

Naked and Unashamed:
Choosing God's Divine Design for Sex

Leader's Guide

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A Note to the Leaders

Dear Sisters in Christ,

Our deepest thanks for leading *Naked and Unashamed: God's Divine Design for Sex*. It is our highest hope that by doing so, you will build up and equip women, married or single, to be their best for the Lord and for their current or future husbands. Our prayer is that women who take *Naked and Unashamed* will find it instructive, hope-filled, and healing. And may you, as their leader, come away enriched and rewarded.

This study is intended to address women in all stages of growth, circumstance, and maturity: those who are in the midst of their own sexual struggles and want to understand God's divine design for sex; those who want to encourage other women to understand and choose it; mothers who want to teach their children to live it; and those who are suffering with a loved one who has struggled to find it or ignored it. All can find God's loving hand outstretched, offering the grace and wisdom to embrace His standard and walk it out whether the struggle is our own or another's.

Your students' experiences and circumstances will be many and varied. God's knows them all, and His truth applies to them all. In every case, trust God and anticipate the power behind His truth. Believe God and encourage your students to believe Him. Encourage them to let Him till the fertile soil of their hearts about His divine design for sex—a design that was intended to represent their free and unabashed relationship *with Him first*—naked and unashamed.

Beginning in Lesson Six, you will find testimonies interspersed throughout the rest of the study. These testimonies are real, from sisters whose experiences are both painful and hope-filled. As the book has only been able to offer snippets of each testimony, please find them in their entirety on my website:

www.eyministries.org. Click on Media, then Books, then *Naked and Unashamed*, then Testimonies.

Should you have any questions, comments, or suggestions regarding *Naked and Unashamed* or the Leader's Guide, please send them our way. The Leader's Guide is a work in progress. Therefore, we welcome your feedback and any questions you'd like to add to the Frequently Asked Questions (FAQ's) at the end of each lesson in the Guide. Contact us at www.eyministries.org.

May God richly bless you as you do this good work that He prepared in advance for you to do (Ephesians 2:10).

Loving you in Christ,

Judy and Sandy

Naked and Unashamed: God's Divine Design for Sex

Leader's Guide

Introduction

Resources: *Naked and Unashamed: God's Divine Design for Sex* (NAU) and a Bible are all that each student should need for this course.

Who Should Take *Naked and Unashamed: God's Divine Design for Sex*? This study is for every woman whether single, married, mother, or mentor: young adult singles, women who are engaged, women who are married, divorced, or widowed, and women who want to help others navigate our sexual culture. All will benefit from this study.

Teaching Sessions: *Naked and Unashamed* may be taught in one of the following three ways: over **one semester (12 weeks)**; from **January to May/June (20 weeks)**; or over **two-semesters (24 weeks, typically September to May)**. The syllabus for each is at the end of this section.

Frequently Asked Questions (FAQ's): At the end of each lesson in this Guide, we are building a Frequently Asked Questions (FAQ's) section. Feel free to send us your burning questions or those that come up in your classes. We will gladly help you answer them and will add them to the Leader's Guide as well as to the FAQ's on my website if we think they would benefit students in other classes.

Leadership Responsibilities: When we lead a Bible study, we are beginning a wonderful adventure with God and with the women in our classes. It is also an amazing privilege, with which comes a handful of responsibilities. We must...

- Have a heart for women's growth in the Lord.
- Be aware of and have compassion for where our students are in their faith, and, if necessary, be prepared to lead a student to Christ.
- Commit to finishing each week's "heartwork" (we don't call it homework), and seek God's wisdom on how to facilitate that week's lesson.
- Be a servant-leader. Matthew 20:25-28, Jesus said, "*You know that the rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave—just as the Son of Man did not come to be served, but to serve...*" By following our Ultimate Example, our number one responsibility is not to "lord" our authority, knowledge, or opinions over our students, but to come along side them and point them to the truth of Christ, who is our Final Authority.
- Ask questions relevant to that week's lesson (this Guide will help with the questions).
- Respect everyone's answers. (However, if necessary, tactfully correct any error or misrepresentation of Scripture as it applies to the teaching point.)
- Encourage testimony on how applying what they're learning is impacting their relationship with the Lord and others.
- Handle the Word of God correctly: The apostle Paul lovingly admonishes Timothy to present himself to God "*as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth*" (2 Timothy 2:15).
- Handle the topic of sex and sexual integrity appropriately. God designed sex to be highly attractive and deeply desirable for the ultimate purposes of His marriage covenant. Satan has counterfeited every aspect of its beauty. Our hope is that women who take this study will be real about their circumstances without being excessive or too graphic with their information. We can bring the light of God's Word to what for some, may be a painful topic (1 John 1:5-7, Eph 4:29) as well as provide a safe place for those who need to share their painful place.

- Handle confidential information wisely. We will become privy to sensitive information, as will our group facilitators if we have small groups. We are honor-bound to heed Paul's warning to Timothy to "avoid godless chatter, because those who indulge in it will become more and more ungodly" (2 Timothy 2:16). Doing so will protect our students and us.
- Be willing to mentor/coach/encourage your students from the perspective of God's Truth and its application to their lives, marriages, and other relationships rather than from personal knowledge or opinion.
- Keep track of our ladies. If a student misses two classes in a row, connect with her, make sure she's OK, and encourage her to return. (If we have small groups, we can give this responsibility to our small group facilitators.)
- Know when to recommend a referral to a Christian counselor, pastor, support group, etc.

Using Visuals or Practical Applications: Sandy and I would like to provide "visuals" and practical applications *for optional use* in order to drive home a lesson's main point. In order to do so, we need your help: If God gives you a visual that is successfully used in your class, please send it to judy@eyministries.org. It will be incorporated into the chapter to which it applies and be attributed to you. Thank you in advance!

Before You Begin: Here are some helpful hints before your first session:

- Make sure everyone has the day, time, place, and directions for where you'll meet.
- You may want to use the **handouts** available at the end of this section. They include a Syllabus for the 12-Week, 20-week, and 24-week studies, a Class Roster and an Attendance Sheet. These will help your ladies keep track of their lessons, and help you keep track of your ladies. If someone is absent, you will have the information you need to connect with her. You can also establish a group email so that you can send your students changes, reminders, and encouragements throughout the semester or year.
- Decide whether or not you'd like to incorporate small group discussion into your weekly sessions. Doing so will give your students 15-20 minutes for a "Bottom Line Question" that pulls together the week's lesson with practical application. (See NAU Small Group Guidelines.)
- It's beneficial to stay one lesson ahead of your students so that you can begin to create a sense of anticipation and excitement about what you will learn. In each Day's lesson, ask yourself, "What's the Big Idea this lesson is trying to get across?"
- Determine how long your study will last each week. Sixty to ninety minutes of Bible study class time is ideal. (This doesn't include fellowship time, praise and worship, or prayer time.) A 15-20 minute Small group time can easily be incorporated into the 60-90 minute time frame.
- Arrive early to your meeting place to make sure it's set up the way you want it. Be prepared and organized. This gives your students a positive first impression.

Laying the Foundation for *Naked and Unashamed* (NAU)

Depending on how your study sessions are configured and the flexibility of your women's group, NAU lessons can be done over 12 weeks (one semester), 20 weeks, or 24 weeks (or two semesters). A sample syllabus for each follows this section. Each construct should include an extra week for the study's Introduction. In Lessons One through Twelve, the Leader's Guide will provide a Main Point and questions (Q) that apply to each Day's sub-lesson. Some questions will draw answers from the book for review, while others will elicit personal responses from your students. *Since there are more questions in the Guide than you may have time for*, it's important that you tap in to the Holy Spirit's leading for your class. It's not necessary to ask each question. God may even give you other questions that are more fitting for your women. In each Day's lesson, ask the Lord what the Big Idea or takeaway should be?

Enjoy where the Lord leads you. A "Bottom Line Question" (BLQ) is provided at the end of each lesson in the Guide, and is configured for either a 12-week or a 24-week study. If you're doing the 20-week study, you can

adapt the BLQ's accordingly. BLQ's will tie the entire week's study together and can be addressed as a class or after breaking into small groups. (See Small Group Guidelines that follow.)

The First Day: Introducing Naked and Unashamed

Teacher Notes—Admin

Open with prayer

- Introduce yourself and anyone who is helping you with the class, such as a co-teacher, or one who collects the money for the books, one who is taping the class, group leaders (should you break into small groups after class discussion for Bottom Line Questions), etc.
- Have your students fill out the Attendance Sheet and the Class Roster
- Distribute copies of *Naked and Unashamed*
- Distribute copies of the syllabus (documents follow below)
- Scroll through the study's Table of Contents, noting how each lesson builds the foundation for the next. Please make this point to your class
- Encourage your students to get the most out of their classroom time by:
 - Arriving to class on time
 - Placing children in age-appropriate child care on sight, if available. Otherwise, both facilitator and students can be easily distracted by child activity in the class environment.
 - Scheduling dental/doctor/school appointments any other day but Bible study day, if at all possible.
- Encourage your students to get the most out of their study time by:
 - Committing to the heartwork (we don't call it homework) and arrive prepared. Remind them that each lesson builds toward the next
 - Enjoying their *heartwork*. *NAU* is "user friendly", even if women are new to Bible study. As they prepare their lessons daily with the Lord, they can experience *joy, revelation, and delight* in what God teaches them.
 - Being deliberate about *creating* the time to complete their heartwork. Each day's heartwork within a lesson will require an average of 30-60 minutes (based on a 12, 20, or 24-week semester). Get them excited about what they'll learn at the Lord's feet!
 - Giving their lessons their all. Some settings for doing heartwork might include: before kids awake in the morning, right after kids go to school, in lieu of a TV program, in the car while waiting at soccer, swim, baseball practices (not during games!), in the doctor or dentist's waiting room, and so on. *Even several 10-15 minute snippets of time in a day are valuable.*
 - Paying attention to the extra information/study on the pages (such as The Extra Mile and IN HER SHOES. All IN HER SHOES testimonies that begin in Lesson 6 are from the authors' Christian sisters. They are real!)
 - Using a Bible they're comfortable with. If you have students new to the Bible, take the time to mention the different Bible translations available. You may even bring several examples for them to look over after class, such as the *New American Standard Bible* (NASB), *English Standard Version* (ESV), *New Living Translation* (NLT), *New King James Version* (NKJV), *The New International Version* (NIV), or *King James Version* (KJV), and so on, or they can visit a Christian book store. To help select a Bible that "fits", they can choose a passage and read it from each of the Bibles mentioned above to determine which one expresses the passage in a way that speaks best to them?
 - Not being embarrassed or intimidated by their newness to the Bible, but depending on their Table of Contents or Bible tabs (available at any Christian bookstore) for easy access to the books in the Bible. We all start out in the same place. By the time they finish this study, they'll be very familiar with their Bibles. ☺

- Encourage the following courtesies from your students to help all classmates benefit:
 - To contribute comments for those days of heartwork that *they completed*. If there are days of a lesson that they didn't complete, invite them to kick back and listen to the insights of others. (Leaders: Often women want to "talk" or ask questions during class without the benefit of completing their week's study. Their questions may have been answered had they done their heartwork.)
 - To participate in class discussion without dominating it. That said, we encourage both students and leaders to contribute the wonderful insights that God reveals in their heartwork and application, so that many may benefit.
 - To stay on topic. It is easy for a student to get off topic by bringing up a personal, student-specific issue that the rest of the class can't relate to. (Leaders: If you have small group time, that will allow an opportunity to *apply Scripture* to specific issues. Remember that you facilitate the learning and discussion among all class members; therefore, tactfully bring the class back on topic should the discussion get temporarily derailed. A statement such as, "Why don't you and I discuss that particular issue more specifically after class?" can work very well. Then, don't be afraid to move on. If an after-class connection isn't convenient for a student, be sure to follow up with a phone call or email or over coffee.)
 - To listen respectfully to others without interruption
 - To be respectful of sisters in the classroom who are Catholic or in various other Protestant denominations
 - To commit to confidentiality in and out of the classroom
 - To not berate loved ones in the classroom or during small group discussion—or at any time. Conveying a problem can be done without tearing down another. This will be the beginning of a great new habit for many women!

Introducing Lesson 1: For your next meeting, students should read the "Preface" of *Naked and Unashamed*, and follow the 12, 20, or 24-week syllabus you hand out for Lesson 1. Give them a motivating preview based on what you learned in the first lesson. Remind them that God can help them create study time throughout the week which gives them opportunities to apply His principles.

Student Introduction: It's good to get to know your women and establish a comfort zone. After the administrative duties are completed, you can ask each student the questions below, being sure to allot a specific amount of time to each (up to 90 seconds depending on class size) so that you get to all the students. Depending on class size, this intro can be done as a whole class or in small groups.

Name:

If applicable, husband's and children's names:

Warm-Up Question: What do you hope to gain from taking this Bible study?

Finishing Point for Introductory Day: Oftentimes we have a tendency to focus on the negative, or what we perceive as being hopeless circumstances. *We do not serve a god of hopelessness*, but the God of hope. Create a sense of anticipation that God will be moving in their lives and in their relationships throughout this study. Read **Isaiah 43:18 and 19** and encourage them to watch for Him.

Close with Prayer and dismiss the class.

NAU Small Group Guidelines For *Group Facilitators*

As the Class Leader, you may choose to discuss the questions from each Day with the class as a whole, then break into small groups, each manned by a Small Group Facilitator, to discuss the Bottom Line Questions that tie the lessons together with personal application.

Each small group should have the same students and facilitator weekly.

Purpose of Small Groups:

- To discuss specific “Bottom Line” question as it relates to that Lesson’s personal application. The Bottom Line questions (BLQ’s) are provided in the Leader’s Guide at the end of each lesson and conform to the 12-week or the 24-week course. BLQ’s for the 20-week study may be adapted accordingly. The Class Leader can give each Group Facilitator the Bottom Line Question before class begins.
- To build rapport and establish a place of intimacy, support, safety (confidentiality) and prayer support
- As with the whole-class concept, to lovingly and continually point these women to Christ and His Word as the plumb line for the challenges in their lives and relationships

Small Group Facilitators should:

- Be biblically grounded
- Handle the Word of God correctly
- Be committed to finishing each week’s “heartwork”. Then they can legitimately encourage their group to apply to their lives what they learn from the Word of God.
- Have the heart of a servant-leader
- Have a heart for women’s growth in the Lord
- Have compassion for where each woman is in her faith-walk without judgment or condemnation
- Be able to control the discussion of the BLQ’s so that all members of her group may answer.
- Be able to keep the group focused on the BLQ’s without straying. Small group time is short.
- Pray during the week for those in her small group
- Be able to impart truth to tough places in her women’s lives and circumstances with love and grace
- Apply what she learns from Scripture to her own life and circumstances
- Handle confidential information wisely
- Be willing to mentor/coach/encourage her group participants from the perspective of God’s Truth rather than from personal knowledge or opinion.
- Stay connected with her small group on a regular basis, particularly if a student misses two classes in a row.

The following are guidelines for NAU small groups:

- Up to eight women per group are easy to manage. If the length of your meeting time is a factor, make your groups smaller so that sharing can be done within the time allotted.
- Confidentiality is necessary. Every woman needs that safety net.
- Establish how long your small groups will meet. Be sure to start and end on time. If small groups convene after class discussion, 20 minutes should give ample time to discuss the Bottom Line Questions.
- If there are multiple BLQ’s, instruct group facilitators to ask one BLQ at a time before moving on to the next.
- Group Facilitators should keep a gentle but firm reign on each woman’s “talk” time so that each has an opportunity to address the “Bottom Line” question(s).

