



An Eleven Lesson Study of

The Bible Teaching on the Origin, Purpose, and Regulation of the Male-Female Relationship*

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1



Introduction and Overview

- A. Course Overview.** The Bible has much to say about all aspects of life. While addressing the spiritual needs of man, it also explains the interaction of man's physical, emotional, and intellectual nature. It is not surprising that the Bible has much to say about the male-female characteristics, roles, and relationships: including their origin, purpose, regulation and abuses.

As shown in the "Roadmap" chart, we will begin with a study of the origin purpose and ideal plan God has for men and women, including the nature of desire and fulfillment. We will contrast the modern world view and examine its consequences, and then look at the nature of the temptation, how to overcome it, and how to deal with the guilt and other consequences of sexual sins.

- B. Importance of the Study.** List reasons why a Bible study of the relationships between men and women is important. (See Prov 2:10,11,16,17; II Tim 2:22; II Pet 2:18,19 for some ideas.)

- 1.
- 2.
- 3.
- 4.
- 5.

- C. Bible Teaching.** Does the Bible contain clear teaching on the behavior and nature of men and women, including sexual conduct? Give examples.

In this study, we will assume that the Bible is verbally inspired, and that God's will and man's nature are consistent throughout history. We may illustrate principles discussed with our own experiences, but Bible teaching will take precedence over our own wisdom or observations. Sexual desires will be treated as normal and regulated (for our good) by God, as all other desires are. Foundation principles that underlie all discussions are:

1. I am accountable for every decision I make. (I Pet 4:1-6)
2. It is always possible to do right; nothing can make me do wrong. (I Cor 10:13)
3. It is possible for me to be content in any situation. (Phil 4:11-13)
4. God's commands are best for me. (I Jno 5:3)
5. My life should have a single goal. (Luke 16:13)

- D. Dangers and Precautions.** List some dangers in a group study of sexuality; then list precautions that we should take to avoid these dangers.

Dangers

Precautions

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



ORIGIN OF MALE- FEMALE ROLES AND CHARACTERISTICS

A. Origin and Purpose of the Man-woman Relationship. (Gen 1,2)

1. What was the need which the creation of woman supplied? (Gen 2:18-20)
2. Did sexual activity begin before the fall? (Gen 1:27,28)
3. Was there more to the male-female relationship than sex? (Gen 2:23-25) What did this relationship come to be called?
4. Based on this background, what is the primary purpose for sex? (Gen 2:18,24) What other purpose is implied? (Gen 1:28)
5. What differences did God create between men and women that you can observe?
6. Are there indications of role differences before the fall? (Gen 2:18,20; and see I Cor 11:8,9) Do you think there were arguments between Adam and Eve, abuses of one another, or forgiveness required before the fall?

B. After the Fall (Gen 3).

1. Examine the sequence of events leading to the fall. What caused each person to sin? (see Gen 3:1-6; 12,13 and II Cor 11:3) What role reversals occurred in the sins of Adam and Eve? (see Gen 3:4, 6, 17)
2. What additional differences are mentioned after the fall? Read Gen 3:16-19 carefully noting each consequence of the fall. (see also I Tim 2:12-15)
3. Are there differences between men and women consistent with these roles? (I Pet 3:7)
4. Are there applications of the role difference principles outside the home? (see II Cor 11:1-5; I Cor 14:33,34,35; I Tim 2:8ff)

C. Implications of a Fallen World

1. In a world of imperfection, "toil," "pain," evil influences, and evil doers, consensus is much more difficult to establish so that within all relationships lines of authority lines and instruments of God's judgment have been established (Rom 13:1-4). Are these governments, masters, elders, fathers, husbands, etc., always qualified with regard to their wisdom and goodness? (see I Pet 2:17-19)
2. Does incompetence or injustice negate the Bible teaching on the proper roles in these relationships? Is it likely that a further departure on our part from the ideal plan for a relationship will improve the consequences of the another's disobedience?

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MALE - FEMALE RELATIONSHIPS

A. Introduction. Read the references and match the Genesis reference with the New Testament application, then state the doctrine supported. Is the application of Genesis made to the behavior and roles of men and women in other than the husband-wife relationship?

New Testament Application

- | | |
|---|---|
| <p>1. <i>Before the Fall</i></p> <ul style="list-style-type: none"> • Gen 2:18 • Gen 2:22 • Gen 2:22 • Gen 2:24 | <ul style="list-style-type: none"> • Rom 5:12 • Rom 8:20-22 • I Tim 2:14 • I Cor 11:8 • I Cor 11:9 |
| <p>2. <i>After the Fall</i></p> <ul style="list-style-type: none"> • Gen 2:17 • Gen 3:17 • Gen 3:13 | <ul style="list-style-type: none"> • Eph 5:28-31 • I Cor 6:16 • Matt 19:5,6 • I Cor 15:21,22 |

B. Male-Female Relationships. Based on the created order, God assigned differing roles for men and women in various relationships. Read the passages listed below, and based on their context, complete the chart showing the application of the teaching to roles and behaviors of men and women in marriage, worship, in a local church (among christians), and in general interaction.

