



GOD SPEAKS ON BIG ISSUES

CONTENTS

How to Teach <i>Real Faith</i> Lessons	2
Notes for This Quarter	3
Leading a Student to Christ.	4
1 Postmodernism	5
2 Dating Relationships	15
3 Breakdown Of The Family	24
4 Homosexuality	32
5 Abortion	43
6 Suicide	52
7 War	59
8 Thought Life.	67
9 Pornography.	74
10 Media	83
11 Music	91
12 Substance Abuse.	99
13 Gray Areas.	106
Answers	112

THE DOCTRINAL BASIS OF OUR CURRICULUM

A more detailed statement with references is available upon request.

- The verbal, plenary inspiration of the Scriptures
- Only one true God
- The Trinity of the Godhead
- The Holy Spirit and His ministry
- The personality of Satan
- The Genesis account of creation
- Original sin and the fall of man
- The virgin birth of Christ
- Salvation through faith in the shed blood of Christ
- The bodily resurrection and priesthood of Christ
- Grace and the new birth
- Justification by faith
- Sanctification of the believer
- The security of the believer
- The church
- The ordinances of the local church: baptism by immersion and the Lord's Supper
- Biblical separation—ecclesiastical and personal
- Obedience to civil government
- The place of Israel
- The pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked

SENIOR HIGH TEACHER
Vol. 59 • No. 4

© 2011 by Regular Baptist Press
Printed in U.S.A.
Jennie Bensen, editor



Regular Baptist Press
Building Lives by the Book
www.RegularBaptistPress.org

HOW TO TEACH *REAL FAITH* LESSONS

Thank you for choosing *Real Faith in Life* as your Sunday School curriculum for senior high youth. This material has been designed to help you, a senior high teacher, clearly present God's Word to your students. It will guide you in using active learning methods that allow your students to interact with God's Word for themselves. It offers application ideas that will encourage your students to be *doers* of God's Word, not merely hearers (James 1:22).

Take a few moments to become familiar with the layout of this teacher book and with the other *Real Faith* products: the student book, the resource CD, and the memory verse card pack. All of these products work together. Notice these icons in the teacher book; they will help you know when to use the other products.



Use the suggested item from the **resource CD**.



Refer to the **daily devotions** or the **in-class** page in the **student book**.



Quote (or read) the **memory verse** in class, or use the verse in some other way.



Use the **worksheet** (from the resource CD) as part of a learning activity.

As you look through your materials, you will notice that we have built this course and the individual lessons around a central theme. As you emphasize the theme (and even decorate your room with the theme in mind), we believe your students will have an effective learning experience.

IN PREPARATION FOR TEACHING . . .

- read the Scripture focus passage(s) several times. Look up words or concepts that you cannot clearly explain. Use Bible study tools as necessary to help you understand the passage(s).

- do the daily devotions in the student book. You need to know what your students are studying each day.
- memorize the memory verse throughout the week. (Note the suggested activities in the student book.)
- look at the materials list early in the week; note the items you will need from the resource CD.
- choose the activity you will use to focus students' attention on the Bible lesson. Usually two or more activities are suggested. You will not have time to do everything; choose the one best suited for your class. (Remember, this part of the lesson should take only five to ten minutes.)
- work through the Bible study section. Notice the active learning methods. Decide how you will involve your students in the Bible passage. These thirty to forty minutes are the heart of the lesson. Plan them carefully. Make notes in the margins of your book. Strive for maximum participation.
- decide how to apply the Bible truths and bring the lesson to a close. If more than one application idea is suggested, use the one best suited for your class. Don't assume your students will "just get it." Plan these final ten minutes of the class time carefully.
- pray for yourself, your students, and your lesson. The Holy Spirit is your divine Helper. Without Him, you cannot do anything of eternal value (John 14:16, 17; 15:5; 16:13).

ON SUNDAY MORNING . . .

- make sure you arrive in your classroom before the first student.
- look at your room. Is it attractive and inviting to students?
- commit yourself and your class to the Lord.
- teach with the confidence that God will work in your students' lives.

God has promised that His Word will not return to Him void; it will accomplish its intended purposes (Isa. 55:11). You can teach with confidence!

NOTES FOR THIS QUARTER

When faced with issues such as postmodernism, homosexuality, abortion, suicide, and substance abuse, teens often question why these issues are wrong.

