

RELATIONSHIPS
WITH INTEGRITY

YOU ARE DESIGNED TO BE LIFE-GIVING



LEGACY

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Special Thanks: We would like to thank Cedar Park Christian Schools for allowing us to incorporate their students in production and testing of this groundbreaking curriculum. We are grateful for your partnership!

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RELATIONSHIPS WITH INTEGRITY

Curriculum for Grades K-12 and Parents

Publisher's Acknowledgements

We are very proud of this curriculum and want to thank all those who made it possible.

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As a founder and President of The Legacy Institute, Carrie is the lead educator on philosophy and content for the Legacy Institute. Carrie oversees research and development of theology and curriculum at Legacy, serves as a consultant to other organizations and teaches nationwide.

With almost 20 years of teaching, Carrie is a tremendously popular national speaker. She is considered by her colleagues as one of the best communicators and leading innovators on the topic of relationships and human sexuality. She has spoken to **tens of thousands of people all across the nation**, in venues as diverse as: state legislatures, churches, universities, youth events, medical associations, conferences, banquets, broadcast radio & TV and is featured in several video series.

A few more facts:

- Carrie is the author of The Sexual Integrity Program, an innovative program used by Pregnancy Resource Centers in 49 states
- Carrie authored and is featured in The Biblical Blueprint for Sexual Integrity video series and material used nationwide and internationally
- Carrie is one of the first recipients of The Community Impact Award from Families Northwest in Washington State
- Carrie is the lead developer of Relationships With Integrity (a K-12 relationship curricula due out in 2008)
- Carrie is a consultant to many authors; an advisor to The National Abstinence Clearinghouse, Healing the Culture, Heartbeat International and has assisted many well-known leaders in the arena of sexuality and relationship issues.
- Carrie has been in ministry since she was 17. She has worked with youth, served 13 years with an abstinence program (8 years as Director), has helped develop programs and teachers nationwide and has mentored young married couples with her husband.
- Carrie worked for Merrill Lynch, Oppenheimer, a securities litigation expert and received her securities license in the process. She also started her own event planning business - The Main Event, where she planned events and weddings for 8 years.
- Carrie attended a variety of colleges, including Bible College in Sweden and England, where she met her husband Greg. They are happily married, have five children, two grandchildren and live in the Seattle area.
- Carrie needed more to do so she and Greg chose to home-school their five children for nine years, till she admits, "she just got tired" and put them in private school.

What Carrie Likes:

Ice-cream (the fattening kind), soup on a cold day, candles, new shoes, sunshine, family and friends, funny people, a cogent argument, truth, history, the sermons of Charles Spurgeon, passion in action, teaching, decorating, gardening, the color green, a bargain, her Bible.

What Carrie Dislikes:

Baby shower games, mean people, hot peppers, airports, plastic flowers, liars, death in any form, willful ignorance, telemarketing calls, bad hair, feminism that doesn't help women and emasculates men, unpatriotic attitudes, legalism, evil, fake butter, ironing.

Table of Contents

8th Grade Teacher Edition

Introduction 0

Lesson One 1

Lesson Two 5

Lesson Three 7

Lesson Four 11

Lesson Five 14

YOU ARE DESIGNED TO BE LIFE-GIVING

Dear Teacher,

We are so pleased you will be facilitating the five 8th grade lessons. Each one is designed to build respect and love for life! Your students will benefit greatly from learning the truth about life, especially when they realize they are part of God's continuing life plan. The key to this unit is helping students become aware of their design, and then to move them to understanding how to be life-giving. Don't let them get stuck on the physical only. Being life-giving is about the whole person, in all five aspects (physical, intellectual, social, emotional and spiritual), and when the focus is on how young teens can be life-giving now, it helps alleviate some of the potential teasing and uncomfortable feelings about their bodies, etc.

Eighth grade students need a whole person experience when learning, so we highly recommend you take the extra time to create an atmosphere that is engaging, fun and even surprising. Make this unit a break from the normal routine in class and consider doing the lessons once a week on a day when you can allow extra focus, such as Friday. Students who feel comfortable, safe and respected are able to receive biblical truth the best. Below are a few tips on how to make this experience successful.

Tips for Success

- ◆ Remind students ahead of time that they will be learning about life and relationships, so they have time to prepare mentally. For some students, this topic is challenging.
- ◆ Remember to let students know they can talk with you privately, but also encourage them to dialogue with their parents.
- ◆ Review each lesson ahead of time, including the DVD sessions and power point. Please don't add additional materials to the lesson. They have been designed & tested to work in your setting.
- ◆ Do the extra activities whenever possible. Students need to laugh, move and interact while they are learning. Remember, this is curriculum about relationships and life, so it needs to be life-giving!
- ◆ Some of the lessons require preparation. For instance, before getting started, you will need to make copies of the student journal for each student. There is one version for guys, and one for girls. They will take notes and write observations in their journals throughout the unit. Lesson one requires additional items listed in your teacher manual, lesson two requires ink pads and wipes and lesson five

suggests snacks and other items that go with the stories themes. Each lesson asks you to pray at the beginning and end. This is key to your student's spiritual well being and openness.