- Re The Bottom Line question(s) may raise more questions. If a Group Facilitator doesn't know the answer to a question asked by a student, *she is to confidently say so*, then follow up with the answer the next week or by personal contact (telephone or email). The Class Leader should be available to help with answers to questions that come up. The whole class may benefit from the question and answer, which the Class Leader may address in the next class. Should you need assistance with a question, feel free to contact Judy at judy@eyministries.org or Sandy at eph2sandy@earthlink.net.
- Re Group Session Prayer Time: prayer requests should not go out email as we don't know who will read it on the other end. Below are two options:
 - **Option 1:** Each group should have paper/Post It notes so that prayer requests can be written at the *beginning* of class time. (Prayer requests should be related to that week's lesson and concisely written.) At the end of group time, have each gal leave with another's prayer to lift up throughout the week. The Small Group Facilitator can pray at the end of the group time based on what the group discussion revealed that day. Many students will be new to the concept, purpose, and power of prayer. This is a good venue where students can become comfortable with prayer, especially as they observe the results of prayers within their groups.
 - **Option 2:** For the first few weeks, Group Facilitators can close their group in prayer based on what the discussion revealed during group time. As the weeks unfold, facilitators can invite their group members to participate in the prayer process, making their contributions short and to the point for the sake of time. It will be the Group Facilitator's call as to when she initiates that participation. Participation will encourage students toward a level of comfort with prayer. Many students will be new to the concept, purpose, and power of prayer, so this is another good venue where they can be taught about prayer and also observe the results of prayers within their groups. (*As explained in Option 1, keep the prayer requests short, specific, and related to that week's lesson.*)

Post-Processing with Class Leader (beneficial at least monthly): Although the Class Leader should be accessible to help her Group Facilitators as the need arises, she can call her Group Facilitators together to address questions, concerns, etc., at regular intervals (once a month is recommended). Personal information about members in the small groups should be discussed only when genuine counsel is being sought.

Remember: the purpose of the small groups is not to *fix* the student and her problems, but to continually point her to the One Who can through His Holy Spirit.

Sample Syllabus for teaching NAU over one semester (13 weeks):

Naked and Unashamed: Choosing God's Divine Design for Sex
12-week Syllabus
Fall or Spring 20__

Lesson Due	"Heartwork" assignment to be completed for:
Month/Day	Opening Day and Introduction of the Study
Month/Day	NAU Lesson One
Month/Day	NAU Lesson Two
Month/Day	NAU Lesson Three
Month/Day	NAU Lesson Four
Month/Day	NAU Lesson Five
Month/Day	NAU Lesson Six
Month/Day	NAU Lesson Seven
Month/Day	NAU Lesson Eight
Month/Day	NAU Lesson Nine
Month/Day	NAU Lesson Ten
Month/Day	NAU Lesson Eleven
Month/Day	NAU Lesson Twelve

Sample Syllabus for teaching NAU from January to May/June (approximately 20 weeks):

Naked and Unashamed: Choosing God's Divine Design for Sex
20-week Syllabus
Winter/Spring 20__

Lesson Due	"Heartwork" Assignment to be completed for:
Month/Day	Opening Day and Introduction
Month/Day	Preface and Lesson 1: Days One, Two, Three
Month/Day	Lesson 1: Days Four, Five
Month/Day	Lesson 2: Days One, Two
Month/Day	Lesson 2: Days Three, Four, Five
-	
Month/Day	Lesson 3: Days One, Two
Month/Day	Lesson 3: Days Three, Four, Five
Month/Day	Lesson 4: Days One, Two, Three
Month/Day	Lesson 4: Days Four, Five
Month/Day	Lesson 5: Days One, Two, Three, Four, Five
Month/Day	Lesson 6: Days One, Two
Month/Day	Lesson 6: Days Three, Four, Five
Month/Day	Lesson 7: Days One, Two, Three, Four, Five
Month/Day	Lesson 8: Days One, Two
Month/Day	Lesson 8: Days Three, Four, Five
Month/Day	Lesson 9: Days One, Two, Three, Four, Five
Month/Day	Lesson 10: Days One, Two, Three
Month/Day	Lesson 10: Days Four, Five
Month/Day	Lesson 11: Days One, Two, Three, Four, Five
Month/Day	Lesson 12: Days One, Two, Three, Four, Five

Sample Syllabus for teaching NAU over two semesters (approximately 24 weeks):

Naked and Unashamed: Choosing God's Divine Design for Sex

24-week Syllabus

Fall 20__

Lesson Due	"Heartwork" Assignment to be completed for:
Month/Day	Opening Day and Introduction of the Study
Month/Day	Preface and Lesson 1: Days One, Two
Month/Day	Lesson 1: Days Three, Four, Five
Month/Day	Lesson 2: Days One, Two
Month/Day	Lesson 2: Days Three, Four, Five
Month/Day	Lesson 3: Days One, Two
Month/Day	Lesson 3: Days Three, Four, Five
Month/Day	Lesson 4: Days One, Two
Month/Day	Lesson 4: Days Three, Four, Five
Month/Day	Lesson 5: Days One, Two
Month/Day	Lesson 5: Days Three, Four, Five
Month/Day	Lesson 6: Days One, Two
Month/Day	Lesson 6: Days Three, Four, Five
Month/Day	Lesson 7: Days One, Two, Three
Month/Day	Lesson 7: Day Four, Five
Month/Day	Lesson 8: Days One, Two
Month/Day	Lesson 8: Days Three, Four, Five
Month/Day	Lesson 9: Days One, Two
Month/Day	Lesson 9: Days Three, Four, Five
Month/Day	Lesson 10: Days One, Two, Three
Month/Day	Lesson 10: Days Four, Five
Month/Day	Lesson 11: Days One, Two
Month/Day	Lesson 11: Days Three, Four, Five
Month/Day	Lesson 12: Days One, Two, Three, Four, Five

Women's Ministry

Attendance Sheet
Fall/Spring 20__

NAME	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date

Class Roster
Fall/Spring 20__

Women's Ministry

NAME	ADDRESS	PHONE NO.	E-MAIL ADDRESS	CURRENT CHURCH

Naked and Unashamed: Choosing God's Divine Design for Sex
Lesson Overviews and Learning Objectives
Lessons 1-12

LESSON 1: IN THE BEGINNING

Lesson Overview

It's always important to start a life-changing study with the Creator of life—to understand His purpose for His divine design. As it relates to sex, most people don't often consider what God planned from the beginning and why, so they default to what the world approves and endorses. It's important to set the record straight "from the beginning".

Learning Objectives

- Day One:** To discover *God* and what He reveals about Himself as Creator
- Day Two:** To discover *God's intent* as Author of relationships
- Day Three:** To appreciate that the practice of marital oneness, commitment, and permanence goes back to God's original command for marriage in **Genesis 2:24**
- Day Four:** To learn that the enemy strives to destroy relationships with a strategy that is alive and well today
- Day Five:** To understand that all broken relationships began with Adam and Eve

LESSON 2: THE DIVINE REDEMPTION

Lesson Overview

The divine design that God originally intended became totally unrecognizable because of the sin humanity inherited from Adam and Eve. Was there way to return to God's design, to reflect "His image" once again, to return to His original purpose for our lives, and even for our marriages? Yes! God had a plan...

Learning Objectives

- Day One:** To understand humanity's shift from God's "very good" to idolatry
- Day Two:** To understand why and how "the fall" affects us all
- Day Three:** To discover what bringing us back to God cost Him and why
- Day Four:** To understand transformation as the affirming evidence of true conversion in Christ
- Day Five:** To acknowledge, understand, and embrace the "Who" of our transformation

LESSON 3: DESIGNED TO TRUST

Lesson Overview

We were created—*designed*—by God with the capacity to trust Him. If we do not trust God *with* our lives then we will not walk out His purpose *for* our lives. This lesson will reveal where we put our trust when we confront issues in our lives, to include sexual issues. Do we depend on the temporal/human/fallen or on the eternal/Divine/Perfect? Understanding God as trustworthy, especially in our or another's desperate places, is foundational to *His outcome* in these places.

Learning Objectives

- Day One:** To challenge our notions about trusting God's love, especially in times of distress
- Day Two:** To encourage us to trust God's faithfulness in all circumstances—no matter what they are
- Day Three:** To understand 1) what God's mercy looks like and why, 2) when and how He makes His grace available, and 3) that His mercy and grace are always restorative

- Day Four:** To understand how God's grace and power sustain us in the midst of undeserved hardship
- Day Five:** To understand that nothing happens to us that doesn't first pass before our sovereign God

LESSON 4: THE CASE FOR TRUTH

Lesson Overview

Our self-talk is loaded with lies and doubt and deceptions—self-deception as well as that which comes from the world and the enemy. This lesson lays out the premise that there is absolute truth. Our goal is to help women recognize the truth from the lie and *believe* it. This is foundational to trusting God and His divine design for ourselves.

Learning Objectives

- Day One:** To understand how our truth is formed and from where
- Day Two:** To understand how believing God's truth can counter all forms and sources of deception, even self deception
- Day Three:** To perceive for ourselves the difference between knowing about Jesus and truly knowing Jesus
- Day Four:** To understand that the power of God's truth works for us in every circumstance and against every sin
- Day Five:** To grasp that walking in God's truth (applying it to our lives) is walking in God's Wisdom

LESSON 5: DESIGNED FOR SEX

Lesson Overview

This lesson establishes God's intricate, multifaceted design for sex which will heighten our awareness to the deceptions that are out there. It highlights the way God *intended* sex to be spiritually, physically, emotionally and relationally. The goal of this chapter is to help women see God as intentional in His design for sex—to understand that adhering to His design is where the joy and peace are. God's way works.

Learning Objectives

- Day One:** To understand sex as a “beautiful, holy act that invites the presence of God” to the marriage bed
- Day Two:** To discover the perfection of God's divine design
- Day Three:** To understand that God intended safety to be established by the emotional bond of sexual intimacy
- Day Four:** To understand how three God-given principles can change our sex lives!
- Day Five:** To understand the truth about biblical headship and submission

NOTE: The lessons up to this point have been designed to point out God as Designer of the covenantal gift of sex, that His way can be trusted. He wants us to *desire* His way because it's "very good". Beginning with Lesson 6, the study turns toward the personal implications of these truths in our own lives and challenge us: 1) to confront sexual sin in our own lives, and/or 2) to confront sexual sin in the life of a loved one (husband, child, parent, friend), 3) to confront sexual sin in the life of one we mentor and 4) to check our personal responses (or another's) toward those who are living in sexual sin. We are all aware of sexual integrity issues, whether they are our own, a family member's, or of one we mentor. The intent of the following lessons is to encourage truth in the circumstances we face—no more excuses, no more enabling, etc., but to let God minister healing and freedom to us and through us.

LESSON 6: COUNTERFEIT SEX

Lesson Overview

With a world screaming about self, the flesh, and freedom in pursuing both, this chapter is designed to challenge the lies we believe about the current culturally acceptable sexual mores. The intent of this lesson is to expose each area of sexuality that has been counterfeited. If the first five chapters have been completed by a student, she will understand what constitutes a counterfeit by the time she gets to lesson 6.

Learning Objectives

- Day One:** To understand what constitutes sexual immorality from God's perspective
- Day Two:** To learn how sexual bondage can take hold just by entertaining a mere thought
- Day Three:** To discover where we stand regarding the relational counterfeits that our culture has normalized
- Day Four:** To discern the difference between true intimacy and its counterfeit
- Day Five:** To recognize the painful consequences that arise out of counterfeit choices and how they can affect generations to come

LESSON 7: THE POWER OF PAIN

Lesson Overview

Pain has power, and we perpetuate that pain (and its power) by what we tell ourselves about ourselves, about another, and about our circumstances. Do we face the truth about our pain, or do we foster and nurture it with guilt, shame, denial, rationalization, and justification? This lesson addresses all of these by redirecting our hearts/minds toward God's truth about ourselves, another, and our circumstances.

Learning Objectives

- Day One:** To understand that sin is often at the heart of our pain
- Day Two:** To learn to identify the emotions that derail resolution to our painful places and how the truth of Scripture addresses them
- Day Three:** To recognize our approach to the pain we would rather escape than confront
- Day Four:** To understand that God always has a divine purpose for the pain of His saints
- Day Five:** To learn to trust God with *His* response in tough circumstances at every painful turn

LESSON 8: THE HEART OF THE MATTER

Lesson Overview

This lesson teaches what God wants us to see in our own hearts and lovingly redirect them to align with His own. The lesson will also prepare our hearts so that we can begin to properly address our painful places—those in our lives, in another's, or both.

Learning Objectives

- Day One:** To assess our own hearts before the God of our salvation.
- Day Two:** To understand the difference between a heart that judges another human being and a heart that judges another human being's behavior as right or wrong
- Day Three:** To perceive the healing, forward-moving *power* of repentance when one responds to God's call out of sin.
- Day Four:** To understand the value of the Holy Spirit's job in shaping or response to God
- Day Five:** To understand that our accountability to anyone is meaningless unless we are first accountable to God

LESSON 9: THE FREEDOM FACTOR

Lesson Overview

Forgiveness is the release valve, the healing balm, the place of peace for all pain. Forgiveness is foundational, essential, *pivotal* to healing and freedom. It is the overcoming power that meets pain's power and renders it impotent. This lesson gives us the means to take up the power from on High in this battle.

Learning Objectives

- Day One:** To identify areas of unforgiveness in our lives and expose them to the light
- Day Two:** To understand that we must not take what God has done by grace in our own lives and turn it into law in another's
- Day Three:** To understand what forgiveness should look like
- Day Four:** To choose to forgive
- Day Five:** To learn that forgiveness opens the door to God's *agape* (God's love in us) and that God's *agape* in us keeps the door open to continued forgiveness

LESSON 10: A LOVED ONE'S STRUGGLE

Lesson Overview

When we face the reality that a sin problem exists (confronting the problem), we may be tempted to let our pain govern our every response, the results of which can set us and our loved ones back and delay healing. Throughout this study, God has been preparing us to align our hearts and minds with His in order to appropriately confront the issue before us, and then engage a loved one His way and in His timing. To that end, this lesson provides a carefully constructed template for *the actual work of preparing* our hearts, attitudes, and actions before engaging a loved one.

Learning Objectives

- Day One:** To recognize and acknowledge the typical signs that suggest sexual sin problem in a loved one
- Day Two:** To understand what to do when we discover a loved one's sexual sin
- Day Three:** To define and clarify our own boundaries in a well-thought-out and organized way in order to engage a loved one with clarity, care, and resolve.
- Day Four:** To take another good, hard look at the facts or even the valid suspicions and love the person enough to engage him or her
- Day Five:** To learn how to protect our children from sexual predators

LESSON 11: OUR OWN STRUGGLE

Lesson Overview

If we are struggling with sexual sin, it will continue to chase us and haunt us and make our future sexual choices for us until we invite Christ into our temptations. And if we have been sexually victimized by another (violated), it will continue to haunt us until we stop and face it hand-in-hand with our Savior. When we do these, He heals. Only Jesus can recalibrate our hearts and minds toward healthy future sexual choices—naked and unashamed.

Learning Objectives

- Day One:** To receive and embrace for ourselves, or to help another receive and embrace, the healing power that Jesus Christ longs to bestow on a victim of sexual abuse and rape
- Day Two:** To understand what it means to choose light over darkness
- Day Three:** To understand that Jesus will reveal our hidden darkness within the security of His love for the purposes of His glory and our freedom
- Day Four:** To embrace the process of moving forward out of our sin
- Day Five:** To daily choose the Light

LESSON 12: NAKED AND UNASHAMED

Lesson Overview

This lesson is applicable to both the one struggling with sexual sin and the one struggling with the impact of sexual sin. It lays out practical principles for recognizing the enemy's strategies and returns us to God's plan. We will learn how to respond to our new forward motion with *gratitude*, God's amazing and ultimate balm to living in Christ no matter what the circumstance. This opens the way to live pure lives for him, not just as it relates to sexual integrity, but to integrity in general—pure of heart.

Learning Objectives

- Day One;** To choose God's battle plan against the enemy who wants to derail our resolve
- Day Two:** To face lingering trust issues with God
- Day Three:** To face lingering trust issues with others
- Day Four:** To tap the joy of choosing satisfaction with God
- Day Five:** To harness the value of choosing purity of heart so that we can learn to live naked and unashamed one day at a time

Naked and Unashamed
Leader's Guide
Lesson 1 ~ In the Beginning

Getting Started

- Open with prayer
- Assess how the first week's heartwork went. Some may have met resistance while doing their heartwork, or had feelings of being overwhelmed, or perhaps felt unworthy, or were filled with a sense of, "It's too hard!" If so, assure them that they're in the right study. The last thing the enemy wants is depth to their faith. The effort and perseverance they put into this study will last a lifetime.
- In the class before you begin Lesson 2:
 - Have students write the following questions on the first page of Lesson 2 and consider it throughout the week while they're doing their lesson: *Am I in a religion about Jesus Christ, or am I in a relationship with Him? How do I know the difference?*
- **Lesson 2 correction**, p 35, paragraph 3, line 1 should read, **Ezekiel 36:26-27** addresses that notion this way:

Lesson 1 ~ Main Point: We expect relationships to be nurturing and life-giving. But sometimes things don't turn out the way we think they should. Deep down we sense that the divine design is being violated.

OPTIONAL: Visual/Practical Application: Have you got a good illustration for this week's lesson? Please send it to: judy@eyministries.org. Thanks!