This quarter's study, *God Speaks on Big Issues*, will challenge your students to think through these issues and help them develop Biblical guidelines to deal with these and other issues.

Each lesson in this quarter deals with a current issue. Use the free poster that came in your student book along with ideas from the Resource CD to decorate your room in keeping with this theme. Notice that a bulletin board display is suggested; each week you may add another Biblical response statement to the display.

Because of the nature of this quarter, three of the lessons deal with sensitive issues. Lesson 2 covers the topic of dating relationships. Since there are many different standards concerning dating and relationships with the opposite sex, adjust the lesson to best fit your church's position and your students' needs. Lessons 4 and 9 cover the sins of homosexuality and pornography. Consider having a female adult teach the female students and a male adult teach the male students. If you would prefer to skip these lessons, consider using two weeks to teach the lesson on postmodernism and then spending one week reviewing the other lessons.

As you study the lesson for each week, read the Scripture focus first. This Scripture will give you an overview of the topic from a Biblical perspective. Ask God to help you and your students evaluate these big issues in light of the truths of God's Word.

SENIOR HIGH MATERIALS LIST

- Teacher's personal Bible
- Students' personal Bibles and extra Bibles for visitors or students who do not bring Bibles to class
- Whiteboard and colored markers or chalkboard and chalk
- Pens (assorted kinds) and pencils (well sharpened; with erasers)
- Felt-tip markers (various widths and assorted colors)
- Colored pencils
- Pads of self-stick notes (various colors; ruled and unruled)
- 3 x 5 cards
- Masking tape (or other adhesive for mounting items on the wall)
- Glue sticks
- Scissors for teacher's and students' use
- Poster-size paper or butcher paper
- Construction paper; poster board

LEADING A STUDENT TO CHRIST

The highest privilege you have as a teacher is the opportunity to lead your students to Christ and help them strengthen their relationship with Him. Be prepared to talk to students about salvation or about other problems or decisions in their lives.

There is no set pattern for talking to someone about the Lord. In each situation, be sensitive to the leading of the Holy Spirit in your own heart and mind and to the needs of the individual teen. Deal with a student separately, rather than in a group. Allow the teen to tell you in his own words what his need is. Don't put words in his mouth. This is his decision, not yours!

EXPLAINING SALVATION

Stress the need for personal salvation, particularly if the student has grown up in the church. She may confuse her knowledge of Bible stories, her church-centered activities, her parents' salvation, or an external code of conduct with individual faith.

Thoughtfully rephrase the Christian clichés that your students may have heard so often or that may seem like a foreign language to some; e.g., ask Jesus into your heart; ask Jesus to be your Savior; have faith; trust in Jesus. Help the student understand that "trust" is having confidence that someone or something is always right; "Jesus died for me" means that I was condemned to die, but Jesus voluntarily took my place on the cross; "believe" means accepting/deciding that something is true and then acting on it. Don't let the personal nature of salvation become misunderstood through the use of trite phrases or pat answers.

THE PLAN OF SALVATION

Keep these basic points in mind when dealing with someone about salvation.

- Everyone is a sinner. No one can live up to God's standard (Rom. 3:23).

- Sin's penalty is death (Rom. 6:23).
- God loves us and sent His Son to pay the penalty for our sin. Christ died as our substitute, in our place (John 3:16; Rom. 5:8).
- When a person places his confidence in Jesus and what He did as sufficient payment for sins, Christ becomes his Savior. His sins are forgiven, and he receives God's gift of everlasting life (John 1:12; 5:24).
- Everlasting life begins immediately and is not temporary. (Use any verse where the word "eternal" or "everlasting" is used, such as in John 3:16.) Nothing we can ever do will take us out of God's hand; we are secure (John 10:27-29).
- The Christian should tell others of his decision (Rom. 10:9, 10).
- The experience of the new birth (being born into God's family) is not based on a feeling, but on confidence in God's Word (1 John 5:11, 12).

Encourage the student to pray, no matter how hesitantly. Prayer does not save a person, but it is the means of expressing to God what is in the heart.

Ask the new believer to explain to you what he has done and what has happened in his life.

DISCIPLESHIP

Encourage the new convert to read the Bible, and explain the importance of prayer. Help him understand how to pray. Point out 1 John 1:9 as God's instruction for dealing with sin in the Christian life.

