

Men Matter: Healthy Families



*Helping Men
Bless their
Families
and
Communities*




medical ambassadors
INTERNATIONAL
healing lives...transforming communities

MEN MATTER: HEALTH FAMILIES CHE

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Men Matter: Healthy Families Overview

Introduction:

Welcome to Men Matter: Healthy Family Core Curriculum

This curriculum is focused on men, in the context of family. Men are important to the well-being of the family and have the power to lead their families in healthy directions. Men Matter: Healthy Families (MMHF) lessons are designed to help men become healthier spiritually, emotionally and relationally for their well-being and for the benefit of their families.

MMHF lessons include many topics to address men's needs appropriately and respectfully. Men are included in learning about issues that affect the health of their wives and children. Many lessons are aimed at helping men to recognize their own feelings and build their awareness of how they relate to God, others, and themselves. Following the teachings of Jesus, with the Holy Spirit's guidance, men can find wholeness in their relationship with God, with themselves, with their wives, children, others, and the physical world. Men are essential to the transformation that can happen in families, communities, churches, and cultures.

The lessons start with the foundational lessons of the "God – Man" relationship in which we receive God's love and grace and we in turn love God and others. This "relationship of grace" that God gives to us is the model that guides each lesson.

Adapting lessons to the context

It is impossible to create lesson plans that can be used universally without adaptation to the context and culture of the participants. The stories and illustrations used in these lessons are intended to provide a framework for discussion of key issues but will need to be adapted by the user to the context. However, the participatory process that involves the participants analyzing problems, identifying resources, and creating solutions, must never be compromised.

Dividing lessons into two or more sessions

It may not be possible to finish a lesson within an hour, especially when the participants are actively discussing a topic. As a result, the times for small group discussions and for the full lesson may vary. Feel free to divide a lesson into two or more parts and continue it the next time that you are together.

Topic: Worldview: Who is God? How does God choose to relate to us?

MMHF L1 Our Relationship with God

Knowledge	<i>After working through this lesson, participants will be able to:</i>
Attitude	1. Explain how mankind's disobedience breaks our relationship with God
Practice	2. Discuss how God is working to restore us into relationship with him 3. Express a desire to have a good relationship with God.

MMHF L2 Who is God? We know God through Jesus

- After working through this lesson, participants will be able to:*
4. Explain how God is very different from what the world believes.
 5. Explain that we know God when we know Jesus.

MMHF L3 God's Love for Us: God's desire for Healthy Relationship

After working through this lesson participants will be able to:

6. Discuss God's sacrificial love for us.
7. Explain how God reaches out to us with salvation.
8. Examine how following Jesus includes loving each other.

Topic: Introduction to Men Matter

MMHF L4 Men and Maternal Death: Men Can Make a Difference

After working through this lesson, participants will be able to:

9. Identify some causes of maternal death (in pregnancy and childbirth).
10. Discuss ways that men can affect the risk of maternal death (in positive and negative ways).
11. Develop a desire to reduce the risk of maternal death in their families and communities.

Topic: Men Understanding Women's Physical Health

MMHF L5 Stages of Life: Needs of Males and Females

After working through this lesson, participants will be able to:

12. Recognize that through life there are different stages and needs.
13. Identify the needs for each stage for men and women.
14. Consider how they can practically meet the needs of others in the different stages of life.

MMHF L6 Conception: What Men Need to Know

After working through this lesson, participants will be able to:

15. Describe the sexual parts of males and females.
16. Explain how conception occurs.
17. Explain how the sex of the baby is determined.
18. Describe how a baby grows before birth.
19. Express that God is behind the creation of life.

MMHF L7 Fertility: Planning Your Family

After working through this lesson, participants will be able to:

20. Describe a woman's monthly fertility cycle.
21. Describe when in the cycle that a woman is fertile and more likely to become pregnant.
22. Explain how this information can be used to plan one's family, either to achieve pregnancy or to avoid it.

MMHF L8 Healthy and Safe Pregnancy and Birth: *How Men Can Help*

After working through this lesson, participants will be able to:

23. State factors that can increase the health and safety of mothers and babies.
24. Compare normal and abnormal symptoms of pregnancy and when to seek help.
25. Discuss ways that men can protect their pregnant wives and babies, before and after birth.
26. Discuss what the Bible says about men taking care of their families.

MMHF L9 Birth Warning Signs: *Be Prepared*

After working through this lesson, participants will be able to:

27. Explain warning signs in pregnancy and what to do about them.
28. Identify the major causes of death during and after birth.
29. Verbalize the importance of preparing for emergencies during pregnancy and birth.
30. Develop an action plan for preparing for pregnancy and birth if they are expecting a child.
31. Share the action plan with friends and family members who are expecting a baby.

MMHF L10 New Baby-New Dad: *What's Normal, What's Not?*

After working through this lesson, participants will be able to:

32. Discuss the needs of newborn babies to keep them healthy, safe and developing well.
33. Distinguish between what is normal and what is not in newborn babies.
34. Explain when to seek the help of a trained health worker.
35. Demonstrate an attitude of desiring to give their baby the healthiest start in life by caring for their physical, spiritual, emotional and relational needs.

MMHF L11 Breastfeeding: Men Matter – *Why Fathers are Important for Breastfeeding*

After working through this lesson participants will be able to:

36. Describe how a father's attitude can directly affect breastfeeding choice and thus lifelong health status of their baby.
37. Discuss the benefits of breastfeeding for babies, mothers, fathers, families, and society/environment.
38. Describe ways to support baby's mother while breastfeeding.
39. Examine ways fathers can develop a relationship with their babies.

Topic: A Man's Relationship with his Wife, valuing and loving her

MMHF L12 The Value of Women: *Seeing Women the Way God Does.*

After working through this lesson, participants will be able to:

40. Explain that women, like men, are made in God's image.
41. Discuss God's perspective on women: that He made women to be capable, intelligent, resourceful, compassionate, and resilient.
42. Treat the women in their lives with love and respect, as God intended.

MMHF L13 Marriage Relationship: *Love in Action*

After working through this lesson, participants will be able to:

43. Describe how God wants husbands and wives to treat each other.
44. Explain how the marriage relationship is to be an image of Christ and the Church.
45. Minimize conflict through loving responses.

MMHF L14 Faithful in Marriage: *Following Christ's Example of Faithfulness*

After working through this lesson, participants will be able to:

46. Describe how marriage is an image of Christ and his church.
47. Explain the importance of men and women being faithful to their spouse.
48. Express a desire to remain faithful in their marriages.

Topic: A Man's Relationship with his Children

MMHF L15 Intro to Fatherhood: *Instruction for Parenting*

After working through this lesson, participants will be able to:

49. Describe God's assignment to men as fathers.
50. Discuss ways fathers discourage their children.
51. Explain how fathers can encourage their children.
52. Express a desire to be the kind of father God wants them to be based on Ephesians 6:4.

MMHF L16 Fathers: *Representing God to our Children*

After working through this lesson, participants will be able to:

53. Discuss how fathers, in many ways, represent Father God to their children.
54. Acknowledge that their (earthly) fathers were not perfect and need forgiveness.
55. Examine how they can improve their parenting of their children.

MMHF L17 Forgiving Past Hurts: *Relational Healing*

After working through this lesson, participants will be able to:

56. Recognize past hurts caused by their fathers or others.
57. Begin the forgiveness process for their father/others and experience healing.
58. Make changes in their parenting to improve their children's experience as they grow.

Topic: A Man's relationship with himself

MMHF L18 Healing Damaged Self-Esteem: *The Healing Power of the Cross*

After working through this lesson, participants will be able to:

59. Discuss God's perspective of them.
60. Explain how all people have value and worth to God.
61. Describe how their actions and attitudes affect their children's self-esteem.
62. Begin to see themselves the way God sees them.

MMHF L19 Addictions: Substance and Behavior Addictions

After working through this lesson, participants will be able to:

63. Describe what addiction is and give examples of types of addiction.
64. Discuss factors that may contribute to developing addictions.
65. Identify ways to promote health and prevent addiction.

MMHF L20 Disciple of Jesus: Men of Integrity

After working through this lesson, participants will be able to:

66. Discuss how our relationship with Jesus is based on who we are “in Christ” not what we do.
67. Demonstrate that we serve Jesus in response to His love for us.
68. Put into practice living in ways that give honor to Jesus.

Topic: A Man’s relationship with (creation) the world around him

MMHF L21 Men and Work: Gift or Curse?

After working through this lesson, participants will be able to:

69. Explain what God says about mankind’s work.
70. Discuss what a strong work ethic is.
71. Put into practice having a strong work ethic.

Topic: A Man’s Relationship with Others (Neighbors)

MMHF L22 Love Your Neighbors: Showing Christ’s Love

After working through this lesson, participants will be able to:

72. Explain how Jesus loves and cares for all people.
73. Demonstrate how we can love even our enemies.
74. Put into practice loving others knowing that as we love others, we are loving Jesus.

MMHF L23 Disciple Making: + Following Jesus

After working through this lesson, participants will be able to:

75. Describe how much God loves us.
76. Explain how we can love God and others.
77. Put into practice the important work that God want us to do with Him.

MMHF L24 Men and Pornography: The Unintended Hurt

After working through this lesson, participants will be able to:

78. Describe how pornography hurts not just the people directly involved, but also the children and families of people who view pornography.
79. Evaluate the sinfulness of pornography.
80. Discuss ways to break free from a pornography addiction.
81. Express a desire to remain or become free from pornography.

MMHF L25 Human Trafficking: *Used for Profit*

After working through this lesson, participants will be able to:

82. Describe what human trafficking is.
83. Explain what can happen to someone who has been trafficked.
84. Discuss how everyone involved in trafficking gets hurt.
85. Identify what they can do to be part of the solution.

Topic: Men: Money, Things and Family

MMHF L26 Men, Things and Relationships: *Life Priorities*

After working through this lesson, participants will be able to:

86. Explain why relationships are more important than material things.
87. Demonstrate an attitude of self-sacrificing.
88. Put into practice developing healthy relationships with God, others, self and the world.

MMHF L27 Family Money Management: *Our Attitude Toward Money*

After working through this lesson, participants will be able to:

89. Describe the importance of managing their family finances.
90. Put into practice Biblical and marriage principles of good finances.

MMHF L28 Family Money Management: *Budgeting*

After working through this lesson, participants will be able to:

91. Describe how having a budget can help them reach their financial goals.
92. Make a budget.

Topic: Leadership

MMHF L29 Servant Leadership: *Men Leading Like Jesus*

After working through this lesson, participants will be able to:

93. Describe how the “greatest of all” is the one who serves.
94. Explain that Jesus gave us an example of serving.
95. Demonstrate that we love our families and communities by serving them.
96. Put into practice serving others as Jesus did.

Men Matter: Healthy Families Overview

Additional Men Matter Lessons on the CHE Network include:

MM Character Lessons

A Man of God
Above Reproach-Reputation
Being a Godly Man
Discipline of Leadership
Discipline of Generosity
Discipline of Integrity
Discipline of Prayer
Discipline of the Tongue
Discipline of Work
Discipline the Mind
Godly Speech
Overcoming Self-Centeredness
Prayer
Prudent Wisdom
Sexual Purity
Temperate Balanced Life

MM Roles

A Woman's Worth
Fatherhood Intro
Friendships
Gender
Love and Respect
The Husband In Marriage
Men Matter Women-Made in Gods Image

MM Understanding Women

Female Anatomy
Going Through Menopause with a Smile
Preparing for Unexpected Emergencies
During Pregnancy
Understanding Childbirth

MM Character Storying

A Blameless Man
Accountability
Balance in Life
Being Faithful Men
Caring
Compassion
Confession
Confrontation
Consequences of our Actions
Courage
Depending on God
Dishonesty Doubting Jesus
Faithfulness Under Fire
Leadership
Low Self-Esteem
Men of Integrity
Obedience
Pride and Greed
Priorities
Relearning Fatherhood
Resisting Temptation
Respecting Leaders
Servant Leadership
Sexual Impurity
Teamwork

How To Use This *Men Matter: Healthy Families* Manual

This lesson plan manual is part of an extensive series for use in Community Health Evangelism (CHE) or Neighborhood Transformation (NT). This manual includes core lessons from the *Men Matter: Healthy Families (MMHF)* curriculum for easier use. However, there are many more lessons on the Global CHE Network website and flash drive that may be helpful for your group. This manual is a good starting point. It is essential that the facilitator participate in a full CHE Training of Trainers (TOT 1) prior to using these lessons. The information below is intended to be a helpful reminder of the principles of successful CHE training.