Bible Reference	Male Behavior	Female Behavior	Applies in Marriage	Applies in Worship	Applies in loc church	Applies Generally
Col 3: 18,19	love, be not bitter	subjection				
Eph 5: 22-24	-	submit to as head				
Eph 5:25; 28-31	sacrificial love-as self	-				
I Cor 7:1-4	body given to mate	body given to mate				
I Pet 3: 1, 5, 6	-	submit, set godly exam.				
I Pet 3:3,4	-	quiet spirit, not clothing				
I Pet 3:7	knowledge of, & honor	-				
I Cor 14: 34, 35	-	silence & submission				
I Cor 11:3-16	not cover head	cover head: sign of auth				
I Tim 2:8	pray, no anger or arg.	-				
I Tim 2: 9,10	-	modest dr. good deeds				
I Tim 2: 11,12	-	not teach or have author				
I Tim 5:2	treat as sisters, moth.	-				
Matt 5:28	not look to lust	-				
I Thess 4:3-6	avoid forn. don't wrong	avoid forn. don't wrong				

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IDEAL MALE & FEMALE TEMPERAMENTS

A. Consistent Role Assignment.

1. List the male and female role differences discussed in Lesson 2. Does it seem sensible that God would assign differing roles in each relationship (the home, the church, in society) that would require conflicting temperaments and characteristics? Would he require a behavior that was against our nature, or detrimental to our well-being?
2. Illustrate the consistency of role assignment with the social order set up by God for the Israelite nation:
 - Priests - Num 8:24
 - Soldiers - Num 1:3
 - Family Religious Leadership - Ex 12:3
 - Social Leadership - Ez 10:16
 - (Contrast) - Is 3:3-12
3. Is this order something unique to Israel or is it to applied more universally? (see I Cor 11:3)

B. Development of the Ideal Character. In order to be as useful and compatible in the roles God has given men and women, certain character must be developed.

1. What characteristics in a man would serve to enhance the effectiveness of his roles?
 - I Tim 2:8
 - Tit 2:2,6-8
 - Tit 1:6-9; I Tim 2:2-10
 - Eph 5:33
 - Col 3:18,19
2. What characteristics in a woman would serve to enhance the effectiveness of her roles?
 - I Tim 2:11-15
 - Titus 2:3-5
 - I Pet 3:3-6
 - I Tim 3:11
 - I Tim 5:13,14,16
 - (example) Rom 16:1,2
3. In your opinion, to what extent are christian men and women today working to perfect themselves for these roles? What forces tend to hinder the development of these temperaments? Would the choice of husband/wife, selection of a career, or choice of educational field have an influence on one's ability to develop the proper temperament? List some practical suggestions to help develop these qualities.
4. How well are you progressing in the development of the proper temperaments? List some practical plans that might encourage the development in areas that need improvement.



STRIVING FOR GOD'S IDEAL MARRIAGE

A. Bible Teaching on the Ideal Marriage.

1. Using the passages below, characterize the ideal marriage described in the Bible. Contrast this picture with what many think the Bible teaches about sex and marriage.
 - Prov 2:17 (to understand the word *friend*, see Prov 16:28, Ps 55:13)
 - Prov 5:18,19; Song of Sol 7:7-9
 - Prov 31:28-31
2. Gen 2:24 Describes the man and wife as "one flesh". Examine the New Testament applications of this text to determine the full extent of the meaning of the phrase.
 - Eph 5:28-33
 - Matt 19:4-6
 - I Cor 6:15-17

B. Bible Teaching Using the Marriage Relationship. God uses marriage to teach us about the relationship between God and man. Match the passages with the principles taught.

- | | |
|--|----------------------------|
| _____ 1. Love, Sacrifice, Protection | a. Eph 5:28b-31; Rom 7:3,4 |
| _____ 2. Oneness, Closeness, Faithfulness | b. Eph 5:24; I Cor 11:3 |
| _____ 3. Subjection, Obedience | c. Rev 21:2 |
| _____ 4. Beauty of the Christian Hope | d. Eph 5:23,25,26 |
| _____ 5. Importance of Purity/ Ugliness of Sin | e. Eph 5:27; II Cor 11:1-3 |

C. Male-Female Needs Fulfilled in Marriage.

1. What needs of the man are fulfilled in marriage?
 - Spiritual*
 - I Pet 3:7
 - Emotional*
 - I Pet 3:6; Prov 20:29
 - Prov 12:4; 31:23
 - Gen 24:67;
 - Prov 31:11,12
 - Song of Sol 8:10
 - Physical*
 - I Cor 7:3-5; Prov 5:15-19
 - Prov 31:13-15
2. What needs of the woman are fulfilled in marriage?
 - Spiritual*
 - Eph 5:24; I Tim 2:12,13
 - Emotional*
 - I Pet 3:7; Prov 31:28,29
 - Eph 5:25,28,29; Song of Sol 7:10
 - Song of Sol 4:7,8; (see also I Pet 3:6)
 - Song of Sol 8:1,2
 - Physical*
 - I Cor 7:3-5
 - I Tim 5:8

D. Elements of a Successful Marriage.

1. Based on the fulfillment of needs described above, what activities or attitudes in a family lead to unsuccessful or unhappy relationships.