Make it a priority to follow up with the new Christian. Visit in his home; encourage him to attend Sunday School and church regularly; help him with Bible study and prayer; guide him in his new life as a Christian.

LESSON 1

POSTMODERNISM

SCRIPTURE FOCUS

John 15—17

MEMORY VERSES

“And this I pray, that your love may abound yet more and more in knowledge and in all judgment; That ye may approve things that are excellent; that ye may be sincere and without offence till the day of Christ; Being filled with the fruits of righteousness, which are by Jesus Christ, unto the glory and praise of God” (Phil. 1:9–11).

THEME

Believers must be aware of the dangers of postmodernism.

DESIRED STUDENT RESPONSE

Each student will recognize the characteristics of postmodernism and respond to postmodern thinking with Biblical truth.

NOTES FOR THE TEACHER

The world in which we live is often described as “always changing, but never understood.” The constant stress placed on individuals opens the door for a way of thinking best known as postmodernism. This lesson will highlight the dangers of this mind-set and will give insight for believers who live in the post-modern society.

MATERIALS

(in addition to supplies listed on page 3)

- *Real Faith in Life* student books, lesson 1 devotions (pp. 1–6)
- Similar pairs of items, with one current and one out of date
- Copies of worksheet 1 from the resource CD
- Various newspapers and appropriate magazines
- Copies of case study 1 from the resource CD
- Biblical response statement for lesson 1 from the resource CD

As you prepare this lesson, ask God to help you recognize the dangers of postmodern thinking and to strengthen your faith and understanding in the truth of God's Word.

OUTLINE

- I. Definition of Postmodernism
 - A. Historical backdrop
 - B. Present-day postmodernism
- II. Biblical Overview of Postmodernism
 - A. Postmodernism holds no concept of objective truth (John 17:17)
 - B. Postmodernism holds the individual as sovereign (Prov. 16:9; 20:24; 19:21; 29:26; Rom. 9:20, 21)
 - C. Postmodernism replaces meaning and purpose with consumption (Phil. 4:11; 1 Tim. 6:8; Heb. 13:5; 2 Pet. 1:3)
- III. The Believer's Response to Postmodernism
 - A. Authentic community (John 15:12, 13)
 - B. Authentic confrontation (John 16:7–11; 17:18)
 - C. Authentic character (John 17:14–17)
 - D. Authentic church (John 17:14–16)

BEFORE CLASS

Gather several sets of similar items from the following categories: music, entertainment, small housewares or electronics, clothing. Make sure one item in each set is a current, modern style, while the other item in each set is out of date; e.g., a record and a CD; a VHS tape and a DVD; a new clothing item and an out-of-style clothing item. Use these items for the Out-of-Date Survey activity. Gather appropriate magazines and newspapers to use during the Bible study. Gather art supplies to use during the Your Role in the Postmodern World activity.

To save time, see the "Optional" side note on page 9.

FOCUS THEIR ATTENTION (5–10 MINUTES)

OUT-OF-DATE SURVEY

Direct students' attention to the items on display and encourage students to thoroughly examine each item. After several minutes, conduct an informal survey to determine which item in each grouping is out of date. Remind students that they must choose one outdated item from each grouping. Record students' responses on the board, then discuss the following questions.

- What factors did you consider when determining the out-of-date item? (Possible answers: age of the item; its current popularity in culture; a newer style comes along.)

- Which grouping was most difficult to determine? Why?

Have a volunteer read 1 Peter 1:25 and ask: According to this verse, how relevant is God's Word today? (God's Word is timeless; it endures forever.) Remind students that even in an ever-changing society, God's Word is never out of date. It still provides believers with timeless truths that we can apply to our daily lives.

STUDY THE BIBLE (30—40 MINUTES)

I. Definition of Postmodernism

Postmodernism is a difficult term to define. According to the Merriam-Webster's Dictionary, postmodernism is an idea "of, relating to, or being a theory that involves a radical reappraisal of modern assumptions about culture, identity, history, or language." One can tell from this basic definition that postmodern thinking affects all areas of life.

In years past writers used the term "culture" to speak of a more refined way of living, an enlightened perspective on the world. Thus, there were "cultured" people who had a higher, more acute standard of beauty and excellence than the common folk. However, a much broader idea of culture is the set of commonly held values that connect a large group of people. Culture involves the way the world around us is viewed and interpreted.