LESSON OVERVIEW: It's always important to start a life-changing study with the Creator of life—to understand His purpose for His divine design. As it relates to sex, most people don't often consider what God planned from the beginning and why, so they default to what the world approves and endorses. It's important to set the record straight "from the beginning".

DAY ONE ~ The Divine

LEARNING OBJECTIVE: To discover *God* and what He reveals about Himself as Creator

P 1-3: According to **Genesis 1:1-31**, what did you learn about God as Creator that you didn't know before now?

P 4: How did you respond to the question, "Do you believe God is the ruler of nature and the source of all life, that you owe your very existence to this Creator God of the universe? If so, what does this mean for your life? If not, what does this mean for your life?"

P 5-6: Why is it important for us to remind ourselves that God is holy? What does His holiness have to do with our lives today, especially in today's culture?

DAY TWO ~ The Divine Relater

LEARNING OBJECTIVE: To discover *God's intent* as Author of relationship

P 7: Based on **Genesis 1:26-31**, what divine shift took place?

Q: For what purpose(s) do you think God created this first couple to resemble Him (or Them? What does the "Them" mean? Answer: God was already in relationship! This was the first indicator of the eternal existence of the Trinity.)

P 7-10: Based on **Genesis 1:28-29**, on what divine foundation was God establishing relationship between Himself and the first couple. (Answer: Trust!) What did He entrust to them? In what ways are we to act as God's representative today?

Q: What two responsibilities did God entrust to Adam in **vv 2:8-19**?

Q: According to **Genesis 2:20-22**, who did God provide for and entrust to Adam as his third responsibility and why?

Consider: Read **Psalm 46:1** as an example of God as *ezer* or *Jehovah Ezer*, "The LORD my help." In a representative way, the woman was intended to be the man's equal and his perfect match, a "help" "fit to" or "corresponding to" the man, suitable to help him with life and whatever trouble comes their way. She's no wimp. They are equal, but with different functions/responsibilities.

P 11: Picture the *ezer knegdo* as God originally intended. Based on what you've learned about her, what power and responsibility did God give this first female counterpart? What could she look like today?

Q: How do you respond to God creating this first couple with specific, individual purposes (or responsibilities)? Does God's original intent hold any weight today? If so, why? If not, why not?

Q: What does it mean *to you* for God to be the Source of all provision, married or not?

DAY THREE ~ The Divine Uniter

LEARNING OBJECTIVE: To appreciate that the practice of marital oneness, commitment, and permanence goes back to God's original command for marriage in **Genesis 2:24**

P 12: Read paragraph 1 and discuss the relevance of this notion today.

P 12: Read **Genesis 2:23-24**. How does **verse 23** set the stage for **verse 24**, "*For this reason...*"?

P 13: What was God's three-part command to this first couple in **Genesis 2:24**?

Why was leaving important in a marriage?

Why was cleaving important in a marriage?

Why is becoming one important in a marriage?

What was obedience to these commands intended to establish in their marriage? (Answer: heterosexuality, monogamy, commitment, allegiance, permanence).

P 14: What's right about God's design for a husband and a wife?

Q: BOTTOM LINE! How did God's marital construct in **Genesis 2:24** pave the way for their freedom to be naked (vulnerable) and unashamed (abandoned to each other) in **Genesis 2:25**?

P 14, last two paragraphs: What do you think it means to be *naked* and *unashamed* in a marriage?

DAY FOUR ~ The Deadly Deceiver

LEARNING OBJECTIVE: To learn that the enemy strives to destroy relationships with a strategy that is alive and well today.

P 15: According to **Revelation 12:9-10**, **John 8:44** and **10:10**, who is our enemy, how do we know, and what is his goal? What does that mean for believers, especially as it relates to the topic of this study?

Leaders: *Everything* that God created for our good and blessing Satan can and has counterfeited. If he can create the temptation to embrace a counterfeit, he just might get us to succumb to its lure and his lie. In the case of this study topic, God created sex to be a powerful, life-giving, marital-covenant ratifying and revitalizing gift. In what ways has this ultimate wedding gift been hijacked?

P 15-17: In **Genesis 3:1-7**, what are the 5 D's and how do the 5 D's pave the way today to *every* counterfeit?

Regarding Distraction: when we are distracted toward temptation, there is *always* an added voice; otherwise we wouldn't be tempted.

Regarding Doubt: when we doubt God about anything, there is *always* God's truth to counter the lie ("*Thus says the LORD...*")

Regarding Debate: when we debate with God, we *will* exaggerate either the truth or the lie in order to defend our position (we can use “rationalize” and “justify” in the place of “exaggerate”), especially if we don’t believe what we think we believe (the truth that speaks to our circumstance).

Regarding Deception: when deception makes a lie believable, we *will* become more comfortable with the lie and less influenced by the truth.

Regarding Desire: when our desire for more (greed) trumps the command of God, we have already decided to disobey Him and cooperate with the devil.

Note: Satan has two “Did God Really Say...” approaches to achieve his goal—*shame*

- 1) Accusation (Rev. 12:9-10) when he raises up God’s holiness while downplaying His love
- 2) Temptation (Luke 4) when he shows us the bait but hides the hook; he also overstates the mercy of God by raising up God’s love while downplaying His holiness

P 17 Compare **Genesis 2:9** and **16** and **3:6**. What’s different about the description of the tree of the knowledge of good and evil in these verses? How did Satan alter the woman’s understanding of what “good” looks like? Why do you think he did this? What did she do?”

DAY FIVE ~ The Deadly Divide

LEARNING OBJECTIVE: To understand that all broken relationships began with Adam and Eve

P 18-19: Read **Genesis 3:8-12**. What had changed with Adam’s relationship with God? with his wife?

P 19: What was different about the exchange with God and Adam’s wife in **Genesis 3:13-14**?

P19-20: In **Genesis 3:14-15**, how did God judge the serpent and why?

P 20: What were God’s consequences for the woman and why (**Genesis 3:16**)? How does this play out in your life?

P 20-21: What were God’s consequences for Adam and why (vv **17-19**)? How does this play out in your life?

P 19: Read the two key points at the top of this page. How do they apply to our relationship with God today? To our relationship with our husbands?

P 18-21: Based on all that you’ve learned, how did Adam and the Woman’s disobedience impact the state of their union in **Genesis 2:25**—being naked and unashamed?

Leaders: Betrayal killed Adam and the Woman’s relationship with God and made Him and each other suspect. Distrust had taken the place of the valued trust that God had established among them all. They could no longer be naked (vulnerable) and unashamed (abandoned) to God or each other.

P 21-22: In **Genesis 3:22-24**, what did God do and why? Where did this leave all humanity?

Consider: a shift in marital oneness when Adam named Eve “*the mother of all the living*” in **Genesis 3:20**: Is it any wonder that a wife’s focus shifts so dramatically away from her role as wife when she becomes a mom? And as a function of God’s judgment in **Genesis 3:17-19**, the man’s focus shifts to the demands of “work” in order to provide for his family. Today’s typical marital areas of contention: a husband’s work demands and a wife’s “mothering” demands

OPTIONAL: At this point, you can break into groups to discuss the Bottom Line Questions that follow. You can follow the NAU Small Group Guidelines (pages 8-9) should you decide to form groups.

LESSON 1, Bottom Line Question for 12-week course:

FIRST SMALL GROUP MEETING (first small group session only): SGLs can ask the following “getting to know you” questions. (Feel free to take notes on this info in order to commit each group member to memory.) Tell your students they have about **one minute total** for these answers.

Name:

If applicable, husband’s/children’s names:

Ice Breaker Question: What do you hope to gain from this Bible study?

BLQ's for Personal Application

- 1) What is God's greatest evidence *to you* of His "copious splendor"?
- 2) How do you know when you are being deceived—either by the enemy or another?
- 3) How does Adam and Eve's disobedience impact God's divine design for your marriage (or future marriage) today?

Close in Prayer

LESSON 1, Bottom Line Questions for Personal Application, 24-week course:

FIRST SMALL GROUP MEETING (first small group session only): SGLs can ask the following "getting to know you" questions. (Feel free to take notes on this info in order to commit each group member to memory.) Tell your students they have about **one minute total** for these answers.

Name:

If applicable, husband's/children's names:

Ice Breaker Question: What do you hope to gain from this Bible study?

BLQ's for Personal Application

LESSON 1, Days One and Two

- 1) Day 1: Why is it important for *you* to understand God's Divine Design from the beginning?
- 2) Day 2, p7: *Trust* was the most foundational element in the relationship that God established with Adam and Eve. Is mutual trust important to you? Why or why not?
- 3) Day 2: Consider the visual on the top of page 11. How can mutual trust grow when a marital relationship (or any relationship) is viewed from this perspective?

OR

- 1) Day 1: Why is it important to remind yourself of Who God is? What does this have to do with your life, especially in today's culture?
- 2) Day 2: In keeping with God's original intent for the man's *ezer kenegdo*, how would you assess the power and responsibility God has given his female counterpart? What blessings do you associate with her divinely ordained role?

Close in prayer

BLQ's for Personal Application

LESSON 1, Days Three, Four and Five

- 1) Day 3, p 14: Referring to **Genesis 2:24**: Which of the commands (leave, cleave, become one flesh) is operating the strongest in your marriage? The weakest? What is your response to God's gift of sexual intercourse being the covenant-sealer of marriage—every time it is experienced?
- 2) Day 4: Consider the 5 D's to the downfall. How do you know when you're being deceived by the enemy or another human being?
- 3) Considering **Genesis 2:25**, how did Adam and Eve's disobedience impact God's divine design for humanity's relationship with Him? For the relationship between a husband and wife? For your relationship with your husband (or future husband if you are unmarried)?

Close in Prayer

Frequently Asked Questions (FAQ's)

Naked and Unashamed
Leader's Guide
Lesson 2 ~ The Divine Redemption

Getting Started

- Open with prayer
- Discuss introduction questions for Lesson Two: Does anyone see her relationship with the Lord a little differently after this week's lesson and pondering whether you're in a religion about Jesus or in a relationship with Him? If so, how so?
- **Correction**, p 35, paragraph 3, line 1 should read: **Ezekiel 36:26-27** addresses that notion this way:

Lesson 2 ~ Main Point: Are we in a religion *about* Jesus Christ, or are we in a relationship *with* Him? What's the difference? Why should it matter? The answer to each question *is* the main point.

Visual /Practical Application (OPTIONAL): Have you got a good illustration for this week's lesson? Please send it to: judy@eyministries.org. Thanks!

To illustrate how the Holy Spirit keeps us focused, tie a few pieces of red paper to the rungs of a table top fan. Turn the fan on and see how those papers fly in a deliberate stream and direction. That is us while we are governed by the Holy Spirit. Now, take a hand full of paper torn into pieces and toss it into the fan's air flow. The papers scatter everywhere, while those tied to the fan remain on course. That illustrates us when we aren't being governed by the Holy Spirit.

Contributed by Shannon George and Dana Marm, Stuttgart, Germany

LESSON OVERVIEW: The divine design that God originally intended became totally unrecognizable because of the sin humanity inherited from Adam and Eve. Was there a way to return to God's design, to reflect "His image" once again, to return to His original purpose for our lives? Yes! God had a plan...

DAY ONE ~ The Road to Idolatry

LEARNING OBJECTIVE: To understand humanity's shift from God's "very good" to idolatry and its effect on every human being thereafter

P 24: (Extra) Read **Isaiah 43:1 and 44:18-22**. Why is independence from God the greatest of all evil?

P 24-25: What "shifts" took place as a result of Adam and Eve's sin and how do these impact us all today?

P 25-26: How do **Psalms 115:4-8** and **Isaiah 44:18-20** characterize an idol?

P 25: In **Isaiah 44:9-19**, what insights did you come away with about the ironsmith and the carpenter?

P 25-26: What point is Isaiah making about the two halves of wood in **Isaiah 44:19**?

P 26: Read paragraphs three and four ("Isn't it ironic...?") What does "*a lie in my right hand*" mean (v 20)? How will we know if we're holding one?

Q: Where are idols evident in our culture today?

DAY TWO ~ The Road to Death

LEARNING OBJECTIVE: To understand why and how "the fall" affects us all

P 27-31: According to **Romans 1:18-31**, what has the unrighteousness of man done that has invited the wrath of God (v 18)?

P 29: What has always been, is, and always will be the stuff of idolatry (**verse 25 and paragraphs 2-4**)? (Answer: when the truth is traded for the lie, p 29).

Q: Why is every human being without excuse (**vv 19-20**)?

P 28: What is a “debased mind” (**v. 28**)? Where will it take us (**vv 29-31**)?

Q: What are the societal consequences of idolatry (**verses 24-32**)?

Leaders: When God is replaced, an entire culture/society suffers moral degradation, and over time, destruction.

P 30: How does **Romans 3:23** describe every human being? What does this mean for each one of us?

DAY THREE – The Road to Redemption

LEARNING OBJECTIVE: To discover what bringing us back to God cost Him and why

Quote: “Sin is a fundamental relationship—it is not wrong doing, but wrong being—it is deliberate and determined independence from God.” (Oswald Chambers, *My Utmost for His Highest*, October 7).

Q: How would you define “redemption”?

Leaders: to redeem means to buy back or exchange.

P 32: According to **Romans 6:23**, why is redemption or exchange necessary?

P 32: What was this Great Exchange and why? See **2 Corinthians 5:21**.

P 32: So how are we made right with God? See **Romans 3:21-26**?

P 33: What did Christ’s sacrifice on our behalf accomplish according to **1 Corinthians 15:21-22**?

Q: In **John 17:3**, Jesus describes Eternal Life. When does it begin and what does it entail?

P 34: What do you think Jesus meant when He said on the cross, “It is finished!”

Q: What’s so personally important about believing in the death and resurrection of Jesus Christ?

Leaders: Before moving to small groups, prayerfully consider praying a general prayer to receive Christ as Savior in order to ensure everyone has the opportunity. You might also ask if there is anyone here who’s having a hard time receiving this gift. If so, offer to meet with her after class. If you’re not comfortable in this area, please bring alongside another sister who can help you gently yet forthrightly convey the saving *grace* of Christ. You can also have those in your class who are comfortable sharing this knowledge raise their hands so that women who have questions can go to them. It’s wonderful to share this opportunity.

DAY FOUR ~ The Road to Transformation

LEARNING OBJECTIVE: To understand transformation as the affirming evidence of true conversion in Christ

P 35: What does **Ezekiel 36:25-27** prophesy? How does **2 Corinthians 5:17** say this prophecy was fulfilled?

P 35-37: How do we know when our hearts are changing? What’s the evidence? What gets in the way of heart-change? (See the Eldredge quote, p 35.)

P 36-37: What’s your most important takeaway from **Ephesians 2:1-10** and why? (All turn to the scripture.)

P 39: How can being under God’s grace cause *the power* of sin to diminish in a believer’s life?

P 37: When it comes to transformation, why are we more receptive to grace than condemnation? Or force? Or coercion? Or trickery? Or manipulation? When we want another to change, which of these do we tend to use in response to his or her sin?

P 36-39: How is God’s grace a pattern for us as we learn to deal with the worst in ourselves, such as the idols that enslave us?

P 37-39: How is God’s grace a pattern for us as we learn to deal with the worst in others, such as the idols that enslave them?

P 37-39: See **Romans 6:1-4**. What’s the message in this passage? Read **Romans 6:5-14**. How can these truths encourage and embolden us *against* our sin and idols?

Consider: Sinful passions never benefit us; they merely *use us* and then toss us to their consequences! But God can retool us and use us for acts of righteousness, giving us over to blessings that will benefit both us and others. What is my part? George Appleton's prayer from his *Oxford Book of Prayers* says it all:

"O God, I know that if I do not love Thee with all my heart, with all my mind, with all my soul and with all my strength, I shall love something else with all my heart and mind and soul and strength. Grant that putting Thee first in all my lovings I may be liberated from all lesser loves and loyalties, and have Thee as my first love, my chiefest good and my final joy."

God's part continues in the next lesson.

DAY FIVE ~ The Provision

LEARNING OBJECTIVE: To acknowledge, understand, and embrace the "Who" of our transformation

P 40: What does **James 1:2-4** and **1 Peter 1:3-7** say are purposes for the challenges we face in life?

P 40-41: From the scriptures on these pages, Who is the Holy Spirit, how does He work, and how do we know He is in us?

P 41-42: What Scripture spoke to you most about your transformation?

Leaders: Draw their attention to **2 Corinthians 3:17-18** and emphasize that growth in Christ (sanctification/transformation) is a little-by-little, lifelong *process*!