2. List things that make a happy or unhappy marriage? Compare your list to the things suggested in these passages:

Unhappy
Prov 19:13; 21:9
Prov 30:23
Prov 6:34
I Cor 7:15; I Pet 3:1 (see II Cor 6:14,15)

Happy
Prov 14:1;12:4
Eph 5:22,23
Prov 31:11
Prov 31:26

- E. Learning from the *Song of Solomon*.** One book of the Bible has as its primary purpose the description and praise of romantic love between a man and a woman. *The Song of Songs, which is Solomon's* is a series of dialogues between a man, woman, and chorus, describing the meeting, courtship, marriage, and married relationship of Solomon and a Shulamite girl. The following outline is provided as a guide to understand the references to the book made in this lesson.

I. Before the Wedding

Scene 1: (1:1-4) - Introduction, and Her Thoughts of Him
Scene 2: (1:5-11) - A meeting at the Vineyards
Scene 3: (1:12-14) - A Banquet Remembered
Scene 4: (1:15-2:7) - Romance in the Forest
Scene 5: (2:8-2:17) - A Reunion on a Spring Morning
Scene 6: (3:1-5) - Thoughts of him at Night (Perhaps just before the Wedding)

II. The Wedding and Wedding Night

Scene 1: (3:6-11) - Wedding Procession
Scene 2: (4:1-15) - Song of Praise for His Bride
Scene 3: (4:16-5:1) - She Consents; the Marriage is Consummated

III. After the Wedding

Scene 1: (5:2-8) - Trouble One Night
Scene 2: (5:9-6:13a) - Reconciliation
Scene 3: (6:13b-7:10) - Later Lovemaking
Scene 4: (7:11-8:9) - A Trip to the Home Country
Scene 5: (8:10-14) - Summary of the Romance

The book pictures romantic love as a powerful force--not always logical or predictable. (See Song of Sol 2:5; 5:8; 6:5.) Notice the following things about this *EROS* love:

1. It is similar to other types of appetites. (Song of Sol 5:1; 7:7-9)
2. As with other appetites, control must be exercised. (Song of Sol 8:10-12)
3. The feelings of romantic love are variable throughout a relationship. (S. of Sol 5:2-4)
4. The sensations are deep, and not always pleasant. (Song of Sol. 2:5; 3:1)
5. The person in love seeks to possess the *person* (and to be possessed by that person), not the *sensation*. (Song of Sol 2:16; 3:1; 6:3,5; 7:10; 8:6)

- F. Characteristics of the Relationship in the *Song of Songs*.** As with all strong appetites or emotions, there is a great requirement for control and faithfulness. Notice the following things about the relationship of the Shepherd and Shulamite girl:

1. Care exercised during courtship. Song of Sol 2:7; 3:5
2. Before and after marriage: Song of Sol 4:10-15; 16; 5:1
3. Importance of chastity to the marriage. Song of Sol 8:10
4. How purity may be protected. Song of Sol 8:8,9
5. How it may be preserved. Song of Sol 8:6,7 (see also I Cor 7:2-5)

- G. Preparation for marriage.** Based on the above, what preparation and investigation should take place during courtship to ensure a happy marriage? What is the ultimate goal of the marriage relationship? (I Pet 3:7)

Goals

- Show that the Bible describes and approves of deep romantic love as a part of marriage.
- Emphasize that preparation and protection are necessary for a successful marriage.
- Convince the class that following God's plan is the only way to ensure a successful marriage.
- Demonstrate that marriage is more responsibility than gratification.
- Establish that great preparation is necessary before marriage if it is to be successful.

Objectives (The student should be able to...)

- Describe the Bible picture of a successful marriage. {fidelity, closeness, satisfaction, common goals...}
- List the characteristics of EROS love. {deep, variable, object is the person, not all pleasure}
- List the things that make a marriage happy or unhappy.
- Give a brief summary of the contents of the Song of Solomon.
- Name the qualities that should be sought and developed during courtship.

Approach (The logic to be followed)

- (Assumed) Everyone wants his marriage to be as good as possible.
- The Bible paints a picture of the ideal, happy marriage, including deep, emotional love.
- God's plan for marriage requires preparation, self-control, and spiritual judgement.
- Working for an ideal marriage begins before the marriage and continues throughout the relationship.