CHE and Neighborhood Transformation

Community Health Evangelism (CHE) seamlessly integrates evangelism and discipleship with disease prevention and community-based development. The work is wholistic, seeking to meet the whole need of individuals and communities through complete obedience to everything that Jesus commanded.

CHE lessons have been written to provide CHE trainers with tools that can be used to assist communities out of poverty while bringing people to faith in Christ. CHE trainers, skilled in participatory learning methods, use these materials to enable communities around the world to escape cycles of poverty and live as followers of Jesus. For information about CHE and how you can be trained as a facilitator, go to www.chenetwork.org.

Neighborhood Transformation is a strategy which helps churches minister in a wholistic manner to people in urban poor neighborhoods. It empowers people to take responsibility for their own lives. It helps neighbors to help their neighbors and moves them from welfare and relief to empowerment. It focuses on assets found in the neighborhood, rather than on fixing needs. Neighbors learn to work together and build local ownership, instead of waiting for outsiders to fix their problems. For more information about Neighborhood Transformation, or NT, go to www.neighborhoodtransformation.net.

Neighborhood Transformation (NT) and Community Health Evangelism (CHE) work side by side and are based on the same principles. CHE began in rural areas of Africa and has now spread to more than 105 countries. However, the world is becoming more urbanized. Through Neighborhood Transformation, CHE was adapted to work in urban poor areas in North America. Urban CHE applies the strategies of Neighborhood Transformation to cities around the world.

How does CHE/NT training work?

CHE/NT training is intended to empower individuals and communities as architects of their own development. The CHE/NT trainer does not deliver pre-packaged solutions in a lecture but facilitates discussions that involve the people themselves in creating their own solutions. The purpose of this lesson plan material is to enable the trainer to facilitate those discussions. This basic principle must be understood and guide the user of these materials in the training process. The chart below compares the two approaches:

Lecture (Traditional Approaches) Content Focused Advice giving People Listen Outsider owns solutions People wait for outsider to resource the project	Discussion (The CHE/NT Way) Learner Centered Awareness raising People create solutions Insiders own solutions People take action
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CHE/NT lessons are formatted to make it easy for the trainer to facilitate discussions and involve the people themselves in analyzing problems, identifying resources, and creating solutions. There are a few simple keys to using this material for its intended purpose:

1. **Keep the group small and sit in a circle.** Rather than standing in front of participants who are seated in rows, sit with them in a circle. The optimal size for participatory learning is between 15 and 30 people. Never stand up when you speak. Break frequently into smaller groups of 3-6 for more in-depth discussion.
2. **Focus on facilitating activities and encouraging discussion.** Each lesson plan contains the methods, questions, and activities the CHE/NT trainer will use to facilitate learning. The CHE/NT trainer's primary responsibility is to create a learning environment. The methods, activities, and questions in the lesson plan are designed for that purpose.
3. **Value and record the contributions of each participant.** When solutions are being brainstormed, always have one member of the group serving as a scribe to record the group's ideas on a large sheet of paper. Post these sheets of paper on the walls of the room for the remainder of the seminar. When facilitating discussion, ask the questions from the lesson plan and repeat the answers of each participant orally while their contribution is being recorded by the scribe.
4. **Contribute knowledge as a participant in the discussion rather than as the expert.** Each question in the lesson plan has a list of ideas that the group will likely come up with as they brainstorm together. The CHE/NT trainer compares these ideas with the list and contributes important thoughts from that column that have been overlooked only after the group's ideas have been presented and recorded.
5. **Be learner centered.** Use name tags and call participants by name. Begin where the people are and involve them in the process of topic selection. Use language they can understand. Remember that building relationship is essential to a creative process, and to cooperative efforts that bring about change.
6. **Focus on assets.** Ask God to help you see what the people have, not what they lack. Help them to see themselves as stewards of resources rather than victims of circumstance. Identify local resources. Help them appreciate and build on their successes.
7. **Be action oriented.** The purpose of the session is not to transfer knowledge from the trainer to the participants. The purpose of a CHE/NT session is to involve participants in creating solutions that they will own and implement. The process should be one of self-discovery. People are more likely to act on their own ideas than on ideas presented to them by another.
8. **Learn to use starters and the SHOWD questions.** Starters are used at the beginning of a lesson to visualize real life situations and pose a single problem in a clear and concise way. The purpose of a starter is to focus an issue and stimulate the thinking process. Each starter, whether it is a picture, a role play, a case study, a story, or an object lesson, is followed in the lesson plan by one of more of the SHOWD questions. These questions serve as a framework for CHE/NT lessons, but often only the first two or three questions are asked after a starter because the other questions will be answered in the body of the lesson:
 - What do you **S**ee? (Retell the story, describe the picture)
 - What is **H**appening? (Focus the problem or the issue to be discussed)
 - Does this happen in **O**ur place? (Relate the starter to real life)
 - W**hy is this happening? (Identify causes)
 - What can we **D**o about it? (Create solutions)

9. **Adapt the lesson to the context.** It is impossible to create lesson plans that can be used universally without adaptation to the context and culture of the participants. The stories and illustrations used in these lessons are intended to provide a framework for discussion of key issue but will need to be adapted by the user. However, the participatory process, that involves the participants analyzing problems, identifying resources, and creating solutions, must never be compromised.

What outcomes are we looking for?

The success of our training activities can be measured by the following transformational indicators. These are the outcomes that we consistently see in mature CHE/NT programs around the world, and what we are looking for in the lives of those we train:

1. **Shared vision:** The community sees a better future and has hope that it can be achieved.
2. **Leadership:** Godly Christian leaders are positioned and equipped to lead the community toward the accomplishment of its vision.
3. **Ownership:** People are taking responsibility for their own health and well-being.
4. **Cooperation:** People are united and working together for the common good.
5. **Volunteers:** People are taking initiative and acting sacrificially to meet the legitimate needs of others.
6. **Dignity:** People have recovered their identity as made in the image of God and their vocation as stewards of creation. Instead of being controlled or victimized by their environment, they are stewards of it.
7. **Learning, Skill, and Resources:** People are equipped to identify needs and resources, put together a plan and mobilize volunteers to accomplish their vision. People are continually reflecting on what is happening in order to learn how to be more effective.
8. **Christian Community and Witness:** People are becoming followers of Jesus. Believers are meeting together for fellowship, prayer, Bible study and worship, and are sharing Christ with their neighbors in word and deed.
9. **Multiplication:** Knowledge and skills learned are being transmitted to others.

Once the above outcomes are achieved in the lives of people, their communities change. Health improves, infant mortality decreases, agriculture becomes more productive, jobs are created, water systems, roads, schools, and clinics are built, and churches are established or strengthened. Peace, justice, compassion, and righteousness are witnessed in the community and God is glorified. All of this will be the result of solutions created and owned by the people, not programs blueprinted and delivered from the outside.

Our Relationship with God

- Knowledge** After working through this lesson, participants will be able to:
- Attitude**
- Practice**
1. Explain how mankind's disobedience breaks our relationship with God
 2. Discuss how God is working to restore us into relationship with him
 3. Express a desire to have a good relationship with God.

Overview This is lesson #1 in the Men Matter: Healthy Families series. This is a worldview foundational lesson. This lesson is a short summary of man's creation, fall (sin), redemption, and restoration. There is much more in the Bible about this.

- Materials** Collect these items before beginning the lesson:
- Poster-size paper, markers, and masking tape
 - Role play: *Does God Want to Punish Us?*
 - Handouts:
 - *Bible References and Key Words/Concepts*
 - Bible for each group

LESSON

60 minutes

Starter: *Does God want to Punish Us?* (5 min)
Use the attached Role play.

Ask SHOWD Questions:

What did you **S**ee?

What was **H**appening?

Does this happen in **O**ur place?

Why does this happen?

What will we **D**o about it?

I. **Creation of Mankind** (10 min)

In a large group, read Genesis 1:26-31

A. How was mankind (both men and women) created different from the animals or the rest of creation?

Mankind is made in God's image.

B. In what ways are we made in God's image?

1. Ability to respond to God, others, and creation in appropriate ways
2. Individual/unique
3. Loving
4. Imaginative
5. Social
6. Compassionate
7. Discerning
8. Intelligent
9. Curious
10. Creative
11. Understanding about morality

C. What was God's relationship with mankind in the beginning?

Read Genesis 2:4-9; 15-25; 3:8

Our Relationship with God

1. He saw them as very good.
2. He blessed them.
3. He gave them all kinds of good things to eat and things that were pleasing to the eye.
4. God made a helper suitable for Adam (he knew Adam and Eve and what they would need in a mate).
5. He gave them good work to do caring for the garden, naming all the animals, ruling over creation.
6. He created them to be fruitful and multiply, creating them as sexual beings.
7. There was no shame between God and mankind (unlike the volunteers in the Role play).
8. God had a close relationship with Adam and Eve as He walked with them each day (which was broken when they sinned and hid from Him because they realized they were naked).

II. **Fall: Mankind broke their relationship with God and experienced the consequences of sin and shame.** (25 min)

Have someone read Genesis 3:1-24. Divide into small groups. Each group will answer all the questions and report to large group.

A. How did mankind's relationship with God get broken?

1. Ate from the tree that was forbidden
2. Disobeyed God
3. Listened to and believed the serpent rather than God
4. Man's desire to be over God

B. What is "Sin"?

1. Anything we *do* or *think* that goes against God's character
2. Rebellion against God
3. Failure to do what is right
4. Choosing to do what is wrong
5. Serving yourself rather than God
6. Listening to the created (yourself or others) rather than the Creator
7. Assumes we know better than God
8. Anything that alienates you from God, others, yourself, or creation

C. Mankind experiences shame as a result of their sin. What is shame?

1. Shame is the opposite of honor.
2. A painful feeling of humiliation or distress caused by being aware of doing a wrong or foolish act.
3. Shame is what we feel when we damage our relationship with God or others.

D. What was mankind's relationship with God and each other after they sinned?

1. They felt shame.
2. They hid from God.
3. They covered their nakedness to hide from each other.
4. Eve blamed the serpent.
5. Adam blamed Eve and blamed God for putting her there in the garden with him.

E. What are some ways you have sinned and felt shame in your relationships? (hint: think about your relationship with God, others and yourself)

F. Has anyone not sinned and not felt shame?

Read Romans 3:23

- All have sinned.
- All have been shamed.
- Jesus is the only one who has never sinned or felt shame.

G. What does sin result in?

Read Romans 6:23

Sin results in death.

III. Redemption: God wants to release us from the penalty of our Sin and Shame (10 min)

Read Romans 3:21-28. Discuss in small groups and report to the larger group.

How are we made 'right' with God?

1. We are made *righteous* through Faith in Jesus Christ. (v22)
2. We are justified by His grace. (v24)
3. Faith in Christ's sacrifice to make *atonement* (meaning He took our punishment) as the one who would turn aside His wrath, taking away sin. (v25)
4. God is *Just* and the *Justifier* for those who have Faith. (v26)
5. We are justified by faith apart from the *works of the law*. (v28)

IV. Restoration: The result of God's work(10 min)

Read Romans 5:1-2, Col 2:19-20. Discuss in small groups and report to the larger group.