Review students' answers to question 1 from Monday's devotions. Ask: How would you describe or interpret the current culture?

Gaining an understanding of the culture in which we live is extremely important for the Christian. As believers explore the characteristics of the current cultural movement known as postmodernism, they must apply that knowledge as they live and minister in a postmodern world. However, in order to better understand the current view of postmodernism, one must recognize the historical background that led to postmodern thinking.

A. Historical backdrop

Prior to postmodernism, the mainstream cultural beliefs were a combination of enlightenment ideals and a modern world. Enlightenment thinking proposed that with a modern outlook and superior abilities to understand the world, people could bring about a new and better stage in humanity. The solution to society's ills and wrongs was education. Once freed from common misconceptions and able to operate freely as individuals, educated people would use modern reason to arrive at conclusions as to how the world worked.



Because of the time limits of this lesson, please use the bibliography provided for this lesson for further reading and study.

While the Enlightenment promised a unifying view of the world, varying ethnic and religious groups presented their own ideas and worldviews. And though technology could be used to benefit mankind, the same technology could be used to produce weapons of mass destruction. These views caused a pragmatic worldview to develop. Instead of holding to unchanging truths as the center, the individual was made the center of his or her universe. As such, the very notion of truth was brought into question. With all of the ideas and thoughts out there, how could one person possibly say that something was really true? Instead, “If it works for you, do it” became the mantra of the age.

Have students brainstorm a list of technological devices. Ask: Is technology a good thing? What are the dangers of depending on technology? Refer to the following commentary to guide your discussion.

With the never-ending barrage of new technology and new ideas came a widespread cynicism. The “latest and greatest” was wonderful, but months later, it was completely out of date. The newest idea promised to be true, but it contradicted the last “new” idea that was also hailed as certainly true. Constant progress was seen to be no progress at all, just an extension of the modern rat race.

B. Present-day postmodernism

Into this “always changing, but never understood” world, the ideas of postmodernism have started to gain traction. Replacing the old enlightenment virtues of reason and discovery is the new postmodern virtue of tolerance, a concept in which there is no real truth. The idea concerning the individual as the root of society has been taken to new extremes in the postmodern mind; self-esteem and personal freedom are now seen as “inalienable rights.” In the midst of this mind-set, there is a deep conflicting desire in the postmodern person to “make a difference” and “change the world,” along with a deep and unmoving sense that there is no way to make this happen. This internal discontent must find some escape and so enters the new “spirituality”: a religion without morals, a worldview with no truth, only a desire to feel some inner peace and tranquility in a world with no rhyme or reason.

Distribute copies of worksheet 1 and various magazines and newspapers to students.



Give pairs or groups of students five minutes to find present-day examples of postmodern thinking described on the worksheet. Review students' findings as you teach the dangers of common postmodern thought.

Optional: To save time, find articles before class and bring them in to illustrate each point.

II. Biblical Overview of Postmodernism

With the prominence of the individual and rejection of objective truth, postmodernism is a movement that expresses itself in a multitude of ways. However, there are certain basic assumptions that seem to be consistent as one looks at the landscape of postmodernism.

Refer students to page 8 in their student books. Have pairs of students refute the characteristics of postmodernism using the Scripture listed under each characteristic. Encourage students to refer to their answers to Tuesday's through Friday's devotions as they complete the worksheet.



A. Postmodernism holds no concept of objective truth (John 17:17)

The reigning virtue of postmodernism is a new sort of tolerance, a tolerance that sees no absolutes and therefore no right and wrong. Whereas the old tolerance was based on the right of individuals to choose how they were to live, the new tolerance is based on the inability of anyone to know that something is actually true. The postmodern man reasons that since he cannot know what is true, how can he oppose anyone else's ideas? If something works for someone else, then that person should do it. Ironically, in claiming that there is no truth, the postmodern person is actually saying something that he or she believes to be true.

Ask a volunteer to read John 17:17. Have students share their responses to section one on their worksheets.



God's Word clearly teaches that there is absolute truth: the truth of God's Word. Christ stated that the very Word itself is truth (John 17:17).