P 42: How does **2 Peter 1:3** relate to a believer's every day and every circumstance?

P 42: Bottom Line: "Forgetting, misunderstanding, or ignoring the Holy Spirit in our lives is like having all the conveniences in our homes—heat, telephone, water, electricity—and not using them, then wondering why we're cold, lonely, thirsty, dirty, and sitting in the dark." How does this quote apply to you?

Q: What do you conclude about the Holy Spirit's life *in you*?

LESSON 2, Bottom Line Question for Personal Application for 12-week course:

- 1) Why is your redemption so important to overcoming:
 - idols that get in the way of your dependence on God?
 - lies that you believe?
- 2) How can the Holy Spirit help you accomplish this?

Close in Prayer

BLQ's for Personal Application

LESSON 2, Days One and Two

- 1) What idols can get in the way of your dependence on God?
- 2) What truths has our culture exchanged for a lie—especially as it relates to sex?
- 3) How has our culture's downturn affected you personally?

Close in Prayer

BLQ's for Personal Application

LESSON 2, Days Three, Four and Five

- 1) Where are you in the redemption process on pages 33-34?
- 2) From P 37: How can being under God's grace cause the power of sin to diminish in your life?

- 3) Is there another in your life who might benefit from that same grace in and through you? If not with grace, how do you tend to respond? Condemnation? Force? Coercion? Trickery? Manipulation?
- 4) From P 42, read Oswald Chamber's quote. How does this quote fit where you are right now?

Close in Prayer

Frequently Asked Questions (FAQ's)

Question: If we have a new heart, why does God need to work His nature into it little by little? Isn't our nature new, too? I know we still walk in the old flesh patterns that we relied on before Christ, but does that have anything to do with our hearts, especially our new ones?

Answer: Great questions. We have been given a new heart (nature) that is now *responsive* to God's nature. **Ezekiel 36:27** says, "*I will put My Spirit within you and cause you to walk in My statutes, and you will keep My judgments and do them*". The new heart now desires and is now *ready* and *able* to be conformed to the image of Christ—changed—which is not possible in an unregenerate heart. So, little by little, God replaces our negative thoughts, behaviors, conditioned responses, bad habits and behavior (I like your term "flesh patterns"), with His godly traits. And that *process* will continue until we cross over into Glory. What an adventure!

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Naked and Unashamed
Leader's Guide
Lesson 3 ~ Designed to Trust

Getting Started
Open with prayer

Lesson 3 ~ Main Point: We all long for someone to trust.

Visual/Practical Application: Have you got a good illustration for this week's lesson? Please send it to: judy@eyministries.org. Thanks!

LESSON OVERVIEW: We were created—*designed*—by God with the capacity to trust Him. If we do not trust God *with* our lives then we will not walk out His purpose *for* our lives. This lesson will reveal where we put our trust when we confront issues in our lives, to include sexual issues. Do we depend on the temporal/human/fallen or on the eternal/Divine/Perfect? Understanding God as trustworthy, especially in our or another's desperate places, is foundational to *His outcome* in these places.

DAY ONE ~ Trusting God's Love

LEARNING OBJECTIVE: To challenge our notions about trusting God's love, especially in times of distress

P 43: What is your definition of trust?

P 44-49: Psalm 107 gives four accounts of God's trustworthy love during distressing scenarios. Which account did you identify most with and why?

Q: What do you conclude about trusting God's Love?

Q: What does trusting God's love have to do with the topic we're studying?

Q: What part does our willingness to express gratitude, thanksgiving, and praise play even when our deliverance from distress isn't immediate?

DAY TWO ~ Trusting God's Faithfulness

LEARNING OBJECTIVE: To encourage us to trust God's faithfulness in all circumstances—no matter what they are

Q: What's difficult about trusting God's faithfulness?

P 50: How can Elisha's experience with his servant speak to Christians today, especially those who have difficulty trusting God with the outcome of a threatening or potentially dangerous circumstance?

P 50: Read **Romans 8:31** and **1 John 4:4**. How do these verses address the question: When our circumstance seems to loom larger than our hope, how can we be assured that this same protection is available to us today?

P 51: Which of the Scripture passages spoke to you about the benefits of entrusting yourself to God and why?

P 52: How might trusting God's faithfulness alter *your response* to your circumstances? How might that alter your circumstances?

DAY THREE ~ Trusting God's Mercy and Grace

LEARNING OBJECTIVE: To understand 1) what God's mercy looks like and why, 2) when He makes His grace available and how, and 3) that His mercy and grace are always restorative

P 53-55: What was your takeaway from the Joel account?

Q: What is the value to offering back to God that which He gives us?

Q: How can the Joel account speak to our sexual selves? (Can we offer our sexual selves back to God?)

Q: How can the Joel account speak to sexual sin?

P 55: What necessary means did God use to restore His people? How does this convey today when suffering is due to poor choices? How does this translate as God's "grace and mercy"?

DAY FOUR ~ Trusting God's Grace and Power

LEARNING OBJECTIVE: To understand how God's grace and power sustain us in the midst of undeserved hardship

P 56-58: Based on **2 Corinthians 1:1-10**, what was the source of Paul's suffering?

P 57: How did Paul's suffering benefit him?

Q: How did Paul's suffering benefit his relationship with the Lord?

Q: How does the account of Paul's suffering help us today when our suffering is undeserved?

P 59-60: In **2 Corinthians 12:1-10**, why do you think Christ's power is made perfect in Paul's weakness and not in Paul's strength? How does this apply to a believer?

PP 61-62: Consider the categories on P 62 (verse 10). How do boast about our trial in a good sense? How do we boast about it in a bad sense?

P 62: Where sexual sin may be involved, how could we "accept with peace my current circumstance so that Christ can give me the grace and power to deal with it righteously"? What does this mean to you?

DAY FIVE ~ Trusting God's Sovereignty

LEARNING OBJECTIVE: To understand that nothing happens to us that doesn't first pass before our sovereign God

Q: What does God's "sovereignty" mean to you?

P 65: What is your response to God allowing evil in your life or that of a loved one?

PP 63-68: What's your most important take away from today's lesson in Job that addresses evil in our lives?

LESSON 3, Bottom Line Questions for 12-week course.

Ask the ladies to choose which of Days 1-5 spoke to them the most and answer the corresponding question below:

How can trusting God's _____ (*love, faithfulness, mercy and grace, grace and power, or sovereignty*) address you in the place you are right now?

Close in Prayer

Bottom Line Questions for 24-week course

LESSON 3, Days One, Two

How can trusting God's *love and faithfulness* address you in the place you are right now

Close in Prayer

LESSON 3, Days Three, Four and Five**DAY 3**

What's difficult about trusting God's grace and mercy when it comes to your own sin?

How can trusting God's mercy and grace address you in every area of sin in your lives?

DAYS 4 and 5

Who or what do you tend to trust in your struggles? How can trusting God's grace, power, and sovereignty help you in the place you are right now?

Close in Prayer**Frequently Asked Questions (FAQ's):**

Naked and Unashamed
Leader's Guide
Lesson 4 ~ The Case for Truth

Getting Started

- Open with Prayer
- **Page 82 Correction:** In the final editing process a few corrections weren't picked up in time, so I'm sending you this corrected paragraph in the middle of page 82 that begins with "Paul truly knew Jesus..." Thanks for understanding. It should read as follows:

Paul discovered what eludes many of us: Nothing matters more than knowing Jesus. Knowing Jesus changed how Paul measured his worth—from having it all to counting all loss as gain. It changed how he influenced others—from his place as a stately Pharisee to a lowly, persecuted believer. It changed what influenced him—from Jewish law and tradition to Jesus Christ and His Holy Spirit. It also changed how he viewed suffering—from causing it to welcoming it. Paul considered *"everything as loss compared to the priceless privilege (the overwhelming preciousness, the surpassing worth, and supreme advantage) of knowing Christ Jesus my Lord"* (3:8 AMP). And the power of Paul's faith walk was totally dependent on the depth of his intimate knowledge of his Savior.

Lesson 4 ~ Main Point: The Bible reveals truth and the Author of truth. We can only know truth when we know the One who is truth.

Visual/Practical Application: Have you got a good illustration for this week's lesson? Please send it to: judy@eymministries.org. Thanks!

LESSON OVERVIEW: Our self-talk is loaded with lies and doubt and deceptions--self-deception as well as that which comes from the world and the enemy. This lesson lays out the premise that there is absolute truth. Our goal is to help women recognize the truth from the lie and *believing* it. This is foundational to trusting God and His divine design for our lives and for our sexual selves.

DAY ONE ~ Whose Truth or Who's Truth: Understanding the Influence

LEARNING OBJECTIVE: To understand how our truth is formed and from where

Q: How do you typically inform yourself about what to believe on a particular topic or issue?

Q: If you were asked today, "What is truth?" how would you answer?

P 71: What is "the world"? (After their answers, read the quote on P 71, "The Bible teaches...")

How does the world influence our belief system?

P 72: What is "the flesh"? (After their answers, read the paragraph on P 72, "What is 'the flesh'?...")

How does the flesh influence our belief system?

P 73: Who is "the devil"? (After their answers, read the first paragraph under, "***The Devil***". Refer also to the scriptures on P 73.)

How does the enemy influence our belief system? (See **Genesis 3:1**, "Did God really say...?")

Q: What's the difference between *God's truth* and the "truth" we get from the world (**Judges 17:6**), the flesh (**1 John 2:15-17** and **Galatians 5:19-21**), and the devil (**Genesis 3:1**, "Did God really say...?")

DAY TWO ~ Crafting Our Own Truth: Understanding Deception

LEARNING OBJECTIVE: To understand how believing God's truth can counter all forms and sources of deception, even self deception

Q: What does it mean to deceive ourselves?

P 75-78: David crafted his own truth and set events in motions that changed lives. How can we craft our own truth and end up with consequences of our own?

Q: What can prevent self-deception?

DAY THREE ~ Knowing About or Truly Knowing: Understanding the Difference

LEARNING OBJECTIVE: To perceive for ourselves the difference between knowing about Jesus and truly knowing Jesus

P 79-81: Based on what you learned about Paul in **Acts 9**, what occurred that made the difference between knowing about Jesus and truly knowing Jesus? Who was responsible for Paul's new relationship with Christ? How did **verses 17-18** and **Philippians 3:7-9** contribute to the evidence that Paul authentically knew Christ?

Q: In what ways is knowing about Jesus and truly knowing Him important?

P 81-82: Based on **Philippians 3:10**, how can we get from "knowing about" to "truly knowing" Jesus?

P 82: What is the evidence that we *know* Jesus?

DAY FOUR ~ Pursuing Truth: Understanding the Power

LEARNING OBJECTIVE: To understand that the power of God's truth works for us in every circumstance and against every sin

P 83: What do you learn about God in **Psalms 18:24-36**? What do you learn about you in these verses?

P 83: Consider the qualifier in paragraph 3, "We can't pick and choose from the Bible what we believe. Either all of it is true, or none of it is true." Where do you stand on the continuum of "all" or "none", especially as it relates to your current circumstances? How do you know?

P 83-87: According to **Psalms 19:7-14**, **Hebrews 4:12**, **John 17:17**, **John 8:31-32** and **2 Timothy 3:16-17**, what is so valuable about the Word of God and its application to our lives, struggles, and trials?

DAY FIVE ~ Walking in Truth

LEARNING OBJECTIVE: To grasp that walking in God's truth (practicing it by *applying* it to our lives) is walking in Wisdom

Consider: What is "wisdom"? "Wisdom is skill in the art of living life with every area under the dominion of God." From *Conformed to His Image* by Ken Boa, 210.

P 89: Read **Proverbs 9:9-11**. What does it mean to have *wisdom*? Where does it come from and how do we attain it?

P 88-89: Which scripture did you find most encouraging and why?

P89 quote: "Remember that our painful places require action—not to fix our circumstances but to walk with God in them so that He can influence and impact them and us." Which of the steps in this process of learning to walk in the truth, which means walking in the Wisdom of God (**P 90-92**), do you find most helpful in your faith-walk right now?

LESSON 4, Bottom Line Questions for 12-week course

In this lesson you've examined the case for God's truth verses the world, the flesh, and the enemy's "truths". Consider now a struggle or circumstance you're currently dealing with. What "truth" is swaying you most as it relates to your issue. How do you know?

Close in Prayer

Bottom Line Questions for 24-week course:**LESSON 4, Days One, Two, and Three**

Days 1 and 2: When you don't want to believe or face God's truth regarding an issue, topic, or behavior, do you find you are more influenced by the world, your flesh (your self-talk), or the devil (Did God really say...)? What needs to change and how will you change it?

Day 3: What would you do or are you doing to pursue Christ with determined purpose in order to "become more deeply and intimately acquainted with Him, perceiving and recognizing and understanding [the wonders of His Person] more strongly and more clearly"?

Close in Prayer

LESSON 4, Days Four and Five

- 1) What makes believing God's Truth difficult *for you* during a trial or personal struggle?
- 2) From Day 5, how are you personally strengthening your "gait" so that you face any struggle or dilemma with God's Truth (His Wisdom)?

Close in Prayer

Frequently Asked Questions (FAQ's)

Naked and Unashamed
Leader's Guide
Lesson 5 ~ Designed for Sex

Getting Started

Open with Prayer

- **Corrections** in Lesson 6
 - P 121, middle question should read: "This parent is no slouch. He knew what was out there that could endanger his children. What did he observe about **the young man (vv.6-9)**?"
 - Also the question that follows, "How does Dad describe the adulteress in verses **10-12**?"
- Beginning with Lesson 6, testimonies will be interspersed throughout the rest of the Bible study. Because of space constraints, the testimonies couldn't be used in the book in their entirety. However, women can *read the complete testimonies on Judy's website*: www.eyministries.org.

Lesson 5 ~ Main Point: "When God joined man to woman and said, 'Let them become one flesh,' everything suddenly made sense. The cheering still shakes the galaxies." – Mark Littleton

Visual/Practical Application: Have you got a good illustration for this week's lesson? Please send it to: judy@eyministries.org. Thanks!

#1: Bring a lock and key to the classroom. Hold up the key (hiding the lock) and ask the class what its function is. (It unlocks doors, cars, etc.) Then hold up the lock (without the key) and ask the class what its function is. Answers might include: it protects, secures containers, lockers, doors, etc. Now give a student the lock and ask her to use it. (She won't be able to without the key.) Give another student the key and ask her to use it. (She won't be able to without the lock.) Have them bring the two together "as one" to perform the functions for which they were designed. Make these points: 1) Neither functions fully without the other. 2) The key was specifically designed to fit the lock. 3) No other key will open this lock...nor was it intended to. Such is the case with the two becoming one flesh as God ordains. You might ask your class how this illustration relates to the marriage relationship and see what insights you get.

Contributed by Machaela Curry, Brunswick, Maine

#2: Bring a balancing scale to class to make this point: When we respond incorrectly to our husbands, we can be off balance. I find this to be so true in my own life.

Contributed by Marcia Bednar, St. Joseph, MI

#3: My husband, Marc, will be painting the walls of our new sunroom, so while looking at color samples on a color wheel I brought home from the paint store, I noticed that two colors can be opposite each other on the color wheel, yet still complement each other when used together in a room. In the same way, God created men & women to be "different" from each other, yet, in marriage, when working together in their God-given roles, they bring balance by complementing each other, rather than competing with each other.

Contributed by Paula Howard, Carlisle Barracks, PA

LESSON OVERVIEW

This lesson establishes God's intricate, multifaceted design for sex which will heighten our awareness to the deceptions that are out there. It highlights the way God *intended* sex to be spiritually, physically, emotionally and relationally. The goal of this chapter is to help women see God as intentional in His design for sex—to understand that adhering to His design is where the joy and peace are. God's way works.

DAY ONE: Designed for Sex Spiritually: True Sacred Sex

LEARNING OBJECTIVE: To understand sex as a “beautiful, holy act that invites the presence of God” to the marriage bed

P 94: Tim Alan Gardner asks some significant questions in paragraph 2. How would you answer them?

P 94-95: What do you think about sex as God's gift by which to affirm the covenant of marriage?

P 96-97: As it relates to the 90-Degree Dynamic of the covenants with our two bridegrooms, what is sacred about leaving all others for a spouse? What should that look like in a marriage?

P 96: What is sacred about cleaving only to a spouse? What should that look like in a marriage?

P 97: What is sacred about becoming one flesh with a spouse and no other? What should that look like before marriage and why? What should that look like in a marriage?