What is our relationship with God the Father when we are in Christ?

1. We have been justified through faith.
2. We have peace with God through our Lord Jesus Christ.
3. Through the Lord Jesus Christ we have access to God by faith in God's grace.
4. We rejoice in hope of the glory of God.
5. We have a new close relationship with God.

V. Conclusions (5 min)

Discuss together.

- A.** What did you discover in this lesson?
- B.** What new things did you learn about your community?
- C.** Who could you share it with?
- D.** What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E.** Pray together.

Summary Statement: *God wants to have a loving relationship with us. Because of our rebellion, that relationship is broken. But the good news is that God, through Jesus, paid for our wrongs and restored our relationship with Him, if we have faith in what God has graciously done through Christ Jesus.*

STARTER Role play: *Does God Want to Punish Us?*

Two men talking

1st: Why do I always feel so bad about myself?

2nd: I don't know, but I often feel the same way.

1st: I feel like God is out there waiting for me to make a mistake so He can punish me.

2nd: Yeah, I know what you mean. But do you think God really *wants* to punish us?

Two men talking

1st: Why do I always feel so bad about myself?

2nd: I don't know, but I often feel the same way.

1st: I feel like God is out there waiting for me to make a mistake so He can punish me.

2nd: Yeah, I know what you mean. But do you think God really *wants* to punish us?

Our Relationship with God

HANDOUT: Bible References and Key Words/Concepts

Bible References:

Genesis 1:26-31

Genesis 2:4-9;15-25; 3:8

Genesis 3:1-24

Romans 3:23

Romans 6:23

Romans 3:21-28

Romans 5:1-2

Col 2:19-20

Reference passages for more understanding:

Genesis 2:15-17

Psalms 5:4-7

Romans 5:12

Ecclesiastes 7:20

1 Peter 2:6-7

John 17:3 (note what life is and what death is)

Key words and concepts in this lesson and their meaning:

Holy: set apart by being superior, excellent, perfect

Just: being right, fair

Justified: declared or made righteous in the sight of God.

Righteous: state of being right without fault

Sin: action that violates the nature of God

Faith: complete trust or confidence in and acting upon what you believe

Grace: the free and undeserved gift of God

Hope: anticipation of what will come to pass

Glory: high renown and honor of God

Redemption: saving us from our sin

Reconciliation: bringing us back into relationship

Shame: is the opposite of honor. We feel it when we are no longer in relationship with God, another person or a group.

Who is God?

We know God through Jesus

Knowledge After working through this lesson, participants will be able to:
Attitude 1. Explain how God is very different from what the world believes.
Practice 2. Explain that we know God when we know Jesus.

Overview This is Lesson #2 in the “Men Matter: Healthy Families” series.
This is a worldview foundational lesson.

Materials *Collect these items before beginning the lesson:*

- Poster-size paper, markers, and masking tape
- Role play: *Jesus and His Disciples*
- Bibles
- Other materials for Role play: basin, towel (soap & water if desired)

LESSON 60 minutes

Starter: *Jesus and His Disciples* (10 min)
Use the attached Role play.

Ask SHOWD Questions:

What did you **See**?

What was **H**appening?

Does this happen in **O**ur place?

Why does this happen?

What will we **D**o about it?

I. **Knowing God** (15 min)

Read John 13:3-8 and John 14:1-14. Divide into small groups and answer the follow questions. Report back to large group.

A. How can we know God? (John 14:1-14)

1. Jesus, the son of God, and God the Father are one.
2. By knowing Jesus, we know God the Father.
3. If we study Jesus’ life and teaching, we will know God the Father.
4. Jesus’ life gives us reason to believe answers 1-3.

B. What do we know about Jesus from this passage? (John 13:3-8)

1. He has all power and authority.
2. He is not arrogant.
3. Having all authority, he is humble and serves (illustrated by washing the feet).

C. What does this show us about God?

1. He loves us.
2. He sacrificed for us.
3. He has all power and authority.
4. He loves us, He gave his son. (John 3:16)

II. **The Character of Jesus** (15 min)

Read Philippians 2:5-11. In the same small groups answer all these questions. Report back to the large group.

Who is God?

A. What is Jesus' attitude? (Philippians 2:5-11)

1. His *very nature* is the same as God, yet he humbled himself.
2. Humbled himself as if he was nothing
3. Came as a servant
4. Likeness of a man
5. Obedient to God the Father's will
6. Willing to sacrifice himself on the cross

B. What is Jesus' position now? (Philippians 2:9-11)

1. Exalted
2. Name above all names
3. Authority above all
4. Jesus is Lord

C. What do you think God is like after reading John 13:3-8, John 14:1-14 and Philippians 2:5-11?

III. Application (15 min)

Read Philippians 2:1-5,12-16. In small group, discuss the following question and report back to the large group.

A. As we follow Jesus, how should we think of ourselves and treat others?

1. Love
2. United in the Spirit
3. Do nothing out of selfish ambition or vain conceit.
4. In humility, value others above yourselves.
5. Looking out for the interests of others
6. Have the same attitude that Jesus has
7. Not complaining or arguing
8. Share the word of life
9. Serve others

IV. Conclusions (Optional) (5 min)

A. What did you discover in this lesson?

B. What new things did you learn about your community?

C. Who could you share it with?

D. What will you do with what you discovered in this lesson?

1. When?
2. What do you expect to happen?
3. How will you know if it happened?

E. Prayer:

Lord help us know you.

Lord as we know you better help us follow your example in our attitudes and behavior.

Help us to live in relationship with others by sharing your love and serving them.

References:

Bible verses used are NIV

John 13:3-8 and John 14:1-14; John 3:16; Philippians 2:5-11; Philippians 2:1-5,12-16

Who is God?

STARTER: Role play: Jesus and His Disciples

Role play is based on John 13 and 14.

Characters: Thomas, Philip, Peter and Jesus

Materials for role play: basin, towel (may use water and soap if actually washing feet)

Jesus: The Father has given me all power and authority. (13:3)

Philip: Is this the time that you will establish your kingdom?

Jesus: Yes (gets up and kneels and begins to wash the disciples' feet, first Thomas, then Philip and then Peter) (13:5)

Peter: (says to Jesus) You shall never wash my feet. (13:8)

Jesus:(answers Peter) Unless I wash you, you have no part with me. (pause as Jesus washes Peter's feet) (13:9)

Jesus: (says to all the disciples) I am going to the Father to prepare a place for you, and you know the way to the place where I am going. (14:3)

Thomas: (to Jesus) Lord, we don't know where you are going, so how can we know the way? (14:5)

Jesus: (answers Thomas) I am the way and the truth and the life. No one comes to the Father except through me. (14:6) (short pause then Jesus continues) If you really know me, you will know my Father as well. From now on, you do know Him and have seen Him. (14:7)

Philip: Lord, show us the Father, and that will be enough for us. (14:8)

Jesus: Don't you know me, Philip, even after I have been among you such a long time?

God's Love for Us

God's Desire for Healthy Relationships

Knowledge Attitude Practice *After working through this lesson participants will be able to:*

1. Discuss God's sacrificial love for us.
2. Explain how God reaches out to us with salvation.
3. Examine how following Jesus includes loving each other.

Overview This is lesson #3 in the Men Matter: Healthy Families series.
 This is a worldview foundational lesson.

Materials *Collect these items before beginning the lesson:*

- Poster-size paper, markers, and masking tape
- Role play: *Two Farmers*
- Bibles for each group

LESSON 60 minutes

I. **Starter and Review of the 6 versions of the attached Role play, *Two Farmers*** (25 min)
Explain: Moral Values are what matter to us. They are what motivate our behavior.
Create a blank table 1 like the one below on large poster paper. Fill in column 1 before starting the lesson. May fill in column 2 with Bible verses ahead of time or add them in after discussion. Use the attached Role plays. Have two volunteers act out all 6 versions in order. The six versions of the story about the two farmers show various ways we can relate to one another. After each version, ask the questions, and fill in column 3 with their thoughts on what attitude or moral value Farmer 2 is displaying. Possible answers are listed below. Once columns 1-3 are complete then have the group fill in column 4. NOTE: If your group is unsure how to use the charts, you can use the alternate activity at the end of the lesson.

Table 1: *Two Farmers* Review

Role play Version	Bible References	Farmer 2's Action illustrates a moral value	If we believe that God relates to us with this value, then we likely believe that God will:
1	Matt 5:38 1 Thessalonians 5:15	Eye for an Eye – Evil for Evil	cause evil things to happen to me if I do evil.
2	Exodus 20:15	Punishment for wrong Just	punish me for my sin. (wrongs)
3	Luke 6:32,33	Like for Like → Moral Good for good	reward my good deeds.
4	Luke 6:35-36 Romans 12:21	Forgiving Merciful Good for Evil	forgive my sins, and not hold them against me.
5	Matthew 7:11 Luke 11:13 John 3:16 Galatians 6:10	Giving, Helping, Grace Initiating good to others	give good gifts to me even if I don't deserve them.
6	Philippians 2:3-4	Looking out for the other person's interests (so they can be whole)	give me what I need, so that I can grow in Christ. For example, God will give me His Holy Spirit to guide me and His son for my salvation

God's Love for Us

		Helping the other person succeed	
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II. God – Man relationship: How God Relates to Us (20 minutes)

Read and use Romans 5:6-11 to fill in a blank version of Table 2 on large paper.

Table 2 – God – Man relationship (Romans 5:6-11; John 3:16)

Verse	What was our condition?	What did God do in response to our condition?	God's response toward us reveals that God is:	Similar to Role play version(s)
Vs 6	When we were Powerless and Ungodly	Christ Jesus died for us	Merciful, Gracious	4, 5, 6
Vs 8, 9	When we were sinners	<ol style="list-style-type: none"> 1. God loves us 2. Christ Jesus died for us 3. God justified us by Christ's blood 4. Saved from God's wrath (righteous anger) 	Steadfast love toward us Forgiving – Merciful Slow to anger – compassion, grace	4, 5, 6
Vs 10	(When) we were God's enemies	God reconciled us through the death of His son Saved through is son's life	Reconciling, Forgiving Loving	4, 5, 6

A. How have you felt about God's actions toward you in the past (and how you think He feels about you)?

Review table 1 column 4. Have the participants discuss their past view of God.

B. Break into small groups. Have each group come up with a summary statement describing God's actual attitude/action toward us. Based on Romans 5:6-11

Example statements:

1. God in whom I have a right to expect nothing, gives me everything.
2. This is the good news: God is faithful to forgive because of His great love for us.
3. When we were powerless and unable to live up to God's standards, God did it for us.
4. He loves me; He is for me, not against me.
5. He is forgiving and restorative.
6. God loves me enough to give up His only son that I could be forgiven and be restored to a right relationship with Him.
7. God is *Just* and the *Justifier*. (Romans 3:26)

III. Love (10 min)

Return to small groups. Read Matthew 22:36-40. Each group will discuss and answer each of the following questions. Then report back to large group on poster paper.

A. What is the greatest commandment? And what is the second greatest commandment?

1. Greatest: To love God with our heart, soul, and mind
2. Second Greatest: To love our neighbor as ourselves

B. How do you think we can love God?

1. Give God glory
2. Worship Him

God's Love for Us

3. We get to know God better through prayer and studying his word.
4. We follow Jesus' example.
5. Care for all of God's creation
6. As we love our neighbor, we are loving Jesus. (Matthew 25:31-46)

C. How do we love our neighbors as ourselves (if low self-esteem is an issue ask how would we want to be loved)?

1. Work with Jesus in bringing God's love to others.
2. Share the love you have for God.
3. Treat others with respect, kindness, and patience.
4. Look out for the well-being of others.
5. Help our neighbors to be successful and succeed / thrive.
6. Forgive those who wrong you.

