriate and inappropriate female initiative:

4. Ways I can encourage others:

What I will do this week to encourage someone:

Quotes from Men of Initiative and Courage

...the effect that a thoroughly manly, thoroughly straight and upright boy can have upon the companions of his own age, and upon those who are younger, is incalculable. If he is not thoroughly manly, then they will not respect him, and his good qualities will count for but little; while, of course, if he is mean, cruel, or wicked, then his physical strength and force of mind merely make him so much the more objectionable a member of society. He cannot do good work if he is not strong and does not try with his whole heart and soul to count in any contest; and his strength will be a curse to himself and to every one else if he does not have thorough command over himself and over his own evil passions, and if he does not use his strength on the side of decency, justice, and fair dealing. In short, in life, as in a football game, the principle to follow is: Hit the line hard; don't foul and don't shirk, but hit the line hard!

TEDDY ROOSEVELT⁵

If you travel the earth, you will find it is largely divided into two classes of people—people who say "I wonder why such and such is not done" and people who say "Now who is going to prevent me from doing that thing?"

WINSTON CHURCHILL⁶

*A man does what he must
—in spite of personal consequences,
in spite of obstacles and dangers and pressures
—and that is the basis of all human morality.*

WINSTON CHURCHILL⁷

For
fun!

Learn to be a leader
by looking at a great
leader. Look up more
quotes by Winston
Churchill.

Guys: Every man is called to be a leader in some form or another. Leaders are not born overnight. Leadership grows as one places confidence in God's enabling power and steps out with courage. This week resolve, God helping you, to lead, provide for, and protect. Write what you did this week in each of these spheres below.


LEAD:

PROVIDE FOR:

PROTECT:

A Model of Femininity

Girls: The best way to learn to be a godly woman is to submit your heart to God, immerse yourself in His Word, obey His commands, and then find a godly, mature woman from whom you can learn. Look for such a model, and then ask if you can spend time with her and learn from her.




Recommended
Blog for Girls:
girltalkhome.com

God's Good Design for Males and Females

Guys and girls, God's design is good. And His design in making you either a male or female is good. Below list at least 10 things that are good about your gender. You may want to think about it this way: It is good to be a man/woman because... Then thank God for His good design.

Read: "A Real Woman...Does Hard Things and A Real Man...Does Hard Things" from The Rebelution website—in the Appendix.



Recommended
Blog for Guys
and Girls:
therebellion.com

Article: Read and discuss with your parents this lesson's article in the appendix.

Book: Read the appropriate book with your parent or mentor.

Junior High: *Boyhood and Beyond* or *Beautiful Girlhood*

Senior High: *The Mark of a Man* or *Stepping Heavenward*

End Notes

1. Andrew Nichols. *Embedded Portraits: A Theological Vision for Families*, 3.
2. John Piper and Wayne Grudem. *Recovering Biblical Manhood and Womanhood*. (Wheaton, Ill.: Crossway Books, 1991), 35.
3. Ibid., 46.
4. Doug Wilson. *Future Men*. (Moscow, Idaho: Canon Press, 2001).
5. Doug Phillips, editor. *The Letters and Lessons of Theodore Roosevelt for His Sons*. (San Antonio, Texas: Vision Forum, 2003), 279.
6. James C. Humes. *Wit and Wisdom of Winston Churchill*. Available online at: exodusbooks.com/Samples/Harper/5434Sample.pdf
7. Winston Churchill quote from the following webpage: searchquotes.com/quotation/A_man_does_what_he_must_-_in spite_of_personal_consequences,_in spite_of_obstacles_and_dangers_and_p/60488/



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Only through Jesus can our calling to masculinity and femininity be fulfilled.

Embracing Masculinity and Femininity

MAIN IDEA

Masculinity and femininity are cultivated by embracing God's design.

Key Scripture

1 Corinthians 16:13—Be watchful, stand firm in the faith, act like men, be strong.

1 Peter 3:4—...but let your adorning be the hidden person of the heart with the imperishable beauty of a gentle and quiet spirit, which in God's sight is very precious.

LESSON SUMMARY

- The first step toward recovering God's good design is to entrust yourself fully to Jesus.
- Men must cultivate strength to embrace the mature masculinity of leading, providing, and protecting with an attitude of kindness.
- Women must cultivate "a gentle and quiet spirit" to embrace the mature femininity of receiving, supporting, and assisting leadership.

See **1 Samuel 4:9; 1 Corinthians 16:13; 1 Peter 3:1-6**

ARTICLE

How are we either like a dolphin or a jellyfish? Dr. John Piper gives us a peek at a great story that embodies great truth in "Pursue Mature Manhood and Womanhood."

INTERACTING WITH YOUR STUDENT

Talk with your student about how he/she can cultivate mature masculinity/femininity.

Encourage your student to complete the "At Home" section of the Student Journal and discuss it with you. Continue reading your book together.