- ◆ Music helps to create an atmosphere of life and warmth. If you include worship songs, use songs that correlate with the lesson's message.
- ◆ Our testing has shown that the best discussion happens in small groups of the same sex. To save time, we recommend assigning the groups in advance.
- ◆ If you need extra help, enlist a parent or two, especially on lesson five. They will be happy to help educate their son or daughter.
- ◆ Please read Carrie Abbott's biography to the students in the beginning. Since she is the teacher in the DVD series; this will establish her credibility to the audience.
- ◆ This unit is intentionally not about abortion. We address this issue more in high school. Since this is an important topic, a brief mention in your discussion would be fine. However, if abortion becomes the centerpiece of this unit, it will take away from the overall goal. **We believe the best way to become pro-life is to love life!** Let your students experience the joy of that journey first, and you will see a natural progression to protect life as a result.
- ◆ If you find anything in the material you disagree with, we value your opinion and look forward to talking to you. However, please do not undermine the lesson by challenging the material with your students. We have worked very hard to back up the content through research and study, and would be glad to address any of your questions.
- ◆ Please test the media in your player well in advance of class time. If you have a problem, please contact us right away! For back up lessons or other support, go to RWI@thelegacyinstitute.com.

God bless you as you minister to His kids!

The Legacy Team

YOU ARE DESIGNED TO BE LIFE-GIVING

Lesson One

GOD IS THE AUTHOR OF ALL LIFE

*“He created everything there is. Nothing exists that He didn’t make.”
John 1:3 (NLT)*

Lesson Objectives:

- ◆ Students will be introduced to the truth that all life comes from God Himself.
- ◆ Students will understand the passage in **Genesis 1** that describes the beginning of life.
- ◆ Students will recognize the power of life, and the passion God has about life.
- ◆ Students will compare God’s view about life and the culture’s view.

Preparation

Watch the 8th grade DVD Session 1 (approximately 10 minutes). Prepare student journals and review discussion questions. For the object lesson, bring examples of living things: plants, a small animal or fish, etc. Then bring in examples of non-living things: a rock, a book, etc. Find someone with a baseball card collection (or other collector’s items representing people) and borrow it for the group activity.

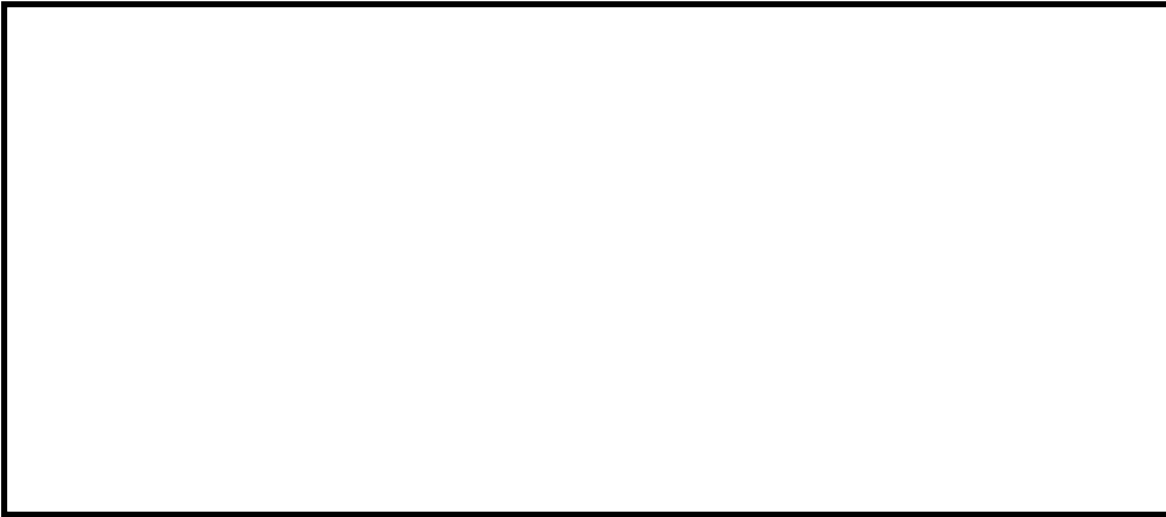
Introduction

In **Genesis 1:1**, the God of the Universe steps in and makes something that is void full of life with a command! He can bring forth life where only death existed, because He is life. He doesn’t just love life... it is His nature, His essence. He created all living things and the whole creation is important to God. However, the human person is the centerpiece of His created order. The human person is the only created being made in His image. All life comes from God, and therefore it is God who determines the intrinsic value of life. To God, all life is special, but human life is sacred! This view is not always shared by the culture, and surprisingly even people of faith may view life with less importance than it deserves!

- ▶ Pray to begin the lesson. Thank God for the gift of life!
- ▶ Read the scripture and the introduction for today’s lesson. Have students do the first activity (as found in their journals).