IV. Application (5 min)

A. Consider your family and community needs. How can you love others?

Consider these characteristics of love in your answers

1. Provide for other person's needs with the purpose of building them up
2. Be understanding
3. Be gentle
4. Be patient
5. Be kind
6. Help them with their responsibilities
7. Consider their needs before your own needs
8. Have the attitude of: I belong to you / You belong to me

B. What you can do today to show love to:

1. Your wife
2. Your children
3. Your family
4. Your neighbor

V. Conclusions (Optional) (5 min)

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

Summary Statement:

The greatest news is that God loves us more than we can imagine. He sought our good. Jesus died for us when we were His enemies. Romans 5:8,10

References: New International Version of Bible (NIV): Matthew 5:38; 7:11; 22:36-40; 25:31-46; Luke 6:32,33, 6:35-36, 11:13; John 3:16; Romans 5:6-11; 12:21; Galatians 6:10; Philippians 2:3-4; 1 Thessalonians 5:15; Exodus 20:15

STARTER:

Role play: Two Farmers

Have two volunteers act out each of 6 Role plays and discuss the attitude of each version/situation after each one. As you discuss each one, fill in the table in section 1 on a poster paper. In each version focus primarily on the response that Farmer 2 gives. **After each version**, ask the following questions:

SHOWD: Discuss:

What did you **see**?

What is **happening**?

Does this type of thing happen in **our** place?

What type of attitude / moral value does this dialog illustrate? Record it in Table 1, Column 3

Version 1:

Situation: Farmer 1 has stolen a chicken from Farmer 2

Farmer 2: You stole my chicken. I am taking your cow.

Farmer 1: If you take my cow, I will burn down your house.

Version 2:

Situation: Farmer 1 has stolen a chicken from Farmer 2

Farmer 2: You stole my chicken. I am going to the authorities, and they will punish you for it.

Farmer 1: Oh, please don't do that.

Farmer 2: You have done wrong. You have to pay for it.

Version 3:

Situation: Farmer 1 found Farmer 2's chicken, Farmer 2 found Farmer 1's cow.

Farmer 1: I found your chicken, and I am returning it to you.

Farmer 2: Thank you. I found your cow, and I am returning it to you.

Farmer 1: Thank you.

Version 4:

Situation: Farmer 1 has stolen a chicken from Farmer 2

Farmer 2: I know you stole my chicken.

Farmer 1: I was hungry and had nothing to eat.

Farmer 2: I forgive you.

Farmer 1: (says nothing but looks very surprised)

Version 5:

Situation: Farmer 1 is having a hard time providing his family with enough food to survive.

Farmer 2: Would you like one of my chickens?

Farmer 1: Thank you, you are a good neighbor.

Version 6:

Situation: Farmer 1 is having a hard time providing his family with enough food to survive.

Farmer 2: I know times have been hard for you for a long time. Would you like me to help you start a chicken farm that will provide enough food for your whole family?

Farmer 1: Thank you, this is so kind of you. I would like to learn how to raise chickens. I have tried so many times, but the chickens always die.

Alternate Starter/Activity

NOTE: If your group is unsure how to use the charts or prefers not to, you can use this alternate.

Divide into 6 pairs or groups. Give each group one of the role play versions of the two farmers and the verses that go with it. They will choose two people to act it out, then read the verses that go with this role play. They will then answer the following questions:

1. **What *moral value* does Farmer 2's action illustrate?**
2. **If we believe that God holds this same *value*, then how might we believe he will treat us?**

Group 1:

Verses: Matthew 5:38; 1 Thessalonians 5:15

Moral Value: Eye for an eye (evil for evil)

How God treats us: Cause evil things to happen to me if I do evil

Group 2:

Verse: Exodus 20:15

Moral Value: Punishment for wrong (Just)

How God treats us: punish me for my sin (wrongs)

Group 3:

Verse: Luke 6:32,33

Moral Value: Like for like (Good for good)

How God treats us: reward my good deeds

Group 4:

Verses: Luke 6:35-36; Romans 12:21

Moral Value: Forgiving, Merciful (Good for Evil)

How God treats us: forgives my sins, does not hold them against me

Group 5:

Verses: Matthew 7:11; Luke 11:13; John 3:16; Galatians 6:10

Moral Value: Giving, Helping, Grace (Doing good to others before they do anything to you, good or bad)

How God treats us: gives good gifts to me even if I don't deserve them.

Group 6

Verses: Philippians 2:3-4

Moral Value: Looking out for the other person's interests so they can be whole (Helping the other person succeed)

How God treats us: gives me what I need, so that I can grow in Christ.

For example, God will give me His Holy Spirit to guide me and His son for my salvation

Return to the large group. Have each small group do their role play and share their answers to the questions. Have a scribe write them on the poster paper. Next have someone read Romans 5:6-11. Work in the large group or break into 3 small groups to answer the following questions.

1. **What was our condition?**
2. **What did God do in response to our condition?**
3. **What does this show us about God's character?**
4. **Which Role play version(s) is this like?**

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Verse 6

What was our condition? *we were Powerless and Ungodly*

What did God do in response to our condition? *Christ Jesus died for us*

What does this show us about God's character? *Merciful, Gracious*

Which Role play version(s) is this similar to? *4, 5, 6*

Verses 8, 9

What was our condition? *we were sinners*

What did God do in response to our condition?

1. God loves us
2. Christ Jesus died for us
3. God justified us by Christ's blood
4. Saved from God's wrath (righteous anger)

What does this show us about God's character?

1. Steadfast love toward us
2. Forgiving – Merciful
3. Slow to anger – compassion, grace

Which Role play version(s) is this similar to? *4, 5, 6*

Verse 10

What was our condition? *we were God's enemies*

What did God do in response to our condition?

1. God reconciled us through the death of His son
2. Saved through is son's life

What does this show us about God's character? *He is reconciling, forgiving, loving*

Which Role play version(s) is this similar to? *4, 5, 6*

Men and Maternal Death

Men Can Make a Difference

- Knowledge Attitude Practice** *After working through this lesson, participants will be able to:*
1. Identify some causes of maternal death (in pregnancy and childbirth).
 2. Discuss ways that men can affect the risk of maternal death (in positive and negative ways).
 3. Develop a desire to reduce the risk of maternal death in their families and communities.

Overview This is lesson #4 in the Men Matter: Healthy Families series. After worldview lessons 1-3 this is an introduction to MMHF lessons pointing out what men can do to improve their family and community maternal death rates. Adapted for men from the WCL lesson: *Introduction to Women's Cycle of Life: The Story of Mrs. X (or Mrs. Macomba)*.

This lesson is not intended to promote or discourage family size however too many pregnancies too close together may increase health risks.

- Materials** *Collect these items before beginning the lesson:*
- Poster-size paper, markers, and masking tape
 - Role play: *What Can Be Done?*
 - Visual Aids for Road to Death
 - Many strips of paper (at least 10 or 15 for each group)
 - One copy of *The Story of Mrs. X* for each group

LESSON

60 minutes

STARTER: *What Can Be Done?* (5 min)
Use the attached Role play.

Ask SHOWD Questions:

*What did you **S**ee/Hear?*

*What was **H**appening?*

*Does this happen in **O**ur place?*

***W**hy does this happen?*

*What will we **D**o about it?*

I. **The Road to Death for Mrs. X** (15 min)

A. **What are the factors that contributed to Mrs. X's death?**

*Have someone read *The Story of Mrs. X* out loud to the group. Break into small groups and give each group a copy of the story and many small pieces of paper. Each group will write in large print, factors that lead to Mrs. X's death, one on each slip of paper. Save these for the next exercise.*

1. **Socioeconomic factors:**

- a. Mrs. X lacked education to read and write.
- b. Women's needs are considered last.
 1. Status of women is very low.

Men and Maternal Death

2. Childbearing was her only acknowledged contribution to the society in which she lived.
 3. Children were the only goods she could produce and deliver.
 4. Her status as a woman depended on her role as a mother.
 5. Women are considered of little value compared to men.
 6. Women exist for men.
 7. Women are considered property
 8. Women are thought to be not worth spending money on.
 9. Women's needs come after the man's needs, if at all.
- c. Poverty
 - d. Malnutrition
 - e. No prenatal care
 - f. Clinic too far away
- 2. Lack of family planning services** (*Leaders: Do not promote or discourage family size*):
- a. No knowledge of family planning methods
 - b. Multiple pregnancies too close together made her high risk
 - c. Advancing age made her high risk
- 3. Transportation and Communication:**
- a. No arrangement for transportation in case of an emergency
 - b. Long distance to clinic
- 4. Community – based health education:**
- a. No screening service to detect high risk status
 - b. No prenatal home visits
 - c. Anemia uncorrected/No prenatal iron supplements
 - d. Warning signals (mild bleeding episodes) undetected
 - e. Not taken to the hospital until it was too late to fix the problem
 - f. No health education to recognize complications and what to do
 - g. Not creating a welcoming place for women to come for delivery
- 5. Accessible hospital services:**
- a. Lack of resources available to hospital
 1. Medicine
 2. Not enough blood to give
 - b. Delay in treatment
 - c. Long distance away

II. Road to Mrs. X's death (15 min)

In large group: Place on the floor a large, curved road, with a hut drawn at one end and a hospital/clinic (illustrated with a red cross on the roof) at the other. You can place a doll lying face down on the clinic to illustrate Mrs. X's death (or you can use the Mrs. X drawing). Have members of each small group take turns placing on the floor one piece of paper with a factor that contributed to Mrs. X's death. They should place the factor near the location where each problem could have been prevented or dealt with. (Example: anemia – Mrs. X's home; lack of blood for transfusion – hospital/clinic).

A. Where are most of the slips of paper located?

At the community or home level.

B. What does this mean for pregnant women? Are communities and families able to lower the risk and incidence of maternal death?

Yes!

III. The Importance of Community and Family in Reducing Maternal Risk and Death (20 min)

A. Looking at the factors, what could Mrs. X's husband, family and community have done differently that might have prevented her death?

1. Improve the status of women in the home and community, realizing they are created in the image of God and are worthy of respect, love and care, just as males in the family and community are.
2. Improve the in-house food production i.e., a FAITH or kitchen garden.
3. Improve the home's sanitation with things such as latrines, clean water supply, and keeping animals out of the house.
4. Have extended family help with chores, childcare.
5. Allow the pregnant woman to rest as needed.
6. Get mosquito net for pregnant woman, if needed in your area, and treat malaria if needed.
7. Make sure the pregnant woman gets enough good food to eat.
8. Treat anemia with iron pills.
9. Assist with getting prenatal visits (in-clinic or home visits) to prevent and identify problems for mother and baby.
10. Learn about danger signs and when to get help.
11. Learn about family planning and the importance of birth spacing to help the health of mother and baby.
12. Develop a family income/micro-enterprise.
13. Arrange for transportation for emergencies and delivery at Health Centre (save money as needed for this).
14. Have a phone with minutes, money, and plan for childcare for older children during and after birth.

B. What could the community leaders do to improve the health of all the women in their community?

1. Have regular visiting prenatal clinics in their village
2. Improve the community water supply
3. Develop community sanitary services such as VIP latrines
4. Develop a transportation plan for emergencies
5. Provide supplemental iron/vitamins/food for the pregnant women in the village

IV. Spiritual Application (5 min)

Read the following verses: Ephesians 6:25; Galatians 6:9-10

A. How do these verses relate to men and communities and how they care for the women in their lives?

B. How might the verse in Galatians help men and communities to work to decrease deaths of the women and babies in their lives?

V. Conclusions (Optional) (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

Men and Maternal Death

References:

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STARTER

Role play: *What Can Be Done?*

Two men talking in their community

1st: Did you hear another woman died in childbirth in our town yesterday?