B. Postmodernism holds the individual as sovereign (Prov. 16:9; 20:24; 19:21; 29:26; Rom. 9:20, 21)

Since postmodern thinking does not allow a person to look out-

side him- or herself for an objective ground of truth, that person is forced to look within. In this way, postmodernity has actually taken the enlightenment concept of the individual and multiplied its power. In the enlightenment framework, the individual was the center because he or she had the ability to reason to certain conclusions that would be right. The postmodern person does not acknowledge that there is anything that is actually “right”; therefore, the individual is sovereign because nothing outside the person can rule one’s life.



Review section two of the student book worksheet on page 8. Have volunteers read the Scripture listed on the worksheet. Refer to the following commentary as you teach your students about God’s sovereignty.

This postmodern idea contradicts the basic foundation of God. As creator and ruler over all, God is in complete control of His creation. And as a result of that authority, He is sovereign over all. The book of Proverbs reveals God’s sovereignty over mankind. God directs people’s steps (16:9; 20:24); God’s counsel stands over all of their devices (19:21); God judges mankind (29:26). By comparing mankind to clay and God to the potter (Rom. 9:20, 21), the apostle Paul pointed out the futility of people’s attempts to overstep God’s authority.

C. Postmodernism replaces meaning and purpose with consumption (Phil. 4:11; 1 Tim. 6:8; Heb. 13:5; 2 Pet. 1:3)



Read the following statements to your class: “With no truth outside myself to define reality, I am what I make myself to be”; “I am what I wear.” Give pairs of students two minutes to discuss the dangers and potential outcomes of such thinking. Briefly review the ideas as a class. Review students’ answers to section three of their In-Class worksheet together.

With no ability to define oneself, a person is just a consumer in a society of products. The postmodern life is filled with a decoration of the outside of the person, while the inward soul is dying a slow death. To dull the inward pain, the sedative of being a consumer is offered. Possessions are the prescription offered to the postmodern world to relieve the pain of the realization of a life and worldview of meaninglessness. However, this pleasure can only last so long. Thus, the postmodern person is desperate to be

a part of something bigger than him- or herself. People all around are longing to be part of something real.

God offers believers all we need to live a life of completeness in Christ (2 Pet. 1:3). When we choose to follow God and His commands, we find contentment (Phil. 4:11; 1 Tim. 6:8) and security (Heb. 13:5). Sadly, the postmodern world refuses to search for the reality and contentment found in a relationship with God.

III. The Believer's Response to Postmodernism

Review students' answers to Saturday's devotions as you discuss a believer's response to postmodern thinking.

How, then, should believers respond to the postmodern world in which they live? In both life and ministry, the cultural context in which we live brings us back to the need for an authentic expression of Christianity on a personal and corporate level. Rather than needing a new program or personality, the postmodern world is crying out for the presence of an authentic witness. More importantly, as we examine the Scriptures, we find that God longs for such a people. The postmodern world desperately needs to see people who are supremely devoted to Christ. What will this authentic Christianity look like? The hallmark traits of this sort of authentic Christianity are found in Christ's words in John 15—17.

A. Authentic community (John 15:12, 13)

Ask a student to read aloud John 15:12 and 13.

Ask: How are we to love others?

Distribute copies of case study 1 and have a student read this case study. Ask: How can authentic love be displayed to this person? Guide students to see the importance of authentic love in the church.

The postmodern world is one in which the ability to communicate with people around the world is more possible than ever before in human history, yet true, personal interaction is at an all-time low. On a personal level, Christians must take to heart the words of Christ and seek to display a self-forsaking, others-centered love. The church must be a place where people demonstrate a commitment not only to truth, but also to one another. For this sort of authentic community to happen, we must recognize our own tendency to live self-centered, isolated lives. In the strength that God provides, we must ask God to help us authentically love our brothers and sisters in Christ.



B. Authentic confrontation (John 16:7–11; 17:18)

Ask several volunteers to read aloud John 16:7–11 and John 17:18. Teach students the importance of the Holy Spirit’s role in the believer’s ministry to the world today.

With the onset of postmodernity, we also find that America is becoming increasingly “post-Christian.” Hence, there is a sense in which the mission field has begun to shift. The church in the Western world is on the decline in terms of conversions and membership. In our generation, this decline will only be stopped as the church recaptures a zeal to reach the lost and desperately asks God to convict and bring revival through the Holy Spirit.