The Bible tells us that God is Spirit, and that no man has ever seen God. Yet, we look around and see all of life came from God! Creation itself tells us something about God. **Romans 1:20** says, *“For since the creation of the world His invisible attributes, His eternal power and divine nature, have been clearly seen, being understood through what has been made, so they are without excuse.”*

So what has God made? Take a moment and draw a picture of something that reminds you of God:



- ▶ Start the 8th grade DVD Session 1 (approximately 10 minutes) and have students fill in the blanks during the video:
- 1. God gives us life.
- 2. God is the author of life.
- 3. You are made to be life-giving.
- 4. God is life and all of creation finds its beginning in Him.
- 5. **Genesis 1:1-2:** *In the beginning God created the heavens and the earth. And the earth was formless and void, and darkness was over the surface of the deep; and the Spirit of God was moving over the surface of the waters.*
- 6. **Genesis 1:3:** *Then God said, “Let there be light” and there was light.*
- 7. **Genesis 1:26:** *Then God said, “Let us make man in Our image according to Our likeness, and let them rule over the fish of the sea and over the birds of the sky and over the cattle and over all the earth, and over every creeping thing that creeps on the earth”.*
- 8. **Genesis 1:27:** *And God created man in His own image, in the image of God He created him, male and female He created them.*
- 9. **Genesis 2:7:** *Then the Lord God formed man from dust from the ground, and breathed in to his nostrils the breath of life, and man became a living being.*
- 10. Human life is sacred!
- 11. **Genesis 2:5:** *Then the Lord God took the man and put him in the Garden of Eden to cultivate it and keep it.*
- 12. The human person is the only created being with an essence or likeness linked to God Himself.

► Object Lesson: So What's the Difference?

Using the items you brought, review which ones are living, and which ones are not. Then talk about the difference between a plant, animal and a person. Let the students brainstorm their own thoughts, then review the following:

1. The most important difference is that mankind is made in the image or likeness of God Himself! A plant or animal is not, even though they are part of creation.
2. A person has a body, which is designed to be male or female and these “natures” give us a glimpse of God’s nature.
3. A person has a soul: their mind, will and emotions. A plant or animal does not.
4. A person has a spirit. This is the part of man that communicates with God.

► Small Group Discussion:

1. Who is the author of life? God is. He is the author and giver of all life, nothing exists that He didn't give life to. He is the source!
2. You have been given the gift of life. What is the most powerful gift you can give someone else besides love? Life! If it is God's will, one day you will procreate another human being in marriage. This human being is an immortal soul... who will live eternally! Nothing else you do will last for eternity except love.
3. How would you describe someone who is life-giving? (*Many options here*)
4. How would you describe someone who is not life-giving? (*Many options*)
5. When God made mankind, He instructed mankind to have power over the animals. This shows us that God loves all of His creation, and we should be kind to all life. All life is precious to God, but human life is sacred! Do you think the culture (the world view, ideas and morals of today's society) agrees with God? Why or why not?
6. There are many good people who value life. However, there are also many who think a tree or an animal are of equal value to a person, but they are wrong. The founder of PETA (People for the Ethical Treatment of Animals) says “When it comes to feelings, a rat is a pig is a dog is a boy.”¹ This is outlandish! Even science can disprove this.
7. In **Genesis 2:15** it says: *Then the Lord God took the man and put him in the Garden of Eden to cultivate it and keep it.* What did He expect Adam to do? (*Protect all life*) It is a man's job (and a woman's) to protect life under all circumstances.

¹ Ingrid Newkirk, cited in Richard Milne, “Animal Liberation”: *Do the Beasts Really Benefit*”

► Life Journal

Have students observe life in some form and write about it in their journal. They can plant a seed and watch it grow, take care of an animal and remark on what it needs to flourish. Watch people and describe “life” as you see them live, love, learn, etc. This exercise is meant to help them “see” life, so encourage them to take it seriously and look closely. They will make ongoing observations on “life” in each lesson.

► Group Activity

Bring in several baseball cards from someone’s collection.

Have the class assign values to them as a group from \$1.00 to \$1,000.

Now take the lowest value baseball card and the highest value baseball card and ask the class to defend why such values were assigned. Remind them that both cards are made of nothing but cardboard and ink.

What’s the difference? Just one thing: the image on the card. For example, if you had a Mickey Mantle card, you could make a case for it being \$1,000. This could be explained because a Mickey Mantle card bears the image of a New York Yankees slugger, who broke Babe Ruth’s record for home runs in the World Series and was elected to the Baseball Hall of Fame.

It’s not what the card is made of that makes it valuable; *it’s the image that appears on the card*. The same is true for human life. *Human life is valuable because of the image every person bears*.

No matter how tall or old or the color of a person’s skin; every human being is incredibly valuable because he or she is created in God’s image. It is true of YOU! We are all precious because we are made in God’s image.

► Wrap Up:

Close the lesson in prayer, with humility thanking God for the gift of life!