2nd: I heard. I wonder what happened.

1st. I don't know. I wonder if anything could have been done to stop it.

Two men talking in their community

1st: Did you hear another woman died in childbirth in our town yesterday?

2nd: I heard. I wonder what happened.

1st. I don't know. I wonder if anything could have been done to stop it.

Men and Maternal Death

THE STORY OF MRS. X

One woman tells her story:

This morning when I awoke, I was lying in a pool of blood. I knew this was serious. Two times I had a little bleeding, but it had stopped. This time it was much blood.

I asked my husband to help get me to the hospital to see a doctor, but he had to go to work in the fields. I asked a neighbor, but she did not have a way to take me. She held me up and we walked to the hospital. We started walking early in the morning, and we walked until the sun was high in the sky.

When we arrived at the hospital, the nurse was upset with me, and asked why I had not come to the hospital before. I told her that I lived a long way from the hospital and had no money to see a doctor.

They took me into a room and checked me and told them to give me blood. But they only had a little amount of blood and I had lost a lot of blood. Then they took me back to the waiting room, and I sat for a long time.

The village where I live is very poor. I was born there; my parents were poor farmers. When I was 17 years old, my parents arranged for me to marry a farmer who was much older.

In my culture, women are not valuable. Sometimes a man can sell a cow for more money than his wife is worth. Every day, in order to feed my family, I must go and get water and firewood to cook food. I get our food from digging the root of the false banana. Most of the time we have cabbage, and sometimes meat. First, I feed my husband and children. If there is anything left, I get to eat. I have been so very tired, and my head spins all the time.

I am 39 years old, and I have 5 living children. I have 3 sons. When my sons were born, my husband was very happy. But when daughters were born, he was not happy because no one thinks they are valuable.

I did not want to get pregnant again, but I do not know how to stop it. If I could read, I might be able to learn how to prevent pregnancy, but girls do not get to go to school.

I was born into this life, and there is no chance that anything will ever change for me.

I am SO VERY tired. I think I must lay down.

Unfortunately, Mrs. X died.

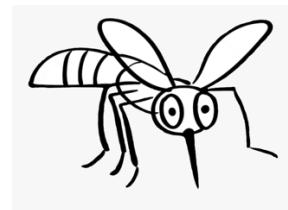
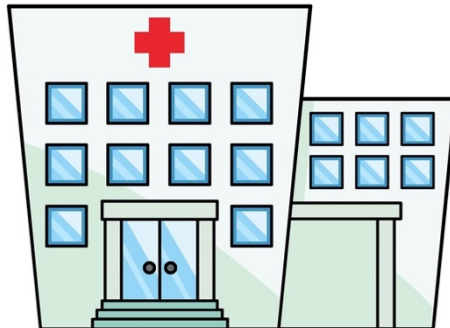
Visual Aids for Lesson

Create a drawing / sketch:

(Use this on the “Road to Death” and display it for reference throughout this lesson.)

1. Show a pregnant woman that is culturally appropriate for your audience.
2. A home that represents the local community (village)
3. A “+” to represent the hospital

Possible drawings to use with Mrs. X Road to Death story:



Stages of Life

Needs of Males and Females

Knowledge Attitude Practice After working through this lesson, participants will be able to:

1. Recognize that through life there are different stages and needs.
2. Identify the needs for each stage for men and women.
3. Consider how they can practically meet the needs of others in the different stages of life.

Overview This is lesson #5 in the Men Matter: Healthy Families series. The goal is to help men understand the needs of men and women in various stages of life from birth through death, and their role in helping meet those needs. This lesson is adapted from the WCL lesson *Puberty and the Three Stages of Womanhood*.

Materials Collect these items before beginning the lesson:

- Poster-size paper, markers, and masking tape
- Role play: *Adolescents are Unaware* (choose one)

LESSON 60 minutes

STARTER: Adolescents are Unaware (5 min)

Use one of the 3 attached Role plays.

Ask **SHOWD** Questions:

What did you **S**ee?

What was **H**appening?

Does this happen in **O**ur place?

Why does this happen?

What will we **D**o about it?

I. Needs: Physical, Mental, Emotional and Spiritual (10 min)

In small groups discuss the questions below. Share answers with larger group.

A. What are your current needs?

1. Physically
2. Mentally
3. Emotionally
4. Spiritually

B. Think back to when you were younger. What were your needs then? How are they the same and different from your needs now?

1. Physically
2. Mentally
3. Emotionally
4. Spiritually

II. Needs in each stage of Life (20 min)

Explain: **Some of our needs are the same for males and females throughout life.**

However, some are different for each gender, and some change as we age.

Divide into six pairs or small groups. Give each group one of the following life stages to discuss the **physical, mental, emotional, and spiritual needs of that life stage and what needs are the same and different for males and females.**

A. Baby: Birth to age two

Stages of Life

- B. Child: Age two up to puberty
- C. Child going through puberty and adolescence
- D. Adult during the childbearing and child rearing years
- E. Older adult (past the childrearing years)
- F. Elderly adult as they approach the end of their life

III. **Meeting Needs** (20 min)

Read 1 Corinthians 13:3-8a and Matthew 7:9-12. Discuss in large group.

A. At each stage of life, we desire and need to be loved and to have good things like bread and fish not stones and snakes. Look at each of the descriptions of “LOVE” in 1 Corinthians 13. How can you show love to your wife, children, family, and community at their different stages of life?

- a. Patient
- b. Kind
- c. Being humble
- d. Honoring
- e. Not being selfish
- f. Not being angry
- g. Forgiving
- h. Protecting
- i. Trusting
- j. Talk with them
- k. Encourage them
- l. Be an example of Christ to them

B. In Matthew: 7:12 Jesus sums up the ‘Law’.

Jesus said "Do to others what you would have them do to you." What are some examples of how you can treat someone like you want to be treated?

IV. **Conclusions** (Optional) (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 - 1. When?
 - 2. What do you expect to happen?
 - 3. How will you know if it happened?
- E. Prayer: Father God You have always been faithful and continue working to help us and to restore our relationship with You. Help us to cooperate with you in loving our wives and children.

Summary Statement: Jesus sacrificed himself so that we can be forgiven and have a good relationship with the Father. We want to also have good relationship with our wives and children. Knowing and helping meet their needs in each stage of life is the first step to having good relationships.

Homework Assignment

As a homework goal tonight tell your wife about what you learned today about how each person’s needs change during life. Ask her how her needs have changed and what are they now.

References: **Bible (NIV):**1 Corinthians 13:3-8a; Matthew 7:9-12

Stages of Life

STARTER

Role plays: "Adolescents are Unaware": Choose one that fits your group.

Role play 1

Girls: Young girl talking to her friend:

1st I'm so scared! I think I might be dying?

2nd What!!! Why do you think that?

1st I can't tell you. I don't know. I just started bleeding one day! At first it was a little bit, but now it's more. It happened last month, too!

2nd Oh, no! What do you think we should do? Maybe you should tell your mother. Maybe you need to go to the doctor.

1st I'm too afraid! What if she thinks I am bad? I can't tell my mother! I'm so afraid...(starts crying)

Role play 1

Girls: Young girl talking to her friend:

1st I'm so scared! I think I might be dying?

2nd What!!! Why do you think that?

1st I can't tell you. I don't know. I just started bleeding one day! At first it was a little bit, but now it's more. It happened last month, too!

2nd Oh, no! What do you think we should do? Maybe you should tell your mother. Maybe you need to go to the doctor.

1st I'm too afraid! What if she thinks I am bad? I can't tell my mother! I'm so afraid...(starts crying)

Role play 2

Boys: Young boy talking to his friend:

1st I'm so scared! I think I might be sick!

2nd Why do you think that?

1st I can't tell you. I don't know. Sometimes in my sleep I wake up all wet.

2nd Oh, no! You wet the bed?" You should talk to your father about it.

1st No, it is not urine. I think it is semen. I am thinking I must be bad! I can't tell my father! I'm too embarrassed.

Role play 2

Boys: Young boy talking to his friend:

1st I'm so scared! I think I might be sick!

2nd Why do you think that?

1st I can't tell you. I don't know. Sometimes in my sleep I wake up all wet.

2nd Oh, no! You wet the bed?" You should talk to your father about it.

1st No, it is not urine. I think it is semen. I am thinking I must be bad! I can't tell my father! I'm too embarrassed.

Stages of Life

Role play 3

Boys: Two Adolescent boys talking about growing up:

1st: I don't understand what is happening. I feel different than I used to.

2nd: What do you mean?

1st: Well, I think about girls a lot and they seem different to me, and another thing I am hungry all the time. I have hair growing in new places on my body, I am stronger than I used to be, but I feel less sure of myself.

2nd: I feel that way too. What is happening? What does it mean?

Role play 3

Boys: Two Adolescent boys talking about growing up:

1st: I don't understand what is happening. I feel different than I used to.

2nd: What do you mean?

1st: Well, I think about girls a lot and they seem different to me, and another thing I am hungry all the time. I have hair growing in new places on my body, I am stronger than I used to be, but I feel less sure of myself.

2nd: I feel that way too. What is happening? What does it mean?

Conception

What Men Need to Know

Knowledge After working through this lesson, participants will be able to:

Attitude

Practice

1. Describe the sexual parts of males and females.
2. Explain how conception occurs.
3. Explain how the sex of the baby is determined.
4. Describe how a baby grows before birth.
5. Express that God is behind the creation of life.

Overview

This is Lesson #6 in the Men Matter: Healthy Families series. It is based on WCL Lessons *How God Designed Women-Female Reproduction, Conception, Signs of Pregnancy*; and *Health in the Womb* with an emphasis on what men need to know.

Materials

Collect these items before beginning the lesson:

- Poster-size paper, markers, and masking tape
- Role play: *How Can I Have a Son?*
- Handouts:
 - *Anatomy (Reproductive System) Male and Female*
 - *Conception within Female Reproductive System*
 - *Conception: Egg and Sperm Meet*
 - *Males & Females Sex Determined*
 - *How Gender Happens*
 - *How a Baby Grows*
- Other materials:
 - Activity: *Male and Female anatomy parts identifiers, cut into separate slips of paper; Anatomy (Reproductive System) Male and Female*
 - Doll/placenta from the tool kit (if available)
 - 12-week-old fetus model (if available); For more details and drawings on fetal development if needed, see *Health in the Womb* from (WCL).

LESSON

60 minutes

STARTER: How Can I Have a Son? (5 min)

Use the attached Role play.

Ask SHOWD Questions:

What did you **S**ee?

What was **H**appening?

Does this happen in **O**ur place?

Why does this happen?

What will we **D**o about it?

I. Anatomy and Function of Male and Female (10 min)

Large group activity: Use drawings of “Anatomy (Reproductive System) Male and Female” or make a larger drawing on poster paper. Use the Activity: **Male and Female Anatomy Parts Identifiers** and cut each item into separate slips of paper. In the large group, ask

Conception

participants to label the sexual parts and their functions. Notice which male and female parts correspond to each other.

Male	Female
Testicle: Where the sperm develop	Ovary: where the egg develops
Vas Deferens: Tube for Sperm to travel	Fallopian Tubes: Tube for the Egg to travel to the womb
Seminal Vesicle: Creates fluid to support sperm	Uterus (Womb): Where the baby develops
Prostate: supports the sperm and moves them down the urethra	Cervix: the opening into it stays closed during pregnancy,
Penis: Delivers the sperm into the vagina	Vagina: Receives the penis and for delivery of the baby

II. **Conception** (20 min)

Have a large group discussion regarding conception. (Show handouts: Conception within Female Reproductive System and Conception: Egg and Sperm Meet)

A. **What is conception?**

1. Conception is when the sperm and egg meet.
2. One sperm enters the egg, which is called fertilization.
3. Once the sperm and egg unite, no other sperm can enter due to chemical changes in the outer layer of the egg.
4. This is conception and the beginning of the pregnancy.