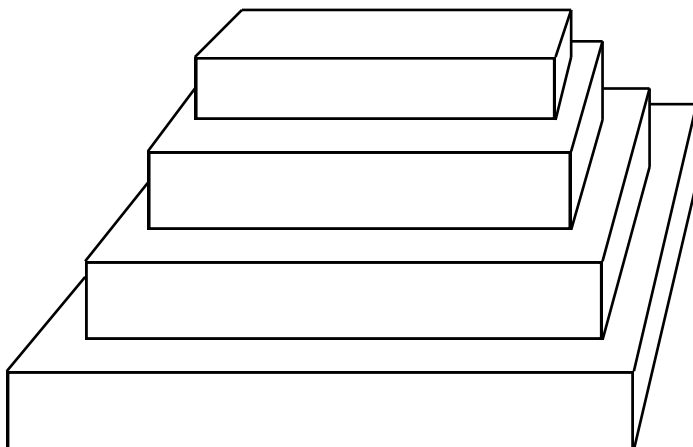
Themes

- Striving for the Ideal
 - * Striving: Rather than just hoping it happens
 - * Ideal: Never perfect, of course, but the closer to the ideal the better.
- Spiritual Judgement, Inner Beauty
 - * A relationship between two souls, not just two bodies.
 - * Selection based on spiritual criteria and common goals

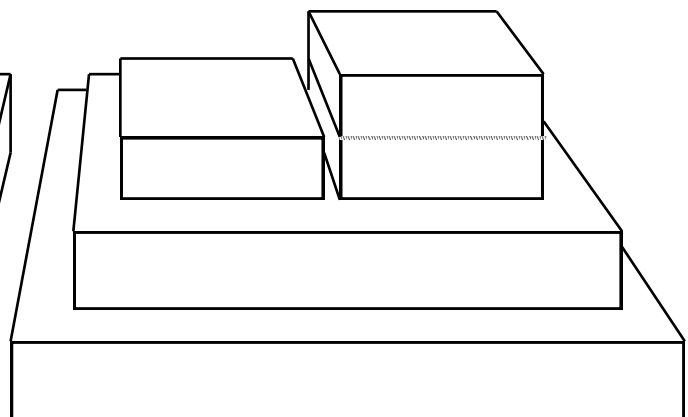
- A. Introduction.** We live among people with no fixed and universal set of values for moral decisions. Discrimination (its proper use: judging something right and its counterpart wrong) is the only universal evil. On what basis are alternative “lifestyles” of our time justified? Could these same arguments be used to justify incest? Pedophilia?
- B. Conflicting World Views in Bible Times.** Are these sexual variations unique to our century and culture? Is the acceptance of them as right and normal unique to our time? Consider the letters of I and II Peter and the culture to which they were written (2nd half of the first century: Graeco-Roman world).
1. Why were the Christians persecuted? (I Pet 4:3,4).
 2. What was the philosophy that pervaded that society? (implied by II Pet 1:16, 2:19; Jude 10; & II Pet 2:12; II Pet 3:3,4, & warned against as the purpose of the letter.)
 3. What similarities do you see today?
- C. Modern Teaching and Practice.** (In-class activity) Examine the quotes from modern philosophers and counsellors and notice these conclusions:
1. All sexual behavior and attitudes are the result of evolution.
 2. Religious (authoritarian) restrictions on sexual behavior are harmful.
 3. Sex is not an expression of permanent commitment, nor is commitment required for satisfying sex.
 4. Absolute sexual-moral values are not known, or are very difficult to determine.
 5. Any distinction between good and bad, normal and abnormal is arbitrary.
 6. Pleasure, or the satisfaction of self, is the only goal of sexual intercourse.
 7. Procreation should be unrelated to sexual activity.

How does this approach to sexual behavior match the needs of men and women as presented in parts B, C, and D above? How much moral guidance for sexual behavior does this worldly approach provide? Contrast these two views of the purpose of life, marriage, and sex by filling in the chart (during class) shown below.

BIBLE TEACHING



WORLDLY APPROACH



D. Providing a Basis for Moral Judgments. While God's commands for specific behavior are clear, He also gives us the reasons for these commands. The rationale behind these commands makes it possible for us to discover right and wrong, and wise or foolish, based on the arrangement of the value system shown above.

1. Based on the purposes of sex covered in these lessons, explain how the sexual activities listed below violate God's plan for the sexual relationship.

Activity

Purpose Violated

- Adultery
- Homosexuality
- Rape
- Premarital Sex
- Cruelty between husband & wife

2. Can the decision-making foundations shown above, help to draw conclusions about the following issues? (I Cor 10:23) Explain.

- Sexual self-stimulation
- The use of pornographic materials
- Marrying a non-christian
- The range of allowable sexual activity in marriage

3. Does the modern world view offer unambiguous guidance in any of these areas? Can you detect the consequences of this world view on our society?

E. The Logical End of the Modern World View. Consider the theoretical extremes of a society whose foundational value is self-benefit: pleasure, profit, or survival.

1. If relationships are based on pleasure, and outward, physical characteristics, who is more likely to be disadvantaged (especially as they grow older), the man or the woman?
2. If survival and success are based on strength and strength of will, who will be more likely disadvantaged, the man or the woman?
3. If society declines until theft, deceit & violence are common, who suffers most, men or women?
4. What is the only hope for control and order in a society that cannot control itself? Is this the path to a truly liberated society?