Q: What is the spiritual significance of the “you-and-you alone” of marriage?

DAY TWO: Designed for Sex Physiologically: A Perfect Fit

LEARNING OBJECTIVE: To discover the perfection of God's divine biological design for sex

*Consider: “Genesis 1:26-27 state that male and female together constitute the image of God... The Lord created masculine and feminine and endowed them with different characteristics so that each expresses something different about God. In a healthy marriage, these personality differences must be acknowledged and accepted by both partners as complementary rather than competitive.” (Ken Boa, *Conformed to His Image*, 230)*

P 98: Read paragraph 1. What points would you conclude from this paragraph?

P 98: How would you describe a healthy sexual relationship in marriage?

P 99: Can you identify with the differences between a typical male and female on the chart, “Did You Know?” If so, in what way? If not, in what way?

P 100: How does what you've learned thus far challenge what you believe about men? About women?

P 100-102: What did you learn about God's physiological design for sex that you didn't know before?

Q: What spiritual conclusion do you draw from this knowledge?

DAY THREE: Designed for Sex Emotionally: True Safe Sex

LEARNING OBJECTIVE: To understand that God intended *safety* to be established by the emotional bond of sexual intimacy

Q: How would you characterize “emotional intimacy”?

P 102: What of **Genesis 2:25** indicates emotional intimacy between Adam and Eve? What does it mean to be emotionally “naked and unashamed”?

P 103: Based on paragraph 2, pg 103, what factors help to secure emotional intimacy?

P 103-104: How do the accounts in the **Song of Solomon** reveal emotional intimacy between the man and his betrothed?

P 104-105: How does *emotional* vulnerability (naked) and willing abandon (unashamed) pave the way for *sexual* vulnerability and willing abandon?

P 105: What is your response to the Sidebar on P 105: “Here's a truth worth noting...”? How does this dynamic work to build intimacy in a marriage?

P 106: What part does *trust* play in being naked and unashamed in a marriage? What part does trust play in being naked and unashamed before God?

Leaders: Emphasize the *trust* factor. You may get some pushback here as many women aren't experiencing this in their marriages. Remind them that this is the way God *intended* it to be. There's nothing wrong with desiring this for our own marriages. In fact, there's everything right about this! That said, what are they doing to follow through on their desire? If the desire is in their hearts, then they can take the initiative to begin to follow God toward their husband's hearts. There are many books out there that can help. There's also a great Bible study: *Enhancing Your Marriage: A Women's Bible Study*. Perhaps your next one? ☺

DAY FOUR: Designed for Sex Relationally: True Sex God's Way

LEARNING OBJECTIVE: To understand how three God-given principles can change our sexual response to our husbands

P 106: Why did Paul have to address the church in Corinth on this topic in the first place? What was his guidance to the singles and why (vv 1-2)?

P107: In 1 Corinthians 7:3, the husband is addressed first. Why do you think that is? How can their roles—his as leader, protector and provider and hers as positive influence, support and sustainer by his side (from P 10)—work to help meet this *principle of need*?

P 107: Why do you think God would have to instruct (command) spouses to meet each other's sexual needs?

P 107: How does "*eunoia*" benefit the sexual relationship in marriage?

P 107: What's the point in paragraph 3, "Although we are sexual creatures..."?

Leaders: You may get the question, What if a husband isn't meeting his wife's need? Have them consider the following questions: Has it always been this way? Is there poor treatment in the marriage, lack of *eunoia* on his and/or her part. This will kill a desire to respond sexually. Is he on any medications that can affect sexual response such as blood pressure or cholesterol meds. Pornography use can, at the very least, alter the sexual performance. Encourage her to get to know and understand what affects a man's interest in sex.

P 107-108: According to the commentary on these pages about a husband's need, what constitutes a husband's true sexual *fulfillment*?

P 108-109: In **verse 4**, the wife is addressed first. Why do you think that is? How does this *principle of authority* over each other's bodies work to benefit their sexual relationship? Their relationship in general? What tends to impede this principle in a marriage?

P 109-110: In **verse 5**, both are addressed. How does this *principle of habit* (mutual, consistent sexual pursuit and response) work to benefit their overall relationship? What tends to impede this principle in a marriage?

P 109: According to the sidebar, "Did You Know?", how does consistent sexual intimacy benefit a marriage?

P 110: Based on these principles in **1 Corinthians 7:3-5**, what should healthy sexual intimacy look like in a marriage?

DAY FIVE: Embracing the Design

LEARNING OBJECTIVE: To understand the truth about biblical headship and biblical submission and how each can benefit a marriage even if only one is in action

P 110-114: What did you learn about Biblical headship that you didn't know or understand before today's lesson? Why does headship get a bad rap? What's *good* about Biblical headship?

P 114-118: What did you learn about Biblical submission that you didn't know or understand before today's lesson? Why does submission get a bad rap? What's *good* about Biblical submission?

Q: How do both Biblical headship and Biblical submission enhance God's Divine Design for sex?

LESSON 5, Bottom Line Questions for 12-week course:

- 1) In order to embrace God's divine design for sex, what lies about being designed for sex spiritually, or physiologically, or emotionally, or relationally must you challenge? (Choose one.)
- 2) What is wise about embracing Biblical submission even if your husband isn't yet ready to embrace his responsibility for Biblical headship? How would doing so enhance your marriage? How would doing so enhance your sexual relationship with your husband?

Close in Prayer

Bottom Line Questions for 24-week course:

LESSON 5, Days One, and Two

- 1) In order to embrace God's divine design for sex, what lies, if any, must you challenge about your being designed for sex spiritually?
- 2) In order to embrace God's divine design for sex, what lies, if any, must you challenge about your being designed for sex physiologically?

Close in Prayer

LESSON 5, Days Three, Four, and Five

- 1) In order to embrace God's divine design for sex emotionally (Day 3) and relationally (Day 4) in your marriage, what lies, if any, must you challenge about your current sex life?
- 2) Consider the Principle of Need: How would your respectful responsiveness (Biblical submission) to this need enhance sex with your husband?
- 3) Consider the Principle of Authority: How would your respectful responsiveness (Biblical submission) to mutual authority enhance sex with your husband?
- 4) Consider the Principle of Habit: How would your respectful responsiveness (Biblical submission) to consistent sexual intimacy enhance sex with your husband?

Close in prayer

Frequently Asked Questions (FAQ'S)

Question: In Ephesians 5:21, Paul calls us to submit to *one another* out of reverence to Christ. Aren't there times when my husband is supposed to submit to me, especially if I'm right?

Answer: Let's look closely at what follows Ephesians 5:21: Instructions to the wives about submitting to their husbands (5:22-24); instructions to children about submitting to (obeying) their parents (6:1-4); instructions to slaves about submitting to their masters (6:5-9). As many theologians agree, Ephesians 5:21 does not call everyone to be mutually submissive depending on the circumstance. Verse 5:21 is the introduction to the *relationships* in which submission is necessary and appropriate for order, whether in the home, the workplace, or in government (Romans 13:1-7).

Even when a wife is right, her submission to her husband can accomplish more for God than a lifetime of browbeating or nagging when her husband realizes his mistake. A good example of godly submission is a wife's deference to her husband's decision on a financial issue when he shows strong resistance to her correct, and even biblical, counsel. If she nags (which means she lets him know how she feels more than once—OK *twice*), his resistance will only harden. Or she can become fearful and whine a lot,

which drives home her distrust of him. Neither will honor God. If God calls her to submit to her husband's decision and to trust *Him* with the outcome—even if it hurts—then she can rest in knowing that God's got a powerful growth opportunity in store for both of them. Her challenge will be not to fear (1 Peter 3: 1-6), but to exhibit the grace that assists God in His teaching once her husband discovers his mistake, and specifically without a word from her. "I told you so"—whether spoken, written all over her face, or exhibited in her body language—will kill whatever depth God intended to bring to the teaching and to their relationship through His lesson. Handling the circumstance with grace and forgiveness will likely achieve God's purpose.

One final thought: Ultimately, your husband is accountable to God. Even if you don't trust your husband with an issue, decision, etc., you can *choose* to trust God with your husband. (Proverbs 3:5-6)

Naked and Unashamed
Leader's Guide
Lesson 6 ~ Counterfeit Sex

Getting Started

Open with Prayer

- **Corrections** in Lesson 6
 - P 121, middle question should read: "This parent is no slouch. He knew what was out there that could endanger his children. What did he observe about **the young man (vv.6-9)**?"
 - Also the question that follows, "How does Dad describe the adulteress in verses **10-12**?"
- Beginning with this lesson, testimonies will be interspersed throughout the rest of the Bible study. Because of space constraints, the testimonies couldn't be used in their entirety. However, women can **read the complete testimonies on Judy's website:** www.eyministries.org.
- **Corrections** in Lesson 7:
 - P 158, Scripture under *Resentment, hostility, and bitterness* should read **Psalm 73:21-26**
 - P 165, paragraph 3, line 2 should read: "Read **Jonah 1:1-17**. What did God ask Jonah to do, and what was Jonah's response (vv. 1-3)? What happened as a result (vv. 4-17)?"
 - P 166, paragraph 2 should read: "Read **Jonah 3:1-10**. What did God ask Jonah to do, and what was different about Jonah's response this time (vv. 1-3)? What resulted from Jonah's warning (vv. 5-9)? How did God respond to the Ninevites' repentance (v. 10)?"
 - P 173, last paragraph should begin, "As it relates to trials in verse 6, the Greek word *poikilos*..."
 - P 175, paragraph 4, last line should read: "'Master-ing' our pain."

Lesson 6 ~ Main Point: "There is no fear of God before their eyes" (Romans 3:18).

Visual/Practical Application: Have you got a good illustration for this week's lesson? Please send it to: judy@eyministries.org. Thanks!

NOTE: The lessons up to this point have been designed to point out God as Designer of the covenantal gift of sex, that His way can be trusted. He wants us to desire His way because it is "very good".

Beginning with lesson 6, the study turns toward the personal implications of these truths we've learned up to now and to challenge us with them. The lessons that follow were written to challenge us to: confront sexual sin in our own lives; confront sexual sin in the life of a loved one (husband, child, parent, friend); check our *responses* (or another's) toward those who are living in sexual sin. Many Christian women today are dealing with sexual integrity issues—theirs or a family member's or that of one being mentored. The intent of the lessons 6-12 are to encourage truth in our personal circumstances—no more excuses, no more enabling, etc., but to lay their past and their present at God's feet and let Him minister to their pain, their unforgiveness, their choices, so that at a point in time which He ordains, we can minister to others.

LESSON OVERVIEW

Our culture is focused on self, the flesh, and the freedom to pursue both. This chapter is designed to challenge that “freedom” and call it what it is: bondage. It is easy to believe the lies promulgated by our current culture’s acceptable sexual mores. The intent of this lesson is to expose each area of sexuality that has been counterfeited. If chapters one through five of this study have been completed by a student, she will understand what constitutes a counterfeit by the time she gets to Chapter 6.

DAY ONE: From Sacred to Profane

LEARNING OBJECTIVE: To understand what constitutes sexual immorality from God’s perspective

P 120: Consider the quote in paragraph 2 defining counterfeit sex as “every kind of sexual activity outside of marriage.” Can there also be counterfeit sex practiced within marriage? If so, describe.

P 120: Which sexual practices in these scriptures surprised you as being tagged “immoral”? Why?

P 121-123: According to the passages in **Proverbs 5, 6, and 7**, what are the dangers and losses of counterfeit sex?

P 123: Read **1 Corinthians 6:12-20**. How do sexual relationships outside of marriage affect a relationship with Christ? Why (vv **18-20**)? What does this mean for a Christian?

DAY TWO ~ The Anatomy of Bondage

LEARNING OBJECTIVE: To learn how sexual bondage can take hold just by entertaining a mere thought

Q: In what ways is “choice” a treasured gift from God?

Consider: God has not been described as a God of sympathy, but a God of compassion. What’s the difference between sympathy and compassion?

Sympathy: when we come alongside another’s pain in order to help alleviate its intensity. It exercises emotion. This is important to a relationship, unless we choose to remain only as sympathizers, which can enable others to stay in their pain, to turn and remain inward, to use their pain and circumstances as excuses to remain stuck, to blame others or God or both, to withhold forgiveness, all of which leads to unrighteous behavior. It embraces victimhood. This offends God.

Compassion: when we move beyond sympathy and encourage others in Christ to move *through* their pain. It exercises purposeful progress (action). Compassion can also be enabling, but in a positive way—it can enable others to turn toward God and remain upward-focused—to use their pain and circumstance to strengthen them, mature them, and do the righteous next thing. It embraces victory. Doing so glorifies God.

Compassion is the difference between giving the needy one a fish over and over until change is no longer the goal, *or* teaching the needy one to fish, until the goal is both life-giving, life-saving, and life-changing.

Q: Why is it necessary to exhibit compassion with those who are ensnared in sexual bondage—or any bondage?

P 124-125: How did you process the reasons why some are caught up in sexual bondage? Which reason struck you most? Can you think of any others?

P 126-128: Consider the five stages of bondage:

Stage One: How can *The Distracted Heart* apply to every gateway to *any* bondage?
What does **Ephesians 5:3-5** say is our protection and remedy against this first stage?

Stage Two: According to the scriptures on P 127 as well as **Hebrews 2:18 and 4:15-16**, what is our protection and remedy against *The Tempted Mind*?

Stage Three: Based on **Galatians 5:16-17**, what conscious decision do we make in order to thwart *The Compromised Body*?

Stage Four: Focusing on **Ephesians 4:20-24 and 5:8-17**, what responsibilities ensure our protection from *The Profane Practiced*?

Stage Five: **Romans 6:16** (NLT) says, “¹⁶ Don’t you realize that you become the slave of whatever you **choose** to obey? You can be a slave to sin, which leads to death, or you can **choose** to obey God, which leads to righteous living.” How do we know when we or a loved one is in bondage?

Pay particular attention to **Romans 6:10-14**. What is the way out of this deathtrap called *Bondage*? “¹⁰ When [Christ] died, he died once to **break the power** of sin. But now that he lives, he lives for the glory of God. ¹¹ So you also should consider yourselves to be dead to **the power** of sin and alive to God through Christ Jesus. ¹² Do not let [permit] sin control the way you live; do not give in to sinful desires. ¹³ Do not let [permit] any part of your body become an instrument of evil to serve sin. Instead, **give yourselves completely** to God, for you were dead, but now you have new life. So **use your whole body** as an instrument to do what is right for the glory of God. ¹⁴ Sin is **no longer your master [you have a new Master]**, for you no longer live under the requirements of the law. Instead, you live under **the freedom of God’s grace.**”

Q: If we belong to Jesus, we no longer live under the power of sin—it is no longer our master. How, then, can being under the freedom of God’s grace break any bondage we or a loved one is under? What is our responsibility in the process of breaking the bondage?

P 129: Any insights into or additions to the characteristics of bondage?

DAY THREE ~ Counterfeit Intimacy: The Relational Counterfeits

LEARNING OBJECTIVE: To discover where we stand regarding the relational counterfeits that our culture has normalized

Q: What do you think Charles Sell meant when he said: “Most of us do not want just sex; we long for what it means”?

P 130-139: What do the premarital relationship, the marriage relationship with false intimacy or no intimacy, the adulterous relationship, the homosexual, lesbian, bisexual relationships all have in common?

P 130-139: What were some of your responses to the counterfeit messages under each counterfeit relationship?

DAY FOUR ~ Counterfeit Intimacy: Sexual counterfeits

LEARNING OBJECTIVE: To discern the difference between true intimacy and its counterfeit

P 139-144: In what ways do each of these sexual counterfeits—sexual fantasy of the mind, masturbation, erotica, and pornography— distort true intimacy?

Consider this quote: “If you take your emotional and sexual energy and spend it on someone else, there will be nothing left for your spouse. Those who continually view pornography or engage in sexual fantasies are isolating themselves.” (“8 Lies That Destroy a Marriage” by Bill Ellitt, Family Life Ministries, <http://www.familylife.com/articles/topics/marriage/staying-married/gods-plan-for-marriage/8-lies-that-destroy-marriage?spMailingID=10604170&spUserID=MTM4MDQ5NTA3NjY1S0&spJobID=1120967837&spReportId=MTEyMDk2Nzg2NwS2>)

P 144: Which truth about pornography had the greatest impact on you? Why?

DAY FIVE ~ The Consequences of Compromise

LEARNING OBJECTIVE: To recognize the painful consequences that arise out of counterfeit choices and how they can affect generations to come

P 145-147: What was it about Lot that set him up for compromise in **Genesis 13:8-17**?