B. **How does conception occur?**

1. Sperm is released from the man's penis during sexual intercourse into the woman's vagina.
2. The sperm travels through the cervix and uterus and out to the fallopian tubes.
3. Sperm meets and fertilizes the egg in the fallopian tube.

C. **When during a woman's fertility cycle does conception occur?**

1. A woman typically releases one egg each month (called "ovulation").
2. The egg is usually released in the middle of the woman's monthly cycle.
3. For most women, this is about 14 days after the start of her period or monthly bleeding.
4. Conception can only take place for the 4 days surrounding the release of an egg from the ovary.

D. **How is the sex of a baby determined?**

Use the "Males & Females Sex Determined" and "How Gender Happens" drawings or draw simple illustration of egg with "X" and two sperm, one with "X" and one with "Y". Explain or ask participants to explain the following statements, using the drawing to illustrate the concepts:

1. **Every egg from the woman has an "X" chromosome (gene)- genes give instructions for what a person will look like, such as eye and hair color, and gender.**
2. **Men's sperm have either "X" or "Y" gene.**
3. **A woman's egg (X gene) and a man's sperm with the X gene will be a girl X+X=girl.**
4. **A woman's egg (X gene) and a man's sperm with the Y gene will be a boy X+Y=boy.**

E. **Based on this information, whose gene determines the sex of the baby? The mother's or the father's?**

The father's gene (X or Y) determines the sex of the baby.

Conception

Break into small groups for discussion of the next 3 questions.

F. Is it important in your culture to have either a boy or a girl?

Allow some discussion of this culturally important topic.

G. Many cultures feel it is the woman's responsibility to have a son or sons for her husband. Based on the information we have just discussed, what do you think about this?

H. Is there anything that can be done to guarantee one sex or another?

1. There is no way to guarantee having either a boy or a girl, and we must examine our culture pressures that emphasize one or the other.
2. A society works best when there are about the same number of males and females.

III. How a Baby Grows (15 min)

*In a large group discuss the handout: How Baby Grows. Explain or ask a participant to explain the following: **If you could see inside the uterus (womb), you would find the baby floating in a bag of waters. The baby is connected to the mother by the umbilical cord which is attached to the placenta (afterbirth).***

A. How does the baby get food and air?

After participants answer, use the doll/placenta from the tool kit (or picture of How a Baby Grows) as needed.

The baby grows by getting air and food from the mother like this:

- a. The mother's blood gives air and food to the baby's blood in the placenta (afterbirth).
- b. The baby's blood takes the air and food to the baby through the umbilical cord.

B. How does the baby get rid of waste?

The baby's blood carries waste products from the baby through the cord to the placenta where the mother's blood picks it up, and her body gets rid of the waste products.

C. Baby Growth

*Using the 12-week-old fetus model (if available), discuss the growth of the baby. For more details and drawings, see *Health in the Womb from Women's Cycle of Life*.*

1. At conception the fertilized egg is smaller than the period at the end of this sentence. But the baby grows very rapidly.
2. After 12 weeks the baby looks like this little doll. (Pass the doll around, if available). Baby is already forming ears, eyes, toes and fingers. The brain, liver and kidneys are developing, and the heart is already beating.
3. As the baby grows, the mother can begin to feel her womb (uterus) by putting her hand on her belly. At 5 months she can feel it at her belly button.
4. When a woman is ready to deliver, usually at 40 weeks or 9 months, the uterus has grown to just below the rib cage and the baby is ready to be born.

D. Nutrition for Pregnant and Breastfeeding Mothers

1. **If a plant does not have good soil, does it grow to be a healthy fruitful plant?**
No, it will be weak and may even die.
2. **Why is it important for a pregnant mother to eat lots of nutritious food before and during her pregnancy and while breastfeeding?**
 - If a woman has good nutrition before and during her pregnancy, baby is much more likely to grow strong and healthy, and the mother can stay healthy as well.
 - If a woman has poor nutrition before and during pregnancy and breastfeeding, she and her baby will not be strong and healthy.

Conception

- Both mother and baby are more likely to die during birth or early in childhood if mother has poor nutrition during her pregnancy.
3. **What foods are important for a woman to eat for the baby to grow strong and healthy?** Include foods that give:
 - **Energy:** rice, corn, vegetables, and grains
 - **Build a body:** meats, beans, and eggs
 - **Protect the body:** fruits and vegetables
 4. **How much of these foods does a woman need to eat when she is pregnant or breastfeeding?**
She should have at least 3 servings of each of the 3 types of foods, 3 times a day (3X3X3).

IV. **Spiritual Application** (5 min)

Read Psalm 139:13-16

A. **What does this passage tell us about how we are created?**

Even as long ago as the time of David, the Psalms tell us of God's creative power. We are so precious to our great God that He creates each and every one of us Himself. Only in recent times have we been able to know how we are created inside our mother's body. In this Psalm, it speaks of God personally knitting each person together in their mother's womb.

B. **How will you treat others knowing that God has personally been involved in creating each person, male and female?**

If God has created someone, they are valuable to Him and should be treated well as image bearers of God, both male and female.

V. **Conclusions** (Optional) (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

Summary Statement: God has made us male and female that together we can experience fellowship and be an example to the world of God's love. From the very first people, God created Adam and Eve, right up to today. God has always been faithful in working to restore our relationship with Him because his love for us never fails.

References:

References: New International Version of Bible (NIV)
Psalm 139:13-16

STARTER

Role play: *How can I have a son?*

Two men talking

Man 1: My wife and I have been trying to have a baby, preferably a boy, for a long time with no success.

Man 2: Really? My wife seems to always be pregnant, but she only gives me daughters.

Man 1: I would even be glad to have a daughter at this point.

Man 2: There must be a way to control such things.

Man 1: I don't know how. Who could we ask?

Two men talking

Man 1: My wife and I have been trying to have a baby, preferably a boy, for a long time with no success.

Man 2: Really? My wife seems to always be pregnant, but she only gives me daughters.

Man 1: I would even be glad to have a daughter at this point.

Man 2: There must be a way to control such things.

Man 1: I don't know how. Who could we ask?

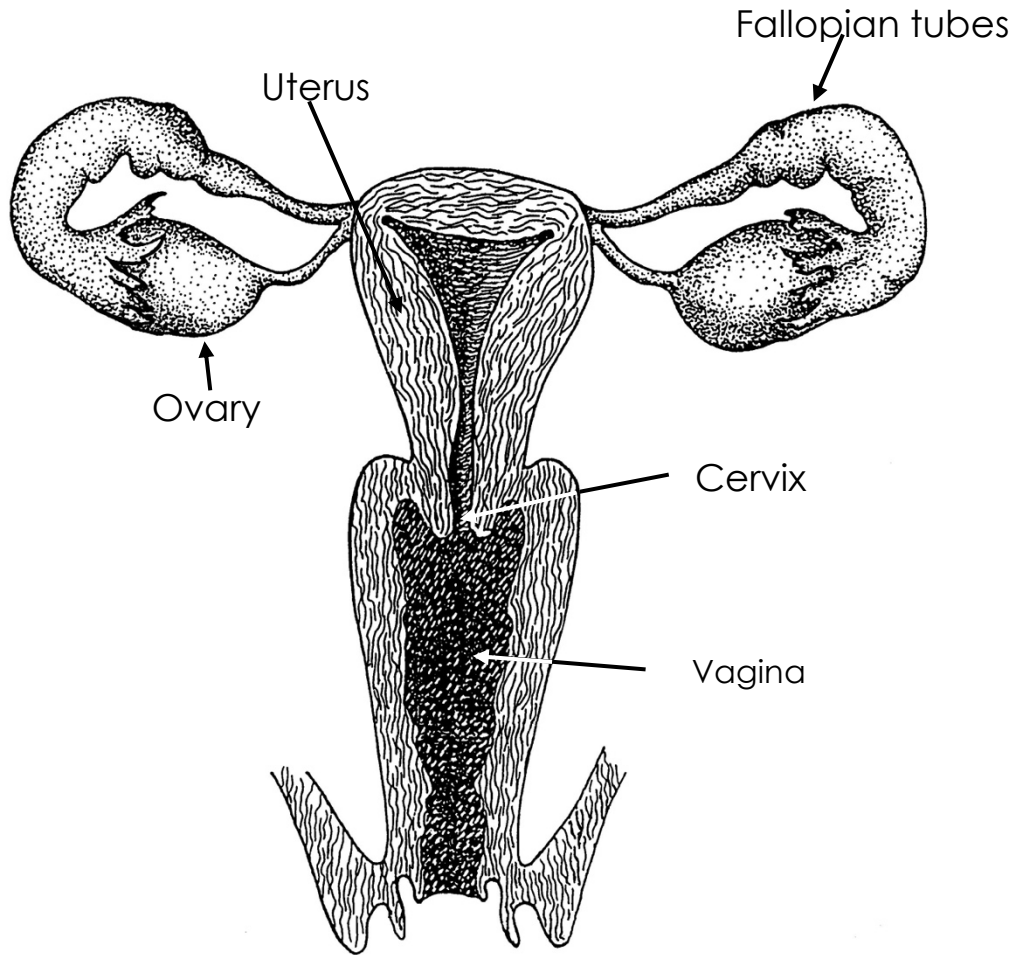
Conception

Activity: Male and Female anatomy parts identifiers

Cut into sections for participants to label sexual parts and their functions on the Female and Male Anatomy handouts.

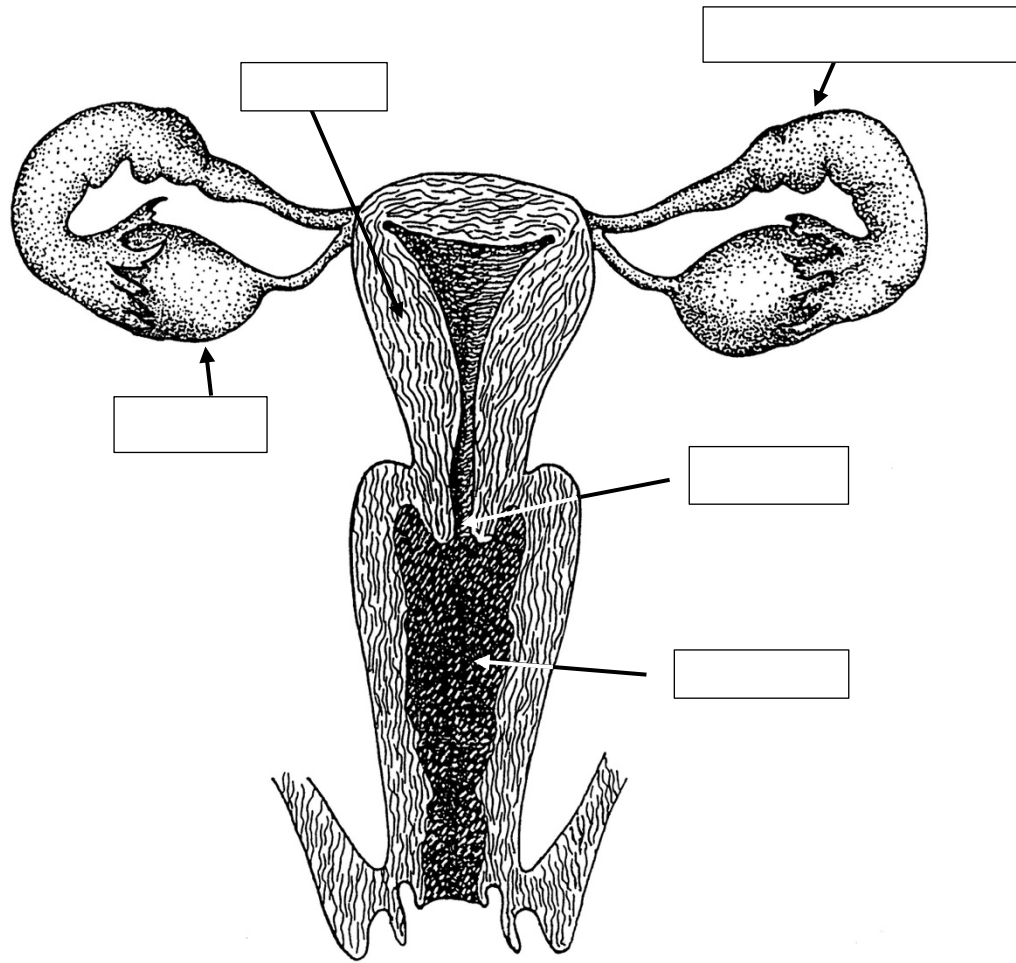
Male	Female
Testicle: Where the sperm develop	Ovary: Where the egg develops
Vas Deferens: Tube for Sperm to travel	Fallopian Tubes: Tube for the egg to travel to the womb
Seminal Vesicle: Creates fluid to support sperm	Uterus (Womb): Where the baby develops
Prostate: Supports the sperm and moves them down the urethra	Cervix: Lower part of the womb. Opens for delivery of a baby.
Penis: Delivers the sperm into the vagina and cervix	Vagina: Receives the penis and for delivery of the baby