THE NATURE AND PURPOSE OF HUMAN DESIRE

A. Desire Defined and Described.

1. Look at each of the uses of the greek word *epithumia*. Notice the English word used to translate it. In each case, what was the object of the desire? Was it wrong to desire it? Could the desire have led to sin even if the desire was not itself sinful?

I Thes 2:17
Luke 22:15

Luke 15:16
Luke 16:21

I Cor 10:6-8
Mat 5:28

2. What conclusions can you draw about the rightness or wrongness of desires? What purposes do desires, or lusts, seem to serve in humans?
3. Based on the examples above, and also on your own experiences with natural desires, such as thirst, homesickness, etc., list some facts about desires: what causes them, how are they triggered, how are they intensified, what effects do they have on us physically and emotionally, can they always be ignored or overcome, what purpose do they serve, how are they satisfied, how do we feel when they are satisfied? Are they always sinful? What causes them to be sinful? How may they lead to sin?

B. Desires and Temptation.

1. Study Jas 1:12-16 and trace the progression from desire to death. ...
2. Follow this progression in Judas Iscariot's betrayal of Jesus.
John 12:4-6
Luke 22:3,4; Mark 14:10,11
Mat 27:3-5
3. List the ways in which desires are sinful or lead to sin. (to be summarized in class)
(see I Cor 6:12; Rom 6:12,13; II Pet 2:18,19)
 - a.
 - b.
 - c.
 - d.
 - e.

C. Freedom and Slavery.

1. Has God given desires only to cause temptation? Why did he create us with desires?
2. Freedom is defined as: "liberation from slavery or restraint," and "exemption from necessity" (as in 'freedom of choice'). Explain how freedom from anything requires subjection to something else. (Use examples from nature.)
3. If it is so that freedom with respect to one thing requires subjection to something else, how may one determine what true freedom is? (See II Pet 2:18,19)
4. Discuss ways in which sexual freedom, or the abandonment of restraint is actually slavery or bondage. (See Eph 4:17-19; Rom 7:22,23; Prov 5:20-23 for some ideas.)

D. Prerequisites of True Sexual Freedom.

1. How definite are God's commands about sexual behavior? (examples: Ex 20:14; Eph 5:3-5)
2. What is required to achieve this purity? II Tim 1:7 (see also I Thes 4:3,4; Acts 21:25)
3. What is the paramount example that we have? (Heb 4:15)

E. Sexual Freedom in Marriage

1. Do the requirements for sexual self control and discipline end at marriage? Explain why or why not. (see I Cor 7:2-5)
2. Does getting married change one's personality or character immediately?
3. Can you think of some problems that will arise if one does not develop and demonstrate sexual self-control before marriage?



SEXUAL TEMPTATION AND SEXUAL SIN

A. Introduction. In Lesson 7 we learned that temptation is the result of lust within a man which arises in response to natural desires (Jas 1:12-15). In this lesson we will identify specific desires Satan exploits (He can only use what God created.) to seduce people to sin.

B. Satan's Avenues for temptation.

1. What are the desires that characterize those who "love the world and the things that are in the world"? (I John 2:15-17) Are all three of these desires purely physical? Distinguish between these. How were these used to tempt Eve? (Gen 3:4-6)
 - a.
 - b.
 - c.
2. Look at each of Jesus' temptations by Satan. Notice:
 - a. The Physical appeal (Mat 4:1-4)
 - b. The Emotional appeal (Mat 4:5-7)
 - c. The Intellectual appeal (Mat 4:8-10, and cf Heb 12:2)
3. List some rationalizations or excuses (similar to the examples) given by those who engage in sexual sins that are evidence of the appeal that has been used to tempt them.

Appeal

Excuse/Justification

- | | |
|-----------------|---|
| a. Physical | (example: "My desires are too strong.") |
| b. Emotional | (example: "prove I'm a man") |
| c. Intellectual | (example: "It's only a physical act.") |
4. Recall the physical and emotional needs of men and women from Lesson 3. Show how Satan exploits one or more of these needs in these examples of sexual temptation.
 - a. II Sam 11:1-5
 - b. Gen 39:6-18
 - c. Prov 5:3; 2:16; 6:24,25
 - d. Ezek 23:5; 40-42
 5. Study the story of the seduction of the young man in Prov 7:1-27. List the devices used by the loose woman to seduce him and the emotional need to which it appealed.

device (seductive behavior)

emotional need appealed to

vs 5,21
vs 9
vs 10
vs 11,12
vs 13
vs 15
vs 16,17
vs 18
vs 19,20

C. Avoiding Temptation

1. From the examples in part B above, what are some things that we can do to avoid arousing sinful desires in ourselves? Review the "Facts about Desires" from Lesson 7. What practical steps can be taken to keep sexual desires in check, and minimize the discomfort that might be produced?
2. What do these passages teach about avoiding sexual temptation?