However, the zeal to “win souls” must not be confused with making the gospel into a sales and marketing pitch. Nearly all people, regardless of their spiritual beliefs, believe they are headed to Heaven. Why? Postmodernism has made the individual the final judge. God is removed from the equation, and there is no longer a sense of the presence of evil and sin that must be punished by a holy God. In this sense, the postmodern world has difficulty understanding the term “saved,” for to be saved would necessitate that a person understand he or she is “lost” and in need of rescue. The postmodern man not only needs to hear of the Savior, he must first understand that he is lost! Rather than relying upon the latest methods to “convert” sinners, the church must turn to the Holy Spirit in earnest and ask God for His convicting work.

C. Authentic character (John 17:14–17)

Have pairs or groups of students read together John 17:14–17. Select a moderator for each pair or group, and give students five minutes to discuss a believer’s role in a postmodern society.

A postmodern person often views Christianity as a religion that is basically about morality. Many postmodern people believe Christians are the people who don’t do bad things but look down on those who do bad things. So according to this line of thinking, to become a Christian, a person must clean up his or her act and go to church. In this sense culturally, Christians appear as if they are modern-day Pharisees, thanking God that they aren’t as sinful as the rest of the bad people in the world (Luke 18:9–14).

While this impression is in no way wholly accurate, there is a seed of truth in the postmodern view of the Christian world. The

default setting of our hearts will always be to try to work to merit the grace of God. However, John 17:17 reveals that the means of our sanctification will never be our own efforts, but God's work in us through His Word. As we humbly submit our lives to God's rule through His Word, He will do the work of changing us from the inside out.

This type of authentically transformed life is the sort of witness that the postmodern world must see. Instead of basing our own feelings of acceptance by God on our being better than the sinners around us, believers must admit with the apostle Paul that "in me . . . dwelleth no good thing" (Rom 7:18). Instead of championing the virtues of the "moral Christian," believers must increasingly seek to display the virtues of the crucified Christ and His work in us. Authenticity in our dependence on God as we seek to live holy lives will serve to shatter the postmodern man's concept of the Christian as a self-righteous judge. By virtue of a truly transformed life, the Christian has the opportunity to engage the postmodern man with the only prescription that will solve his ills: the gospel of Jesus Christ.

D. Authentic church (John 17:14–16)

Ask a student to read aloud John 17:14–16. Refer students to Saturday's devotions and discuss the challenges of living in the postmodern world.

Finally, the postmodern world demands that the church consider what it means to live as a missionary within its own culture. The church must live in a balance between two extremes. The first extreme is cultural isolation. Fearing the impact of the surrounding worldliness, the Christian turns his or her focus completely inward and distances him- or herself from the outside world. The second extreme is cultural compromise. In the earnest desire to reach the world, the Christian unquestioningly embraces the postmodern mentality.

The Christian who desires to follow the principles of John 17 must seek to live in between both extremes. This will necessitate an honest and thoughtful evaluation of the current culture. The task of that believer is understanding and yet challenging the culture in which he or she lives for the purpose of the accurate communication of the gospel. This will necessitate an unyielding commitment to God's Word and to the basic, fundamental beliefs of Christianity. Yet this person must also be willing to change and adapt one's methods in order to best communicate the gospel to the surrounding culture.



APPLY THE TRUTH (10 MINUTES)



YOUR ROLE IN THE POSTMODERN WORLD

Read or recite today's memory verses. Ask: How can following the principles in these verses help you as you live in the postmodern world? Encourage students to refer to their memory verses as they complete the following activity.

Distribute paper and art supplies to students. Have students creatively display their roles in the postmodern world; e.g., develop an acrostic, make a poster, write a poem.

After five minutes, encourage students to share their roles with one another. Encourage students to reflect on their roles as believers in the postmodern world. Direct students' attention to the journal page in their student books, and encourage students to journal a prayer to God, committing to living a life that reflects the truths of God's Word in a postmodern society.

Explain to your students that during the quarter, you will be posting Biblical responses to the current issues that you study together. Begin the bulletin board or poster this week with the first response: I am Biblically handling big issues in our world today when I reflect the truths of God's Word in a postmodern society.

Direct students' attention to the lesson 2 devotions in their *Real Faith in Life* books. Encourage students to learn what God's Word says about dating relationships by completing this week's devotions and bringing their books to class next week.