Q: Why do you think it can be easy to compromise God's divine standards? Why do you think people give so little thought to the consequences of sexual compromise?

P 147: Based on **Hebrews 3:7-15**, how can we avoid compromise? How can we help others avoid compromise?

LESSON 6, Bottom Line Questions, Lesson 6 for 12-week course:

What impacted you most in this week's lesson and why?

Close in Prayer

Bottom Line Questions for 24-week course:

LESSON 6, Days One and Two

- 1) What preventive measures can you take to help protect your children against our sexualized culture much like the dad did in Proverbs 7?
- 2) Are you more likely to treat another in bondage—sexual or otherwise—with compassion or condemnation? Why is it necessary to engage a compassionate heart when considering those who are ensnared in sexual bondage—or any bondage?

Close in Prayer

LESSON 6, Days Three, Four, and Five

- 1) Luke 12:2 says "*there is nothing covered up that will not be revealed, and hidden that will not be known.*" How can this truth encourage us if we're fearful of the counterfeit encroaching on our territory (in our homes, in our own lives, in a loved one's life)?
- 2) Why should legacy matter when it comes to sexual compromise and its associated consequences?
Leaders: Legacy is what we leave of ourselves to others—family members, close friends and associates, or anyone whose lives we've touched; it's the personal heritage we leave when we die. Whether positive or painful, everyone will leave a legacy.

Close in Prayer

Frequently Asked Questions (FAQ'S)

Naked and Unashamed
Leader's Guide
Lesson 7 ~ The Power of Pain

Getting Started

- Open with Prayer
- **Changes** in Lesson 7:
 - P 158, Scripture under *Resentment, hostility, and bitterness* should read **Psalm 73:21-26**
 - Correction: P 160, line 2 should read: “and anxiety lead?”
 - P 165, paragraph 3, line 2 should read: “Read **Jonah 1:1-17**. What did God ask Jonah to do, and what was Jonah’s response (vv. 1-3)? What happened as a result (vv. 4-17)?”
 - P 166, paragraph 2 should read: “Read **Jonah 3:1-10**. What did God ask Jonah to do, and what was different about Jonah’s response this time (vv. 1-3)? What resulted from Jonah’s warning (vv. 5-9)? How did God respond to the Ninevites’ repentance (v. 10)?”
 - P 173, last paragraph should begin, “As it relates to trials in verse 6, the Greek word *poikilos*...”
 - Correction: P 175, paragraph 4, last line should read: “‘Master-ing’ our pain.”
- For 12-week class, introduce Lesson 8.

Lesson 7 ~ Main Point: Our circumstance cannot destroy us; however, our response to our circumstance can.

Visual/Practical Application: Have you got a good illustration for this week’s lesson? Please send it to: judy@eymministries.org. Thanks!

- 1) Build a tower of Jenga blocks. Have your ladies consider a painful relationship as you remove one Jenga block at a time—each block representing an offense that closes their hearts to that person little by little until the relationship—just like the Jenga blocks—crumbles.
- 2) For Day 2: Make table signs according to the four groups below and place them on four tables. Ask your women to head for the table that best describes their response to their painful place:
 - Group 1: Anger, Resentment, Hostility, and bitterness
 - Group 2: Depression and Hopelessness
 - Group 3: Doubt, Worry, Anxiety and Fear
 - Group 4: GriefOnce they have “settled” into their groups, give them *one* scripture that you have selected from among the emotions in each group (pp 157-161). Have the women discuss the following questions: *How do these emotions affect you personally? How do these emotions affect those you love? How does the Scripture apply to your response?*
Then give each group an opportunity to tell the class what they discovered.

--Contributed by Sarah Murray

LESSON OVERVIEW

Pain has power, and we perpetuate that pain (and its power) by what we tell ourselves about ourselves, about another, and about our circumstances. Do we face the truth about our pain, or do we foster and nurture it with guilt, shame, denial, rationalization, and justification? This lesson addresses all of these by redirecting our hearts/minds toward God's truth about ourselves, another, and our circumstances.

DAY ONE ~ A Painful Path

LEARNING OBJECTIVE: To understand that sin is often at the heart of our pain

P 150: What's the difference between *condemning guilt* and *convicting guilt*? How does each relate to "false guilt"?

P 151: According to **Psalm 32:1-2, 5** and **Romans 8:1**, what's the truth that remedies false guilt? What does this mean for Christians who are living under the burden of false guilt—or guilt in general, for that matter—whether it's self-inflicted or other-inflicted?

P 151-153: In **Luke 22:31-34**, what is personally realistic about the exchange between Jesus and Peter? What did you find encouraging about such an exchange? How does denial impact guilt and shame? See **Matthew 26:69-74**.

P 154: Consider the quote in paragraph 2, "Shame can manifest itself as the 'raincoat of the soul..." What typically gets in the way of resolving the shame and guilt, no matter how it happens or who is responsible?

Q: Why does "resisting the reality of the Father's love" perpetuate the denial-guilt-shame-pain spiral? See **1 John 4:17-19**.

P 154: How did Jesus deal with the shame others thrust on Him and why (**Hebrews 12:1-3**)? What do you think "scorning its shame" means? When another thrusts shame on us, how can this same approach work for us?

Leaders: If we believe in a sovereign, loving Father as Jesus knew Him, we know that there will be "joy" on the other side of our pain—just like Jesus. (Reference also **Romans 8:28-29**.)

P 155: According to **John 21:14-17**, how was Peter's guilt and shame resolved? How can this translate to today's believer?

DAY TWO ~ Experiencing the Pain

LEARNING OBJECTIVE: To learn to identify the emotions that derail resolution to our painful places and how the truth of Scripture addresses them

P 156: Which emotion grips you the hardest when experiencing a painful circumstance? How does it affect you? How does it affect others?

P 157-161: Briefly discuss each emotion on page 157-161, selecting a Scripture from each. Make the points that follow:

Anger, POINT (p 157): "Hanging on to anger deceives us into thinking we're powerful, but in truth, it squanders God's power in us."

Resentment, hostility, and bitterness, POINT (p 158): "If anger is left unresolved, resentment intensifies into hostility, the seed that fosters the growth of bitterness." And bitterness will eventually lead to despair.

Depression and hopelessness, POINT (p 158): "Negative emotions are God's way of saying, 'Seek Me! You need Me!'" Now! (Extra: Read **Lamentations 3:13-18** for encouragement.)

Doubt, POINT (p 159): "Doubt is the opposite of believing God."

Worry and Anxiety, POINT (p 159): "Worry and anxiety work together to obscure reality." Reference the Corrie ten Boom quote on page 160.

Fear, POINT (p 159): "Whatever we fear will master us. Whoever we fear will have power over us...In any circumstance, the One we need never fear is God Himself. He will respond to whatever we bring to Him out of His perfect love and presence" (1 John 4:18).

Grief, POINT (p 160): "Until the offense and the loss associated with it are acknowledged, grief may not be recognized as grief, let alone processed in a healthy manner."

DAY THREE ~ Escaping the Pain

LEARNING OBJECTIVE: To recognize our approach to the pain we would rather escape than confront

P 162: Why is it necessary to deal with our pain?

P 163: What is denial? Rationalization? Justification?

P 163-164: Why do we turn to denial, rationalization, and justification *when we sin*?

P 165-166: What parts do denial, rationalization, and justification play when reacting to *others' sins*? What was the "bottom line" of the Jonah account in **Jonah 1-4** and how does that apply to us personally?

Q: Why don't denial, rationalization, and justification work in *any* circumstance?

P 167: How would God have us "process" our pain apart from denial, rationalization, and justification?

DAY FOUR ~ The Purpose of Pain

LEARNING OBJECTIVE: To understand that God always has a divine purpose for the pain of His saints

P 167-174: Which of the purposes of our pain spoke to you the most and why?

P 170: How can our painful places mold us more into the image of Christ? How can *unbelief* hinder that molding process?

Consider these insights, all of which are tough concepts, but worth discussing, with the reminder of **Isaiah 53:10-12**:

- 1) "When we drink from the cup, we can allow the bitter aftertaste of suffering to overwhelm us, or we can have faith that God can use that suffering to transform us...Through your pain and the *faith* you show in the midst of it, you are lifting up your crucified Savior to the rest of the world. Others see in you the glory of Christ's cross." (From *Take My Heart, Oh God*, August 14, italics mine.)
- 2) From Oswald Chambers: "Why shouldn't we experience heartbreak? Through those doorways God is opening up ways of fellowship with His Son. Most of us collapse at the first grip of pain. We sit down at the door of God's purpose and enter a slow death through self-pity. And all the so-called Christian sympathy of others helps us to our deathbed. But God will not. He comes with a grip of the pierced hand of His Son, as if to say, 'Enter into fellowship with Me; arise and shine.' If God can accomplish His purposes in this world through a broken heart, then why not thank Him for breaking yours."
- 3) Max Lucado said, "A season of suffering is a small price to pay for a clear view of God."

P 174: What, then, is the purpose of our pain?

DAY FIVE ~ "Master"-ing the Painful Place

LEARNING OBJECTIVE: To learn to trust God with *His* response in tough circumstances at every painful turn

P 175, paragraph 3: What is the difference between emotional dysfunction and true biblical brokenness?

According to **1 Peter 5:6-11**, what then, is the very first step toward "Master"-ing our emotions in the midst of a trial, test, or tragedy?

P 176: Based on **2 Corinthians 1:3-5**, why is it beneficial to turn to God?

P 177-178: What does it mean to let God "master" our thought life? How does our negative self-talk (negative thoughts) keep our negative emotions and actions alive? What does it mean to **Philippians 4:8** them?

P 178: Based on **Proverbs 4:23**, "above all else, we must guard our hearts vigilantly and with all diligence." What does this mean? How does **2 Corinthians 10:3-5** help us do this?

P 179: How does **Jeremiah 15:16** speak to eradicating our consuming thoughts?

P 179: How does **2 Timothy 1:7** address the "what if" trigger?

How does **Colossians 1:21-22** address the "if only" or "I should have" trigger?

P 180: How does focusing on *why* questions (Trigger 3) sabotage Master-ing our painful place? Based on **Psalm 42:5, 9, 10, 11**, how did David counter his *whys*?

How does focusing on *when* questions (Trigger 4) sabotage Master-ing our painful place? How does **Psalm 13** counter our *whens*?

P 181: When it comes to our painful places, what is the value of “Staying in today” (Safety #1)?

What is the value of replacing our *whys* and *whens* with *whats* and *hows*, specifically: ***What would you have me do, Lord?*** and ***How would you have me do it?*** (Safety #2)?

LESSON 7, Bottom Line Question for 12-week course:

- 1) Consider your painful place (perhaps because of the “Ninevite” in your life. What part of “Master”ing your thought-life is most difficult for you and why?
- 2) What did you learn from Day 5 that will counter that difficulty?

Close in Prayer

Bottom Line Questions for 24-week course

LESSON 7, Days One, Two

- 1) Do you tend to respond with guilt, shame and denial when caught in sin? Why do you think you respond this way? Do you tend to respond with guilt, shame and denial when someone you love is caught in sin? Why do you think you respond this way?
- 2) Which emotion (pp 157-161) has recently derailed you in a painful place? What scriptural truth did you learn about that emotion? How can this truth help you in your circumstance?

LESSON 7, Days Three, Four and Five

- 1) Consider your painful place—your “Ninevite” as described on P 166. How do denial, rationalization, and justification keep you from full realization of God’s purpose for your pain?
- 2) In your painful place, what part of “Master”ing your thought-life is most difficult for you and why? What did you learn from Day 5 that will counter that difficulty?

Close in Prayer

Frequently Asked Questions (FAQ’s)

Naked and Unashamed
Leader's Guide
Lesson 8 ~ The Heart of the Matter

Getting Started

- Open with Prayer
- **Corrections, Lesson 9:**
 - Page 211, paragraph 1, line 4 should read: **Proverbs 3:5-6**.
 - **Clarification, page 220, final paragraph before columns:** The instructional paragraph directly above the chart is unclear and has been re-written to serve as new direction for the columns on pp 220 and 221. My deepest apologies for this inconvenience. My prayer is that it will be a more meaningful exercise. Please pass this along to your students as follows:
 - “This next exercise will help to prepare you when *agape* is required. In the chart that follows on pp 220-221, some of the *agape* traits written in 1 Corinthians 13:4-8 are outward behaviors and some are inner attitudes. In the left column, circle the traits that are most difficult for you. In the right column, state ***under what specific circumstances you can practice*** each *agape* trait toward one who has wounded you.”
 - Left Column headings on p 220 and 221 should read: “Traits of *Agape*”. Right column heading remains the same. P 221. Strike paragraph immediately prior to chart.

Lesson 8 ~ Main Point: If we are going to have healthy, effective relationships, we need to sort out the war going on in our own hearts. It's the war between our humility and our pride.

Visual/Practical Application: Have you got a good illustration for this week's lesson? Please send it to: judy@eymministries.org. Thanks!

Cut out a heart for each student and have her write on it what God needs to work on in her heart or what He is currently working on in her heart. (Hearts page from TheFrugalFairy.com)

Contributed by Sarah Murray, Clifton, VA

LESSON OVERVIEW

This lesson teaches what God wants us to see in our own hearts and lovingly redirect them to align with His own. The heart is “the center of emotions, thinking and reasoning. It is the command center of life (Poh Fang Chia, *Our Daily Bread*, May 6, 2011). The lesson will also prepare our hearts so that we can begin to properly address our painful places—those in our lives, in another's, or both.

DAY ONE ~ Three Hearts

LEARNING OBJECTIVE: To assess our own hearts before the God of our salvation.

P 183-185: What kind of hearts did David, Solomon and Rehoboam display?

Q: How can pride thwart a godly outcome to our circumstances? Why?

POINT: Pride trades allegiance to God for allegiance to self. And that is *idolatry*.

Q: What can pride look like if we've been betrayed by another?

Q: What can pride look like if we've betrayed another?

Q: Take a moment to read **Jeremiah 13:1-11**. What does pride look like to God?

Q: What is the only counter to our pride in any given circumstance?

Q: What does this counter—humility—look like in any given circumstance?

Q: What is the difference between humility and weakness? See **Micah 6:6-8**.

POINT: It is impossible to “*do justice*” or “*love mercy*” unless we “*walk humbly with our God*”, which provides the strength to do the right thing. Jesus’ humility—in all His circumstances—is the perfect example.

Q: How, then, can exercising humility impact any circumstance and why? Review **James 4:6**

DAY TWO ~ The Judgmental Heart

LEARNING OBJECTIVE: To understand the difference between a heart that judges and condemns and a heart that discerns and prays. Each will foster a different outcome.

Q: How do **Matthew 7:1-5** and **Luke 6:37** describe “judgment”?

P 187-189: Why don't we have the prerogative to judge (try, condemn, punish) another (**John 8:15-16**; **Romans 2:1-4**)?

P 189-190: Read **James 2:8-13**. How can grace and mercy rather than a judgmental heart have a greater impact on another's sin?

P 189-190: Read the paragraph beginning “Our condemning hearts...” and the two that follow.

Consider the quote: “The condemned will run from the condemnation toward the very thing that makes them feel better—their place of bondage.” The bondage itself becomes the only place where they don't have to deal with another's judgmental, condemning rejection. At this point, their place of bondage is their safest place. What *should* God's love look like in a Christian heart that is dealing with her own sin? (**1 John 4:18-19**) What *should* God's love look like in a Christian heart that is dealing with another's sin?

POINT: Rather than judge the sinner, we discern the sin (right from wrong). The difference between judging and discerning is that judging leads to condemnation and discerning leads to prayer. Instead of using condemning, judgmental words/attitudes/behavior against an offender about what we know or think we know, we should be using Holy-Spirit discernment and praying “heart”-felt words on his/her behalf, asking for God's wisdom about how to respond to both the sin and the sinner. The old adage, “Hate the sin and love (*agape*) the sinner” is absolute truth to this day.

DAY THREE ~ The Repentant Heart

LEARNING OBJECTIVE: To perceive the healing, forward-moving *power* of repentance when one responds to God's call out of sin.

P 190-192: If we use the Prodigal and his father as examples (**Luke 15:11-24**), how does a repentant heart promote healing in the sinner? What response to a repentant heart would promote healing in the one offended?

P 192: Read **Romans 2:4**. What do you think this means for us today?

P 190-193: According to **2 Corinthians 7:9-10**, what is the difference between godly sorrow and worldly sorrow? Where does each lead?