Job 31:1

Mat 5:27-30

I Cor 15:33

Rom 13:13,14

II Tim 2:22; I Cor 6:18

I Cor 7:2

D. Precautions against tempting others

1. From the examples in part B above, what are some things that we can do to avoid arousing sinful desires in others?
2. What do these passages teach about preventing temptation to others?

I Tim 5:2

Eph 5:4

I Tim 2:9,10

Song of Sol 8:8,9

E. Conclusion. The best protection against temptation of any kind is to be firmly convinced that, ultimately, only harm can come from ignoring God's intentions for the use of our bodies. We have already discussed (in Lesson 6) how sexual sins are a violation of God's purposes. In Lesson 9 we will look at some of the specific consequences of sexual sins.



- A. Observed Consequences.** While the consequences of all sins are serious, the consequences of sexual sins may be especially severe. We may observe the consequences of sexual sins all around us, even without the Bible teaching on the subject (though the Bible helps us understand why the consequences occur.) From the reading: *Health Aspects of Adolescent Sex, 1982*, list the consequences of premarital sex that this researcher has observed, and give reasons for these consequences based on our earlier studies.

Consequences

Reasons

- 1.
- 2.
- 3.
- 4.

B. Consequences of sexual sins under the Law of Moses.

1. List the punishments and obligations that were to result from these sexual sins:
 - a. Adultery (one or both persons married to someone else) - Dt 22:22; Lev 20:10
 - b. Enticement of a betrothed virgin - Dt 22:23,24
 - c. Enticement of an unbetrothed virgin - Lev 22:16
 - d. Rape of a betrothed virgin - Dt 22:25-27
 - e. Rape of an unbetrothed virgin - Dt 22:28,29
 - f. Woman found not to be a virgin at marriage - Dt 22:13-21
 - g. Homosexuality - Lev 20:13
 - h. Bestiality - Lev 20:15,16
2. What conclusions can you draw from these laws of God about:
 - a. the importance of sexual purity until marriage
 - b. when a marriage is legally binding
 - c. the importance of marital fidelity
 - d. the consequences of pre-marital sex

C. Spiritual Consequences of Sexual Sins

1. What are the consequences of any sins? (Rom 6:23)
2. Are the consequences and dangers of some sins worse than others? Why?
 - a. I Cor 5:1
 - b. Titus 2:5; I Tim 5:14; Rom 12:17
 - c. Matt 18:6,7
 - d. II Pet 2:14
 - e. Heb 12:16,17
3. Study the context and content of I Cor 6:12-20.
 - a. Is fornication different from all other sins? (vs 18) Explain this.
 - b. From these verses, name at least six reasons to avoid fornication.

(vs 9,10)	(vs 18)
(vs 13)	(vs 19)
(vs 15-17)	(vs 19,20)

D. Emotional Consequences of Sexual Sins.

1. What emotional consequences are illustrated in these Bible examples?
 - a. II Sam 13:15,19,20
 - b. Num 5:11-15; 29-31; Prov 6:28-35
 - c. Ps 51:3-5
 - d. Prov 5:14
2. What other Bible examples can you think of that illustrate these principles?

E. Physical Consequences of Sexual Sins

1. Notice the progression of sins in the following sets of verses, and notice how they are illustrated in the story from the time of the Judges.
 - a. Rom 1:24 Jud 19:1,2
 - b. Rom 1:26,27 Jud 19:22,23
 - c. Rom 1:29-31 Jud 19:25-29
(see also Eph 4:19)
2. Does a particular sexual sin lose its ability to satisfy over a period of time?
3. What does habitual misuse of God's gifts do to our ability to use them in a proper way?
4. What other physical consequences does the Bible describe or imply?
Dt 7:12-16
Prov 5:10,11
Rom 1:27b
Hos 4:11,12; 5:4
II Sam 11:5



OVERCOMING THE CONSEQUENCES OF SEXUAL SINS

A. Introduction. As discussed in Lesson 9, the consequences of sexual sins are often severe and permanent. As with all of life's difficulties, there are both good and bad ways to attempt to overcome these painful consequences. In this lesson we will show that the world's attempts to solve the problems resulting from sexual sins only make them worse or create new ones, while God's plan offers the only hope of permanent healing.

B. The World's Solutions

1. For each of the consequences below (taken from lesson 9), list the solutions most often suggested by worldly counsellors, doctors, teachers, friends.
 - a. overwhelming sexual desires, habits hard to break ("can't quit")
 - b. guilt and remorse
 - c. lost reputation, shame
 - d. unwanted pregnancy
 - e. poor selection of mate - resulting in unhappy marriage
 - f. damaged marriage relationship - unhappy marriage
2. Review the "Facts about Desires" and "Bondage of Premarital Sexual Sin" from Lesson 6, and "God's purposes for Marriage" from Lesson 5. Show how the solutions you listed above really make problems worse, or create new ones. For additional ideas, see these passages:
 - a. II Pet 2:14; Heb 12:16,17
 - b. Titus 1:15; II Tim 3:1-4
 - c. Phil 3:19
 - d. Mat 5:31,32; 19:9

C. God's Solutions. List below possible solutions to the problems of sexual sins that are consistent with God's instructions for Christian living. What are some practical suggestions for implementing these solutions?