Anatomy (Reproductive System) **Female**

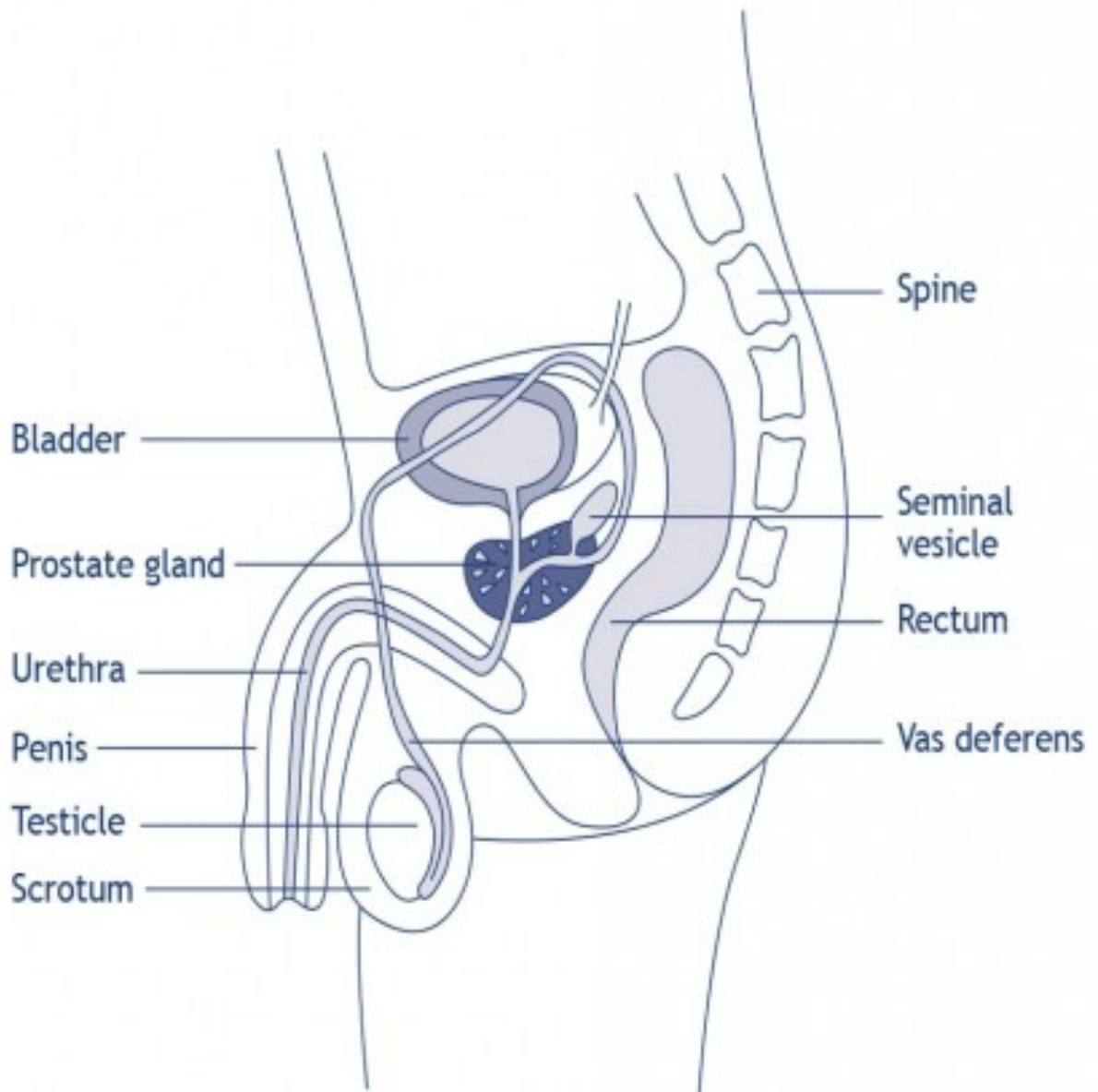


Conception

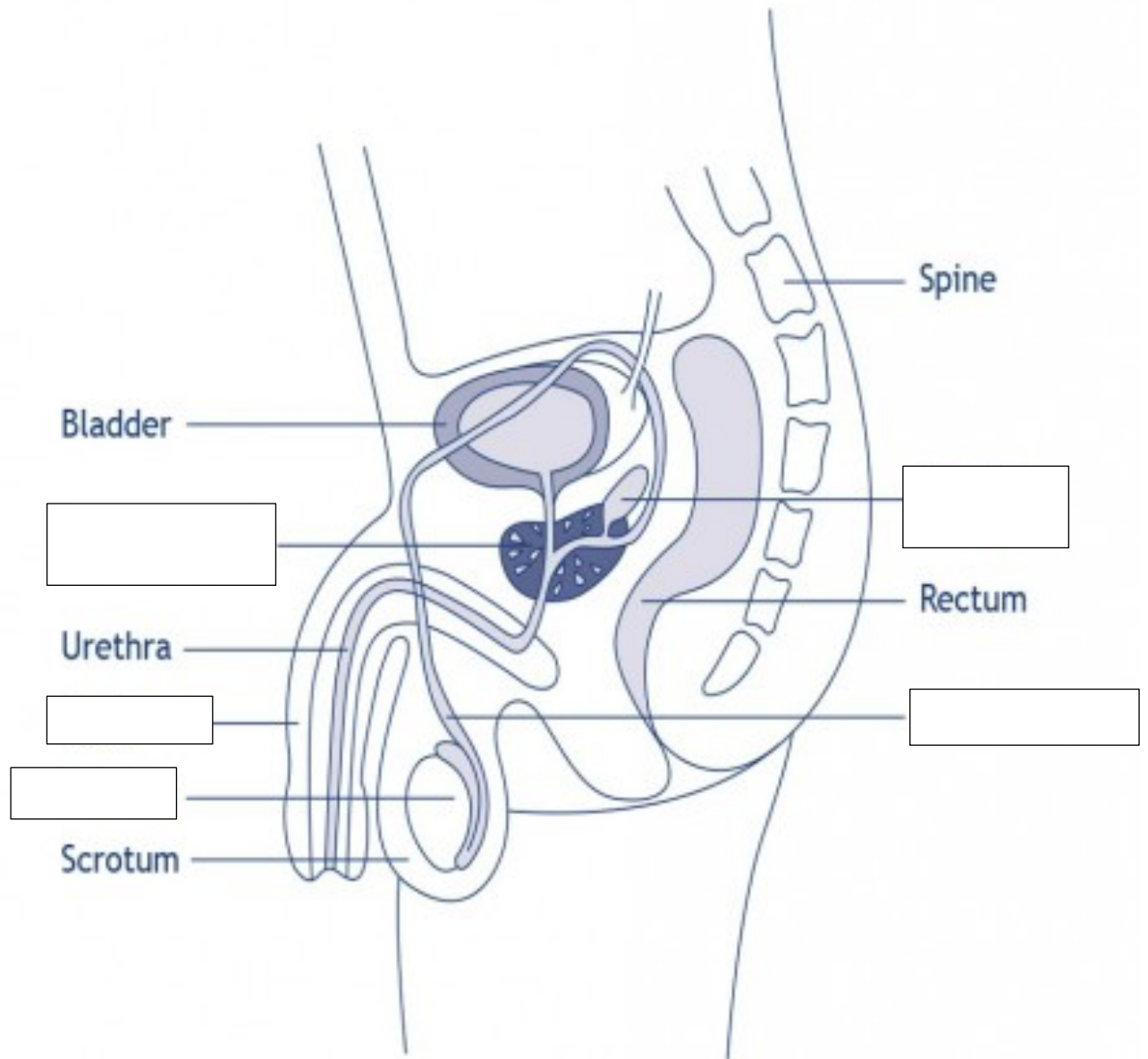
Activity: Anatomy (Reproductive System) **Female**