DAY FOUR ~ The Responsive Heart: Inward Righteousness, Outward Evidence

LEARNING OBJECTIVE: To understand the value of the Holy Spirit's job in shaping our response to God and others

P 193: What was the problem with the religious leaders in John the Baptist and Jesus' time? How can their rebukes apply to Christians today?

P 193: According to **Romans 12:1-2** (the AMPC version is great!), what is our responsibility and why?

P 194-195: Did any of these passages speak to you personally? If so, in what way?

P 196-197: How did you respond to the exercise on these pages? Why is it important for you to know where you stand on the continuum of your faith walk?

Consider: As believers, we should be experiencing transforming “nudges” from the Spirit in these areas at the very least, and life-changing, Spirit-controlled, transforming *progress* in these areas at the very most—daily—because our opportunities to exercise Holy-Spirit fruit are daily.

P 197: What encouragement do we receive from **Philippians 1:6**? Can you sense the fruit being cultivated in your life, in each of these areas? Which in particular right now?

DAY FIVE ~ The Accountable Heart: Inward Accountability, Outward Reliability

LEARNING OBJECTIVE: To understand that our accountability to anyone is meaningless unless we are first accountable to God

P 198: How does **Philippians 2:12-16** address accountability?

Q: What is it about accountability that can make a person shudder?

P 199-202: Which of the points on being sexually accountable to God spoke to you most and why?

P 202: Read **Matthew 5:27-30**, **1 Corinthians 7:1-2**, and **Hebrew 13:4** and discuss the sexual boundaries God has established for us inside and outside marriage. What other ways besides adultery can we defile the marriage bed?

Leaders: Make this point as it relates to the Hebrews verse: we can also defile the marriage bed through selfish *indifference* to sex with our mates, violating the principles He established in **1 Corinthians 7:3-5**.

LESSON 8, Bottom Line Question for 12-week course:

Which of the “hearts” in this lesson spoke to *your* heart the most? How is this heart impacting your painful place right now?

Close in prayer

Bottom Line Question for 24-week course:

LESSON 8, Days One, Two, and Three

Take a moment to consider the following question carefully before answering: What is the heart of *your* matter? A humble, yielded heart? A divided heart? A hard heart? A judgmental heart or compassionate heart? A repentant or unrepentant heart? How do you know?

Close in Prayer

LESSON 8, Days Four and Five

Take a moment to consider the following question carefully before answering: What is the heart of *your* matter? Where is your heart in your painful place? Is it a responsive or unresponsive heart? An accountable or unaccountable heart? How do you know?

Close in prayer

Naked and Unashamed
Leader's Guide
Lesson 9 ~ The Freedom Factor

Getting Started

- Open with Prayer
- **Corrections, Lesson 9:**
 - **Page 211**, paragraph 1, line 4 should read: **Proverbs 3:5-6**.
 - **Clarification, page 220, final paragraph before columns:** The instructional paragraph directly above the chart is unclear and has been re-written to serve as new direction for the columns on pp 220 and 221. My deepest apologies for this inconvenience. My prayer is that it will be a more meaningful exercise. Please pass this along to your students as follows:
 - “This next exercise will help to prepare you when *agape* is required. In the chart that follows, some of the *agape* traits written in 1 Corinthians 13:4-8 are outward behaviors and some are inner attitudes. Circle the traits that are most difficult for you. In the next column, state ***under what specific circumstances you can practice*** each trait toward one who has wounded you.”
 - Left Column headings on p 220 and 221 should read: “Traits of *Agape*”. Right column heading remains the same. On p 221, paragraph prior to Column headings will be removed.
- **Correction, Lesson 10, page 242:** Remove lines after paragraph 4. “How will you do this?” is intended to be a rhetorical question that is immediately followed by the five points that answer that question.

Lesson 9 ~ Main Point: Forgiveness frees *you*—to grow in Christ!

Visual/Practical Application: To illustrate the burden of unforgiveness, open class by asking the ladies to stand and find a partner. Have each pair stand back-to-back with their arms intertwined and locked together. Now, have one lady lean forward such that she is bearing the whole weight of her partner on her back and try to take a few steps. Then, have the other partner do the same. It's nearly impossible to have each lady walk with such a burden on her back. This demonstrates the huge burden of unforgiveness—roping the one unforgiven to your back. The only difference is that the load is continually carried until forgiveness releases it and frees you both.

Contributed by Shannon George and Dana Marm, Stuttgart, Germany.

LESSON OVERVIEW

Forgiveness is the release valve, the healing balm, the place of peace for all pain. Forgiveness is foundational, essential, *pivotal* to healing and freedom. It is the overcoming power that meets pain's power and renders it impotent. This lesson gives us the means to take up the power from on High in this battle.

DAY ONE ~ The Unforgiveness Factor

LEARNING OBJECTIVE: To identify areas of unforgiveness in our lives and expose them to the light

P 203: Consider the quote, “Our unwillingness to forgive does far greater damage to us than the original wound ever could.” How is this possible?

P 203-205: How did you process this exercise?

Q: Read **1 John 2:1-2 and 7-11**. How do these verses speak to unforgiveness?

DAY TWO ~ The Forgiveness Factor

LEARNING OBJECTIVE: To understand that we must not take what God has done by grace in our own lives and turn it into law in another's

P 206, paragraph 5 states that "forgiveness is the only way to bring God's good and glory out of any offense and its consequences." Do you agree? Why or why not?

Consider: Author Francine Rivers wrote, "Jesus forgave the thief but He didn't take him down off the cross." What good and glory came out of the thief's encounter with Jesus? What is the reality of this example for Christians today? (We, too, are forgiven, but still may have to face consequences of our own doing or those of ones we love.)

P 206: Read **Matthew 6:14-15** from the bottom of this page. What's the point of this passage?

POINT: In this passage, reckless sins are unintentional; willful sins are intentional; therefore what sins are we free *not* to forgive?

P207-210: What did you learn from the **Matthew 18** exercise? How does it relate to a believer today, especially verse 35 (P 208)?

P 208: What is the tough truth about *unforgiveness* (paras 2 and 3)?

P 208: What do you think Comiskey meant *for us* when he said, "Our sufferings are bound up into the wounds of Christ when we entrust our perpetrators to him"?

P 208: What do you think Comiskey meant *for us* when he said, "Sufferers who go the way of the cross in their wounds become healers"?

P 209: Ask the last question, "If you're thinking that what you've done or another has done is unforgivable—too costly—what has this parable taught you?"

Consider: *Nothing* should stand in the way of forgiveness because *nothing* is unforgivable in God's sight with one exception: the persistent and unrepentant resistance against the work of the Holy Spirit and His message concerning Jesus and the work of the cross (See Luke 12:10.)

P 210-212: Did any of the "What if's" speak to you personally?

DAY THREE ~ Forgiveness Unwrapped

LEARNING OBJECTIVE: To understand what forgiveness should look like

P 212-216: Which point on forgiveness struck you specifically and why?

DAY FOUR ~ Free At Last! Our Part and God's Part

LEARNING OBJECTIVE: To choose to forgive.

P 216-219: How did you respond to this exercise?

Consider: Colossians 3:12-13 tells us to "put on a heart of compassion, kindness, humility, gentleness, and patience; bearing with one another, and forgiving each other." Ours or another's weaknesses "are not hindrances. Instead, they are the doorway to spiritual growth. This is a liberating truth." How is this possible? ("8 Lies That Destroy a Marriage" by Bill Ellitt, Family Life Ministries, <http://www.familylife.com/articles/topics/marriage/staying-married/gods-plan-for-marriage/8-lies-that-destroy-marriage?spMailingID=10604170&spUserID=MTM4MDQ5NTA3NjY1S0&spJobID=1120967837&spReportId=MTEyMDk2NzgZnwS2>)

DAY FIVE ~ Forgiveness in Action

LEARNING OBJECTIVE: To learn that forgiveness opens the door to God's *agape* (God's love in us) and that God's *agape* in us keeps the door open to continued forgiveness

P 219, paragraph 1: Consider the following: “Forgiveness opens the door to *agape*; *agape* keeps the door open to continued forgiveness. We cannot walk in God’s *agape* if we are unwilling to forgive, and we cannot forgive without *agape* at work in and through us.” How can this happen when we’re in the midst of a painful place?

P 220-221: What did you learn about God’s love in you (*agape*) from the charts on these pages, especially as it relates to those involved in your painful place?

P 221, re: “[*Agape*] never fails”: How do you think mercy and justice work together when you have been betrayed or wounded by a loved one? When you wounded or betrayed a love one?

Consider: Oswald Chambers wrote, “God loved me not because I was lovable, but because it was His nature to do so. Now He commands me to show the same love to others...[God] is saying, ‘I will bring a number of people around you whom you cannot respect, but you must exhibit My love to them, just as I have exhibited it to you.’ This kind of love is not a patronizing love for the unlovable—it is His love, and it will not be evidenced in us overnight. I should look within and remember how wonderfully He has dealt with me. The knowledge that God has loved me beyond all limits will compel me to go into the world to love others in the same way. I may get irritated because I have to live with an unusually difficult person. But I must think how disagreeable I have been with God!” (*My Utmost for His Highest*, May 11)

Consider: Here is the domino effect of *agape*: When we *truly embrace God’s covenant love for ourselves*, we will be willing to love difficult others His way; and when we love this way, we will understand the value of forgiveness and the freedom that follows.

Consider: If our painful place is in a marriage relationship, our first “other” is our spouse. Therein lies the true believability of Christ in our lives. God’s love in us can turn the tide in just about any marriage. And unless a husband is suffering from a deep psychological anomaly, I believe he will respond over time, even if his heart is a stone. God promised, “Love [God’s love in me] never fails” (**1 Corinthians 13:8**, NIV). Are we willing to prove Him right? If so, the place where this test will be the most credible is in our marriages.

LESSON 9, Bottom Line Question for 12-week course:

Would you say that you have been freed by forgiveness (whether you have forgiven another or have been forgiven by another)? If so, how? If not, what is still standing in the way of your freedom?

Close in Prayer

Bottom Line Question 24-week course:

LESSON 9, Days One and Two:

- 1) How would you apply the Matthew 18 parable about the two servants to your personal circumstances?
- 2) What reservations (what if’s) do you have about forgiving your offender?
- 3) What reservations do you have about being forgiven by God or by someone you offended?

Close in Prayer

LESSON 9, Days Three, Four and Five:

Would you say that you have been freed by forgiveness, whether you are the offender or the offended? If so, how? If not, what is still standing in the way of your freedom?

Close in Prayer

Frequently Asked Questions (FAQ's)

Question: What if a husband is an unbeliever? How should his wife love him?

Answer: In the same way. Nothing changes! If anything, she loves him harder with the love of Christ and woos him to Christ as He wooed her to Himself – not by criticism and condemnation, but by *unconditional acceptance* for who he is; *sacrificial service* that personifies Christ in her; *merciful understanding* for her husband's ways that are without Christ for now; and *honest and sometimes hard truths* that, because of and out of Christ's love in her, are administered with loving, firm resolve. As we reflect on how Jesus Christ addressed the lost, it was with profound love, compassion, and kindness, yet with firm, uncompromising truth. The Samaritan woman at the well (John 4:1-26) and the rich young lawyer (Mark 10:17-22) come to mind. When we truly grasp Christ's love for us, we should be so humbled by it that we can only love our husbands in the same way and leave the results to Jesus. An excellent book on this topic is Jo Berry's *Beloved Unbeliever*. It's an easy read, but not a book you leave on your nightstand for your husband to see!

Qualifier: Believer or unbeliever, a husband involved in illegal or immoral activity requires a helpmate who is willing to confront the problem and respectfully engage him with the truth. (See Tim Alan Gardner's quote on page 222 in our text, *Naked and Unashamed*.) She is not to enable an issue by ignoring or participating in it with him. However, before engaging her husband, she should seek professional, biblically-grounded counsel (pastor, counselor) along with adequate prayer/personal support from a discerning, biblically-grounded sister(s) who can maintain discretion and confidentiality while encouraging her to remain focused on her Source for resolving the problem.

Naked and Unashamed
Leader's Guide
Lesson 10 ~ A Loved One's Struggle

Getting Started

- This is probably one of the most difficult lessons as it addresses **confronting a problem** and then **engaging the loved one** who has the problem. This lesson provides *suggestions* on what to do and how to do it so that resolution and healing can be realized for all involved. It isn't easy. And it isn't instant. But it is a beginning. That said, many women in your class may not have a loved one who is struggling. Encourage them to familiarize themselves with the contents, as that may change.
- **Correction, page 242:** Remove lines after paragraph 4. "How will you do this?" is intended to be a rhetorical question that is immediately followed by the five points that answer that question.
- Open with Prayer

Lesson 10 ~ Main Point: Learn to **confront the problem** and **engage the person**.

Visual/Practical Application: Have you got a good illustration for this week's lesson? Please send it to: judy@eyministries.org. Thanks!

LESSON OVERVIEW: When we face the reality that a sin problem exists (confronting the problem), we may be tempted to let our pain govern our every response, the results of which can set us and our loved ones back and delay healing. Throughout this study, God has been preparing us to align our hearts and minds with His in order to appropriately confront the issue before us, and then engage a loved one His way and in His timing. To that end, this lesson provides a carefully constructed template for *the actual work of preparing* our hearts, attitudes, and actions before engaging a loved one.

DAY ONE ~ Recognizing the Problem

LEARNING OBJECTIVE: To recognize and acknowledge the typical signs that suggest a sexual sin problem in a loved one

P 223-226: Given the lists on these pages, why should we be cautious when it comes to determining if there is a problem with pornography or infidelity (p 224)?

P 226: Read the last paragraph on this page and discuss why "how we express ourselves is critical to the outcome."

P 228: Read **Luke 4:16-21** and discuss why believing Jesus is so critical to our freedom and that of our loved one. (Extra: Read also **John 8:31-32**, **2 Corinthians 3:7-18 contextually, specifically v. 17**, and **Galatians 5:1**. The promises in these verses are that Jesus *will* free those who seek Him.)

DAY TWO ~ Before You Engage the Person

LEARNING OBJECTIVE: To understand what we can do should we discover a loved one's sexual sin

P 228: Read paragraph one (p 228) and then ask the question that followed: How does this knowledge affect your approach to your loved one?

Consider: If you choose to walk down this path, you must prepare your heart beforehand to forgive, so that right and righteous decisions can be made along the way.

P 228-232: Which of the points of preparation (confronting the problem with our hearts, attitudes, and actions) in this lesson spoke to you most?

P 228: Why is it necessary to receive *wise, biblical counsel* from a biblically grounded mentor or pastor before engaging a loved one (spouse, child, parent, friend) about his/her sexual sin? Why is it necessary to *be* that *wise, biblical counsel* should someone come to you?

Q: What is the value of seeking help from a *Christian-based support group* before engaging a loved one about his/her sexual sin?

Consider: Formal or professional counseling may not always be affordable. Seek faith-based programs in your area such as Celebrate Recovery or Joe Gibb's Youth for Tomorrow (covered by most insurance, to include military insurance, TRICARE).

P 229: Why is it important to remain courageous and willing to face (confront) the problem of sexual sin? What tends to stand in the way? (Extra: Read **Matthew 10:34** and the insight from Oswald Chamber, *My Utmost for His Highest*, December 19. Powerful!)

P 230: How do you know if you're *responding* or *reacting* to your circumstance?

P 228, para 1 and 233 para 1: Throughout, what is our responsibility to God as we move toward engagement?

Consider: **Jude 17-25** says, ¹⁷ *But you, my dear friends, must remember what the apostles of our Lord Jesus Christ predicted.* ¹⁸ *They told you that in the last times there would be scoffers whose purpose in life is to satisfy their ungodly desires.* ¹⁹ *These people are the ones who are creating divisions among you. They follow their natural instincts because they do not have God's Spirit in them.* ²⁰ *But you, dear friends, must build each other up in your most holy faith, pray in the power of the Holy Spirit,* ²¹ *and await the mercy of our Lord Jesus Christ, who will bring you eternal life. In this way, you will keep yourselves safe in God's love.* ²² *And you must show mercy to those whose faith is wavering.* ²³ *Rescue others by snatching them from the flames of judgment. Show mercy to still others, but do so with great caution, hating the sins that contaminate their lives."* Although we hate the sin of immorality and all that is associated with it, we treat the sinner with mercy rather than hatred and disdain. We tend to underestimate the powerful influence of righteous responses. Our foremost desire for a person in danger of God's judgment should be restoration to our God who is able to do more than we can ask or imagine through His power that is at work in us (**Ephesians 3:20**).