1. Overwhelming Desire, Habit (Rom 12:1,2; Phil 4:8; I Cor 7:8,9)
2. Guilt, Remorse (I John 1:8,9; James 5:16; I Cor 6:9-11; Phil 3:13)
3. Shame (II Cor 7:8-10)
4. Pregnancy (Job 31:17-18a; James 1:27)
5. Poor Selection of Mate (I Cor 7:12-16; I Pet 3:1,2)
6. Damaged Marriage (Col 3:18,19)



REVIEW QUESTIONS

- List three reasons why a study of sexuality from a Bible point of view is important.
- Diagram the man-woman, (and children-nature) relationships before and after the Fall.
- List two differences in temperament that the God placed in men and women during the Creation and as a result of the Fall.
- Name the three New Testament references to “the two shall become one flesh”(Gen 2:24)
- List two other references to the creation and fall as the justification for differing male-female roles and behaviors.
- Give the Bible references for the commands: a) to women to be in subjection to non-Christian husbands, b) to women not to speak in an assembly where spiritual gifts are being exercised, c) to women not to teach or usurp authority over men, d) to husbands and wives comparing headship in marriage to Christ and the church.
- List two differences between the Bible model of male leadership and the modern Macho image.
- Draw the male-female relationship showing how the ideal marriage (God’s plan) mitigates the effects of the Fall.
- Show how marriage fulfils the emotional needs of both men and women. (List two unique needs and explain how they are satisfied).
- List three spiritual lessons that God uses marriage to teach?
- List the three major divisions of the Song of Solomon.
- What major theme of the Song of Solomon supports the “bringing of contentment” to the husband.
- Contrast (with two block charts) the purpose of life, marriage, sex, and pleasure according to the humanist/hedonist and according to the Bible.
- List several facts about natural desires, including their purpose and effects. Draw a graph of the increase in the desire over time and label the significant points in the graph.
- Draw the graph of the intensity of human desires vs time. Label the critical points (at which the slope changes).
- List two ways in which desires to lead us to sin, besides leading us directly to a sinful act.
- Explain how there is no such thing as absolute freedom. How does one decide which things to be in bondage to and which to be free with respect to?
- List three ways in which premarital sexual activities creates bondage to something.
- What are the three avenues Satan uses to tempt us? For each of the appeals, list an often used justification given for sinful sexual activities that illustrates these appeals.
- List five techniques used by the harlot in Prov 7 to seduce the young man.
- List three precautions a single person or dating couple can take to reduce the temptation to sexual sin. Who should take the leadership role in these precautions?
- List the consequences in the Law of Moses for the following: a) (consenting) sexual relationships between a betrothed woman and a man, not her fiance, b) sexual relationships between any married (but not to each other) persons, c) a woman found (by her current husband) not to be a virgin at marriage.
- List three reasons from I Cor 6 that fornication is to be avoided. How is fornication different from all other sins?
- List four things that make some sins worse than others.
- List (one each) a spiritual, an emotional, and a physical consequence of sexual sin.
- List a wrong and a right way of dealing with the above consequences.
- Explain, based on the purpose of sex, the reasons that arbitrary limits on sexual activities, or alternative means of gratification are wrong.

Name: _____

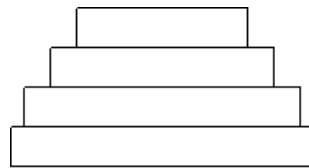
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**Bible Teaching on Roles
& Relationships of
Men & Women**

REVIEW QUIZ

1. Diagram the man-woman (with children-nature) relationships before and after the Fall.
Before After
2. List two differences in temperament that the God placed in men and women during the Creation and as a result of the Fall.
Men: 1) _____ Women: 1) _____
2) _____ 2) _____
3. List two New Testament references to the creation and/or fall as the justification for differing male-female roles and behaviors.
•
•
4. Give the Bible references (book and chapter) for the commands:
a) to women to be in subjection to non-Christian husbands _____
b) to women not to speak in an assembly where spiritual gifts are being exercised _____
c) to women not to teach or usurp authority over men _____
d) to husbands & wives comparing headship in marriage to Christ and the church _____
5. Draw the man-woman relationship showing how the ideal marriage (God's plan) mitigates the effects of the Fall.
6. What theme of Song of Solomon supports the "bringing of contentment" to the husband?
7. Label the blocks showing the purpose of life, marriage, sex, and pleasure according to the Worldly view and according to the Bible.



Bible Plan



Worldly View

8. Draw the graph of the intensity of human desires vs time. Label the critical points.



9. List two ways in which desires lead us to sin, besides leading us directly to a sinful act.

-
-

10. Explain why there is no such thing as absolute freedom.

11. List three kinds of bondage that premarital sexual activities create.

-
-
-

12. List five techniques used by the harlot in Prov 7 to seduce the young man.

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13. List three reasons from I Cor 6 that fornication is to be avoided.

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14. According to I Cor 6, how is fornication different from all other sins?

15. List four things that make some sins worse than others.

-
-
-
-



YOUR COMMENTS ON THIS CLASS

0. "I was present for ____ of the 12 class periods."
"I prepared my lesson ____% of the time."
1. How would you rate the usefulness of this course to you ? (circle one)
of no use slightly useful somewhat useful very useful
2. Which lesson was **most** useful to you? Why?
3. Which lesson was **least** useful to you? Why?
4. Did you find that all the content and conclusions presented in this course had a Bible basis?
If not, which did not?
5. Did you find any of the material offensive, or unnecessarily explicit? If so which?
6. Do you have suggestions that you believe would improve the material?
Content changes
Other topics that should be included:
Topics that should be deleted:
Topics covered in more/less detail:
Organization changes
Topics covered earlier:
Topics covered later:
Presentation changes
Lesson handout/assignments:
In-class discussion methods:
7. Should this material should be a regular part of the church's teaching program? Why?
8. Would you recommend this study for other age groups? If so, which groups? Why?
(younger than high school, high school, college age singles, young married, older married)
9. Have you changed any of your opinions of beliefs as a result of this study? If so, which?



Several terms are used to refer to sexual activity in the Old and New Testaments. Look up the examples of the terms below and list the context. What conclusions can you draw about the meanings and usages of the words?

A. Terms for Sexual Intercourse

1. *know*
Gen 4:1
Gen 24:16
Mat 1:25
2. *go in unto*
Ruth 4:13 he went to
Judg 16:1
3. *lie with*
Deut 22:22
II Sam 11:11 (a single exceptional use)
4. *uncover nakedness*
Lev 18:6,etc

B. The Most Literal Greek Term: *koite* (bed)

1. Heb 13:4
2. Rom 13:13

C. Words for Sexual Sins

1. *adultery* (Mat 19:9)
2. *fornication* (I Cor 5:9)
3. *wantonness* (Rom 13:13 - ASV)
4. *Lasciviousness*
5. *Unseemliness*

D. Other Related Words

1. *Desire, Lust* (I Pet 4:3; Rom 1:27)
2. *Incontinence* (I Cor 7:5)
3. *Impurity* (Gal 5:19)

Key point of word exercise: Bible view of Sex and Sexual Desires is not evil, but shows that it is often used in an evil way.



PRECOURSE OPINION SURVEY

<i>Read these statement and mark how strongly you agree or disagree.</i>	<i><- strongly disagree.....strongly agree-></i>			
a. The Bible has little to say about the complex relationships between men and women. [1]	1	2	3	4
b. Sexual intercourse began after the fall because of the need to create offspring. [2]	1	2	3	4
c. The Bible states that woman are inferior to men. [2]	1	2	3	4
d. The command to the wife to submit to her husband was the result of the sin in the garden. [2]	1	2	3	4
e. The submissive spirit only applies to the behavior of the woman toward her husband and in the public church assembly. [3]	1	2	3	4
f. The New Testament has little to say about the Genesis account of the beginning of the man/woman relationship. [3]	1	2	3	4
g. Training and development should be identical for men and women. [4]	1	2	3	4
h. Assertiveness and self-confidence are the primary qualities of a good leader. [4]	1	2	3	4
i. Men and women are inherently different with regard to talent, temperament, and aptitude. [4]	1	2	3	4
j. The primary purpose for the creation of marriage is companionship. [5]	1	2	3	4
k. The only valid purpose for sexual intercourse is procreation. [5]	1	2	3	4
l. Physical attraction should play a role in selecting a mate. [5]	1	2	3	4
m. The Bible was written when marriages were always arranged by someone other than the couple getting married. [5]	1	2	3	4
n. The Bible does not mention romantic love (as in "falling in love"), but does command <i>agape</i> [logical, selfless] love. [5]	1	2	3	4
o. The Proverbs pictures the wife as the one most responsible for making a marriage happy or unhappy. [5]	1	2	3	4
p. In the Bible describes the ideal marriage as between two virgins. [5]	1	2	3	4
q. The modern view of sex and marriage makes the fulfillment of the individual the most important value. [6]	1	2	3	4
r. The humanism of today is very different from the values that existed in Bible times. [6]	1	2	3	4
s. The primary purpose for dating is to find a suitable wife. [6]	1	2	3	4
t. The primary purpose for dating is for social enjoyment. [6]	1	2	3	4
u. Human desires are Satan's avenues to tempt man. [7]	1	2	3	4
v. There are some natural appetites that we cannot control. [7]	1	2	3	4
w. The Bible does not permit sexual freedom. [7]	1	2	3	4
x. Sexual temptations are different in men and women. [8]	1	2	3	4
y. The best way to avoid fornication is to set limits on sexually stimulating activities. [8]	1	2	3	4
z. The most serious consequences of sexual sins are emotional and spiritual, rather than physical. [9]	1	2	3	4
aa. The Law of Moses had harsh penalties for sexual sins. [9]	1	2	3	4