DAY THREE ~ Define and Clarify

LEARNING OBJECTIVE: To define and clarify our own boundaries in a well-thought-out and organized way in order to engage a loved one with clarity, care, and calm determination (resolve)

P 233-234: Why would setting boundaries around ourselves (much like a hedge of thorns) be important when it comes to a loved one's sexual sin?

Leaders: It might be helpful to brainstorm boundaries: what boundaries would you "put around yourself for righteousness' sake" if a spouse is in sexual sin? If a child is in sexual sin?

P 234: Consider your response to another's sin in light of **Micah 6:8**: How do these three qualities (justice, mercy, and humility) form a healthy boundary in a relationship?

P 234-235: Why is full disclosure so necessary when dealing with one who is in sexual bondage? What necessary caution is made and why (P 235 under How?)

Q: Why is having a faith-based support group so beneficial for one dealing with another's sexual bondage—or any bondage for that matter?

P 235-237: Share thoughts on the suggested nine lists organized in preparation for engagement. How could these lists be helpful?

DAY FOUR ~ Engaging the Person

LEARNING OBJECTIVE: To take another good, hard look at the facts or even the valid suspicions and love the person enough to engage him or her

Q: Why is it important to engage a loved one who is in sexual sin (spouse, child, parent, friend)?

Q: What would keep us from engaging at all? Why could this be dangerous and to whom?

NOTE: In the Matthew 18 construct on pages 237-240, trust God to move you through each step, if and as required. The following are critical: a prayer support team; a solidly grounded sister for support and solidly grounded biblical counsel; a biblical approach; and ears that can hear the Holy-Spirit's guidance and promptings along the way. God is able—one step at a time.

P 237-240: Discuss one verse at a time, the value of using the **Matthew 18:15-17** construct when engaging a loved one about his or her sexual struggle/activity, whether or not he/she is a believer.

P 238: Revisit and discuss the difference between sympathy and compassion in paragraph 2.

P 238: Matthew 18:16 talks about the godly witnesses *of* the second engagement. Why would they be necessary?

P 239: What could **vs. 17a** look like today?

P 239-240: What is your response to Paul's dramatic consequence to unrepentant sin in verse **17b** and **1 Corinthians 5:1-5**? What would that look like today?

P 240: Read paragraph 3, "Concentrate on the first word...": How and why could List #7 from page 236 be potentially executed at this point?

P 240: What is our encouragement in **Psalms 37:5-6**?

P 242: Make the point in paragraph 3: "Remember faith doesn't mean..."

P 243: What is the value of taking this process slowly?

P 243: What is the value of accepting where God has you right now rather than dwelling on dashed hopes, expectations, or illusions?

DAY FIVE ~ Has My Child Been Violated?

LEARNING OBJECTIVE: To learn how to recognize child violation and protect our children from sexual predators

P 242-249: What insights did today's lesson give you about engaging a child who you suspect has been abused?

Q: What are ways we can protect our children from abuse?

LESSON 10, Bottom Line Question for 12-week course:

If God's goal is healing (Mark 2:17, page 227), how can His goal influence how you engage your loved one about his/her sexual activity? What would you do differently?

Close in Prayer

Bottom Line Question for 24-week course

LESSON 10, Days One, Two, and Three

- 1) If God's goal for every sinner is healing (Mark 2:17, page 227), how can His goal influence how you engage your loved one about his/her sexual activity? What would you do differently?

Close in Prayer

LESSON 10, Days Four and Five:

- 1) What did you learn to help you overcome the difficulty of engaging a loved one about his/her sexual bondage?
- 2) What steps must you take personally to protect your child from a sexual predator?

Close in Prayer

Frequently Asked Questions (FAQ'S)

Naked and Unashamed
Leader's Guide
Lesson 11 ~ Our Own Struggle: Let's Get Personal

Getting Started

- Open with Prayer
- This can be a freeing lesson for those who have lived with sexual violation or have struggled with their own sexual sin. Thank you for your care and compassion as you facilitate this lesson.

Lesson 11 ~ Main Point: We were meant to dwell in our Father's house, in His abundance, in His loving embrace.

Visual/Practical Application: Have you got a good illustration for this week's lesson? Please send it to me: judy@eymministries.org. Thanks!

LESSON OVERVIEW: If we are struggling with sexual sin, it will continue to chase us and haunt us and make our future sexual choices for us until we invite Christ into our temptations. And if we have been sexually victimized by another (violated), it will continue to haunt us until we stop and face it hand-in-hand with our Savior. When we do these, He heals. Only Jesus can recalibrate our hearts and minds toward healthy future sexual choices—naked and unashamed.

DAY ONE ~ Violated!

LEARNING OBJECTIVE: To receive and embrace for ourselves, or to help another receive and embrace, the healing power that Jesus Christ longs to bestow on a victim of sexual abuse and rape

P 251-258: In **2 Samuel 13**, what did the story of Tamar reveal about her future after she was sexually violated? How was her trust impacted?

P 255: Read paras 3 and 4, "Without Jesus..." and "Here's a tough truth:..." How can these points help to motivate a believer toward healing?

P 255-258: In the **H.E.A.L.I.N.G.** acrostic, which letter spoke to you? Read the accompanying scripture with your letter.

Consider: Sometimes we feel that God doesn't see what happened to us. Read **Psalm 10** and sense the psalmist's heart and where he finally ended up. How can this psalm apply to one who has been violated?

Consider: In her book *Romancing Your Husband*, Debra White Smith, a victim of sexual abuse, advises that the "deeper the heart is wounded, the deeper the love of God must go." She continues: "Allow God's love to plunge to the depths of your sorrow. Don't hold Him at arm's length. Begin the healing process. . . . I'm living proof that God wants to heal and is eager to heal all those who *will ask and take the time to embrace the healing*. You don't have to stay a prisoner of the past. You can stand victorious in Christ—a new creature empowered to impact your world, your marriage, and your household for the Lord. Your husband needs you to be his lover. You cannot fully meet that need until you recover from the past. Let the recovery begin today."ⁱ

Consider: Terkuerst Devotional from the heart of one who's been there:

<http://www.crosswalk.com/devotionals/encouragement/encouragement-for-today-march-16-2017.html>

P 256: Read **Luke 22:31-32**. How can these scriptures shed light on a suffering believer's future?

P 256: Under “Light, not lies”, fourth box, “I can’t trust anyone”: Add and read **Proverbs 3:5-6** and make this point: We don’t have to trust another who has proved untrustworthy. But we can trust God with that person.
P 257, box 1: And if we won’t (not can’t) trust God, read **Romans 8:31**.

DAY TWO: Darkness is a Choice

LEARNING OBJECTIVE: To understand what it means to choose light over darkness

P 259: In **John 5:6**, Jesus addressed the man who had been at the well for 38 years waiting to be healed: “*When Jesus noticed him lying there [helpless], knowing that he had already been a long time in that condition, He said to him, ‘Do you want to become well? [Are you really in earnest about getting well?]*’” (AMPC, bolds and italics mine) What is critical point to these questions?

P 260: Why might some not want to be free of their darkness?

P 261: If we are to take what **Matthew 6:22-23** says about our eyes, what is our personal responsibility as it relates to any darkness in our lives?

P 261: Based on **Ephesians 5:8-15**, what is valuable about walking in the Light? What is our responsibility?

P 261-162: What is the remedy for our darkness in **John 8:12** and **Matthew 22:36-38**? Why is it so important to embrace this remedy? What is the danger if we don’t?

P 262: Based on **1 John 4:4** and **Romans 6:14**, how is choosing the light over darkness possible?

DAY THREE: Darkness Exposed (Don’t Fool Yourself)

LEARNING OBJECTIVE: To understand that Jesus will reveal our hidden darkness within the security of His love for the purposes of His glory and our freedom

P 263-264: How did Jesus expose the darkness in the Samaritan woman’s life (**John 4:7-30**)?

P 264-265: What is the value of the exercise at the bottom of P 264 and continuing on P 265? What is the only “road home” from sin?

P 265: Read **James 5:16**. What’s the benefit of confessing our sin to another?

P 266: Why might we be afraid to confess our sin to another?

DAY FOUR: Seen in God’s Light

LEARNING OBJECTIVE: To embrace the *process* of moving forward out of sin

P 267: Read **Matthew 16:24-25**. What does this life-long process mean to you to: 1) deny yourself? 2) to pick up your cross? 3) to follow Jesus?

Consider Luke 22:42 as it relates to these three truths that open the door to all healing change:

Deny yourself: where I, in my self-will, would rather be: “*Father, if You are willing, remove this cup from Me...*”

Pick up your cross: where God, in His sovereignty, has me: “*...yet not My will...*”

Follow Jesus: where God, for His glory, will take me: “*...but [always] Yours be done.*”

P 267: How is **Philippians 3:12-14** critical to this life-long process?

P 268: How do these three commands—deny yourself, pick up your cross, follow Me—tie into **Romans 12:1-2**?

Deny yourself: “*I appeal to you therefore, brothers, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship...*”

Pick up your cross: “*Do not be conformed to this world, but be transformed by the renewal of your mind...*”

Follow Jesus: “*that by testing you may discern what is the will of God, what is good and acceptable and perfect.*”

P 269: Let’s talk about making amends with others. What’s intimidating about making amends? When do we do this and how? Why is it necessary? When do we *not* make amends with another?

DAY FIVE: Remaining in the Light

LEARNING OBJECTIVE: To daily choose the Light

P270-272: What takeaway do you have from this day's lesson? What do we do to remain in Jesus' light?

LESSON 11, Bottom Line Question 12-week course:

- 1) What does it mean to be wholly illuminated, holy illuminated? How does this apply to your sexuality?
- 2) What was your most important takeaway from Lesson 11?

Close with Prayer

Bottom Line Question for 24-week course:

LESSON 11, Day One and Two:

- 1) How can the future be different from Tamar's if a victim of rape or sexual abuse is a believer in Jesus Christ?
- 2) What is difficult about letting the light of Christ shine in to any of our darkness? What is our responsibility?

Leaders: If you find that any of your students is stuck, it's no accident that she took this class. Point her to a healing ministry and/or a strong mentor who can help her move forward.

Close with Prayer

LESSON 11, Days Three, Four, and Five:

- 1) What does it mean to be wholly illuminated, holy illuminated? How does this apply to your sexuality?
- 2) Do you have a biblically-grounded mentor sister to whom you can confess anything? If so, in what way has she helped you most?
- 3) What was your most important take away from Day 5 and why?

Close with prayer

Frequently Asked Questions (FAQ's): None

Naked and Unashamed
Leader's Guide
Lesson 12 ~ Naked and Unashamed

Getting Started

Open with Prayer

Recognize those who helped you this semester

- Thank and praise the women in your class for persevering through the study and finishing the course!

Lesson 12 ~ Main Point: Purity of the heart enables us to be naked and unashamed before God, vulnerable and totally abandoned to Him without blushing. This makes the battle to be pure-hearted the most important battle in God's divine design.

Visual/Practical Application: Have you got a good illustration for this week's lesson? Please send it to me: judy@cymministries.org. Thanks!

LESSON OVERVIEW: This lesson is applicable to both the one struggling with sexual sin and the one struggling with the impact of sexual sin. It lays out practical principles for recognizing the enemy's strategies and returns us to God's plan. We will learn how to respond to our new forward motion with *gratitude*—God's amazing and ultimate balm to living in Christ no matter what the circumstance. This opens the way to live pure lives for him, not just as it relates to sexual integrity, but to integrity in general—pure of heart.

DAY ONE ~ Choosing God's Battle Plan

LEARNING OBJECTIVE: To choose God's battle plan against the enemy who wants to derail our resolve

P 273: Read **2 Corinthians 11:3, 14** and **1 Peter 5:8**. What do Satan's attacks against us look like? When it comes to sexual integrity, what tactics does he use to derail us? What tactics do our flesh and the world use?

Consider: The devil will use his worldly and our fleshly temptations in his attempt to steal, kill, and destroy us, our marriages, our families, our very lives. *But...* whatever the enemy uses to destroy us Jesus can use to mature us, to deepen our faith, and to walk more dependently and intimately with God. Nothing is lost on Jesus; nothing is wasted by Him. This is the reality of **Romans 8:28-29**. God will *always* get us on the other side of a trial victoriously as we depend on and obey Christ. And the Father is glorified!

P 274-276: According to **Ephesians 6:10-18**, how should we face the enemy and his minions?

Consider these three points as it relates to doing battle with the enemy:

Don't go into battle naked! ("What armor?")

Don't just put on your helmet of salvation ("I'm saved!") and run around unprotected by the rest of the armor

Don't ever forget that the stronger your relationship with Jesus Christ, the stronger your armor (Get "dressed" every morning!)

P 276: How is God's victory through us described in **Romans 8:31-39** and how does that encourage you?

Q: How will choosing God's battle plan help you to be/remain naked and unashamed before Him?

DAY TWO ~ Choosing Trust in God

LEARNING OBJECTIVE: To face lingering trust issues with God

P 277-278: Having read the scriptures on P 277, why can having a “radical reliance on God” get us through the tough time of relational crisis?

Q: How can radical reliance on God influence how you rebuild trust with one who has betrayed you or whom you have betrayed?

Consider: Our mandate as Christians in this world is not to be comfortable, but to face our giants while trusting God.

DAY THREE ~ Choosing to Build Trust

LEARNING OBJECTIVE: To face lingering trust issues in relationships

P 279, paragraph 3 says: “When we live in constant mistrust with a repentant mate or others with whom we’re close, we choose the worst kind of loneliness.” How would this day’s lesson apply to the one who has betrayed your trust?

P 279: How does **Colossians 3:12-17** apply to broken relationships?

P 280-284, trust-building tools: Whether betrayed or betrayer, these tools work toward earning trust or proving oneself trustworthy. How can each tool work to build trust with a loved one?

DAY FOUR ~ Choosing Satisfaction

LEARNING OBJECTIVE: To tap the joy of choosing satisfaction with God

P 285-289: Read **1 Thessalonians 5:16-18**.

Q: How does choosing to “*rejoice*” in our painful circumstance relate to choosing satisfaction with God?

Q: How does choosing to *pray without ceasing* in our painful places satisfy our need for God?

Q: How does choosing to *give thanks* in every painful thing acknowledge God’s goodness in our lives?

Q: How does choosing to obey these three commands equate to choosing satisfaction with and in God?

Q: How do these commands enhance our being vulnerable (naked) and abandoned (unashamed) with God?

DAY FIVE ~ Choosing Purity

LEARNING OBJECTIVE: To harness the value of choosing purity of heart

P 289-293: What does it mean to you to have a pure heart?

Q: How do we “get” a pure heart? (See **1 John 2:28-3:10**)

P 290-291: Read **Matthew 5:8**. Describe the great reward of having a pure heart. What do you think it means to “see God”?

P 291-292: What is the proof that we are cultivating a pure heart?

Q: How does having a pure heart enhance our being naked and unashamed before God?

Q: How will cultivating a pure heart influence our sexual choices?

LESSON 12, Bottom Line Question for 12-week course:

If you have chosen God’s divine design for sex, how is His design being reflected in your sexual choices, whether married or unmarried?

Close in Prayer

Bottom Line Question for 24-week course:

LESSON 12 Days One, Two, and Three:

- 1) How can choosing God's battle plan when faced with a sexual struggle (or any struggle!) contribute to your being vulnerable (naked) and abandoned (unashamed) before God?
- 2) How can choosing to trust Him in the midst of the struggle contribute to your being vulnerable (naked) and abandoned (unashamed) before God?
- 3) How can choosing to build trust with a loved one who betrayed you or with the one whom you betrayed contribute to your being vulnerable (naked) and abandoned (unashamed) before God?

Close in prayer

LESSON 12, Days Four and Five:

- 1) Would you say that you are naked (vulnerable) and unashamed (abandoned) before God? If so, how is this helping you in your sexual temptations and choices?
- 2) If you have chosen God's divine design for sex, how is His design being reflected in your sexual choices, whether married or unmarried?

Close in Prayer

Final thoughts: Thank you, Leaders, for taking the time to guide your women through what we hope has been a life-changing study. Judy and Sandy would welcome any comments, questions, insights, and constructive criticism you might have. Please feel free to write us at judy@eyministries.org.

And thank the women in your class for us! We would welcome their constructive thoughts/reviews on both www.amazon.com and www.cbd.com.

¹⁴ Debra White Smith, *Romancing Your Husband* (Eugene, Oreg.: Harvest House Publishers, 2002), 234.