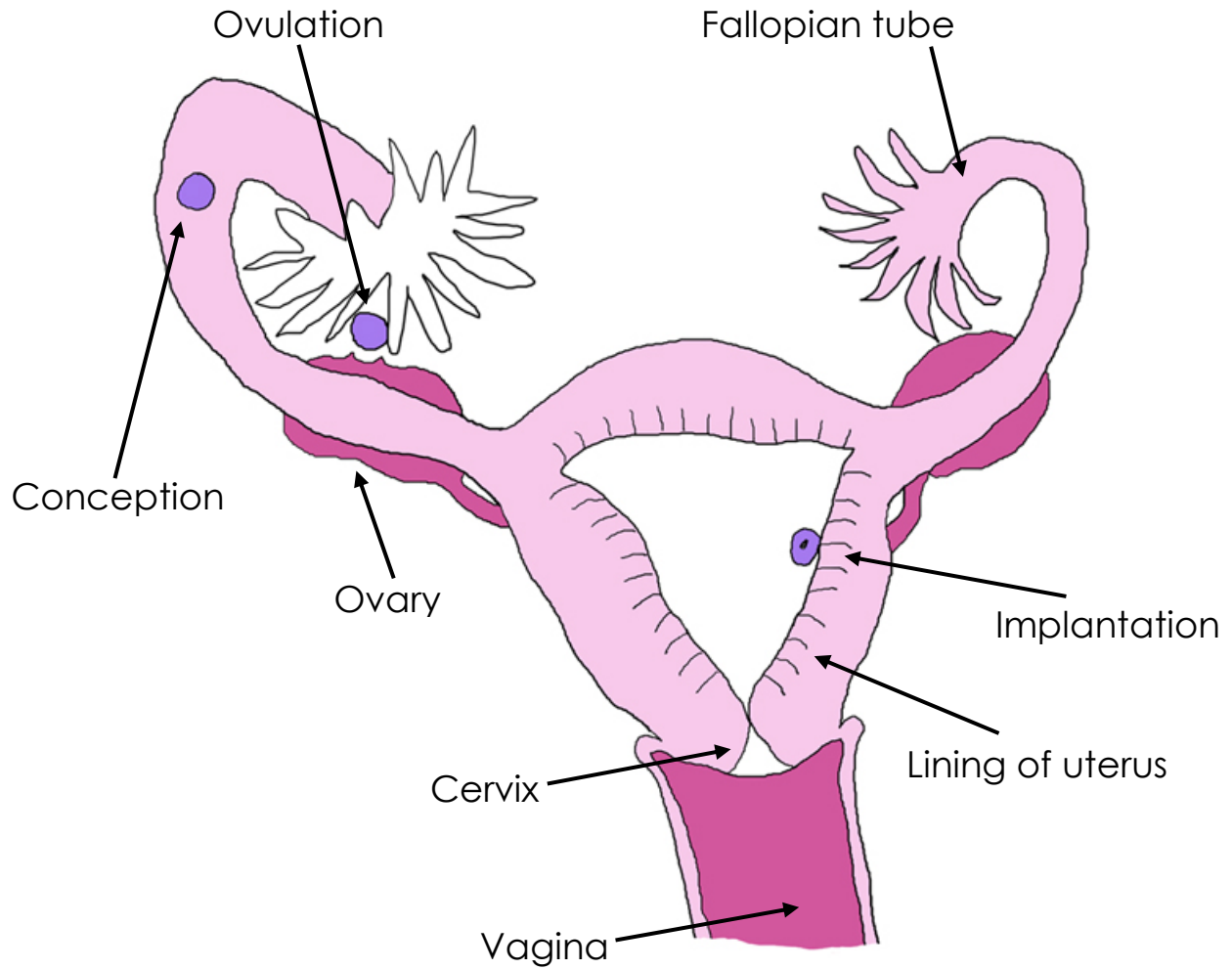
Anatomy (Reproductive System): Male



Activity: Anatomy (Reproductive System): Male

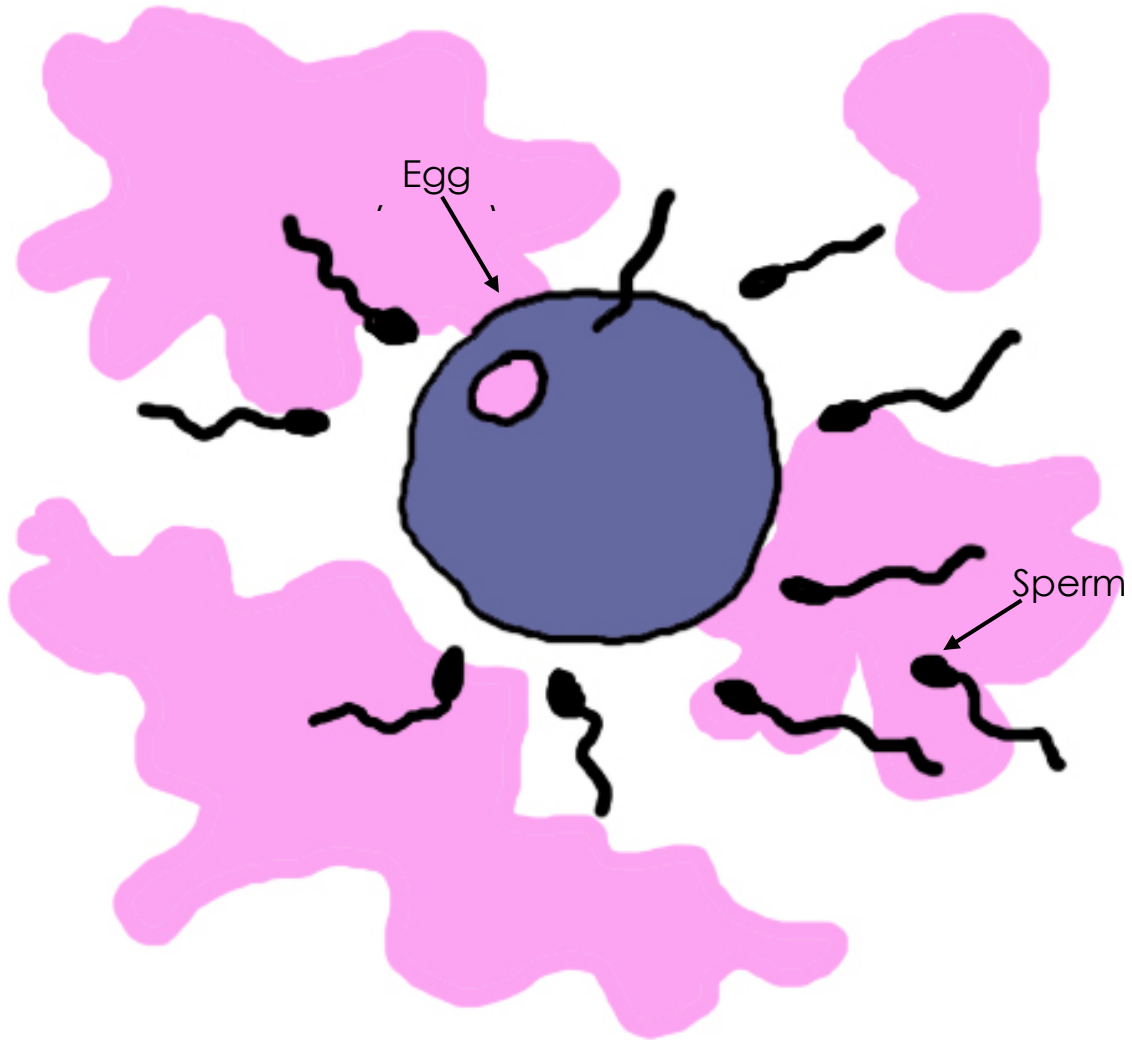


Conception within Female Reproductive System

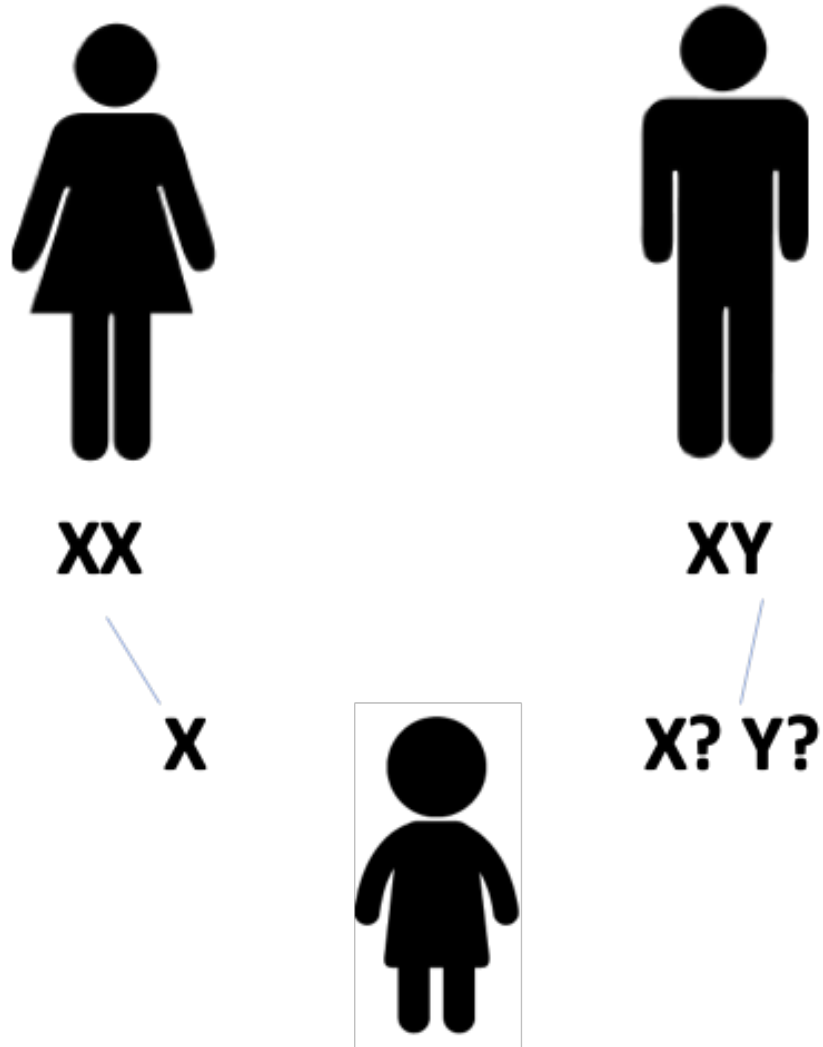


Conception

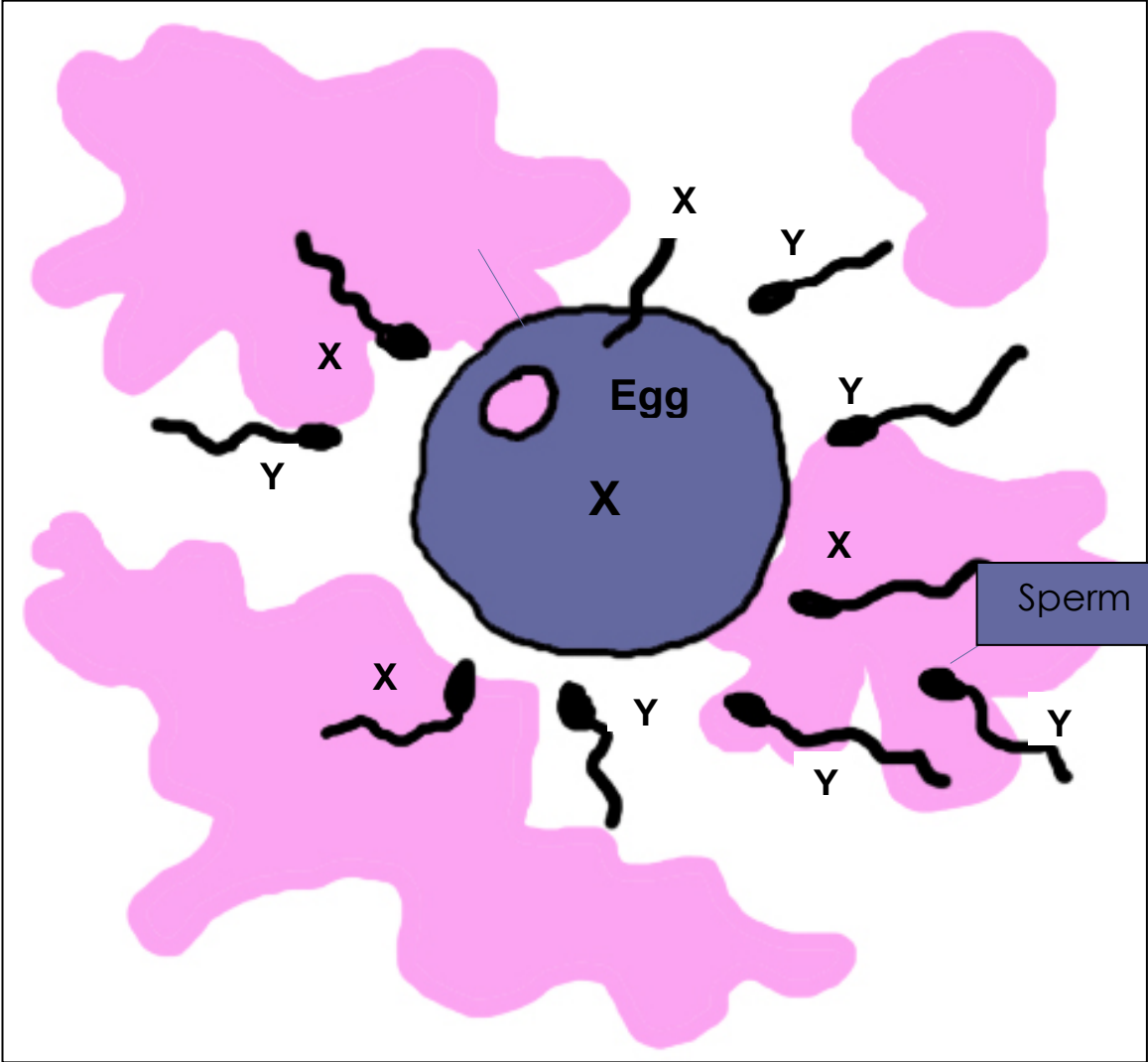
Conception: Egg and Sperm Meet



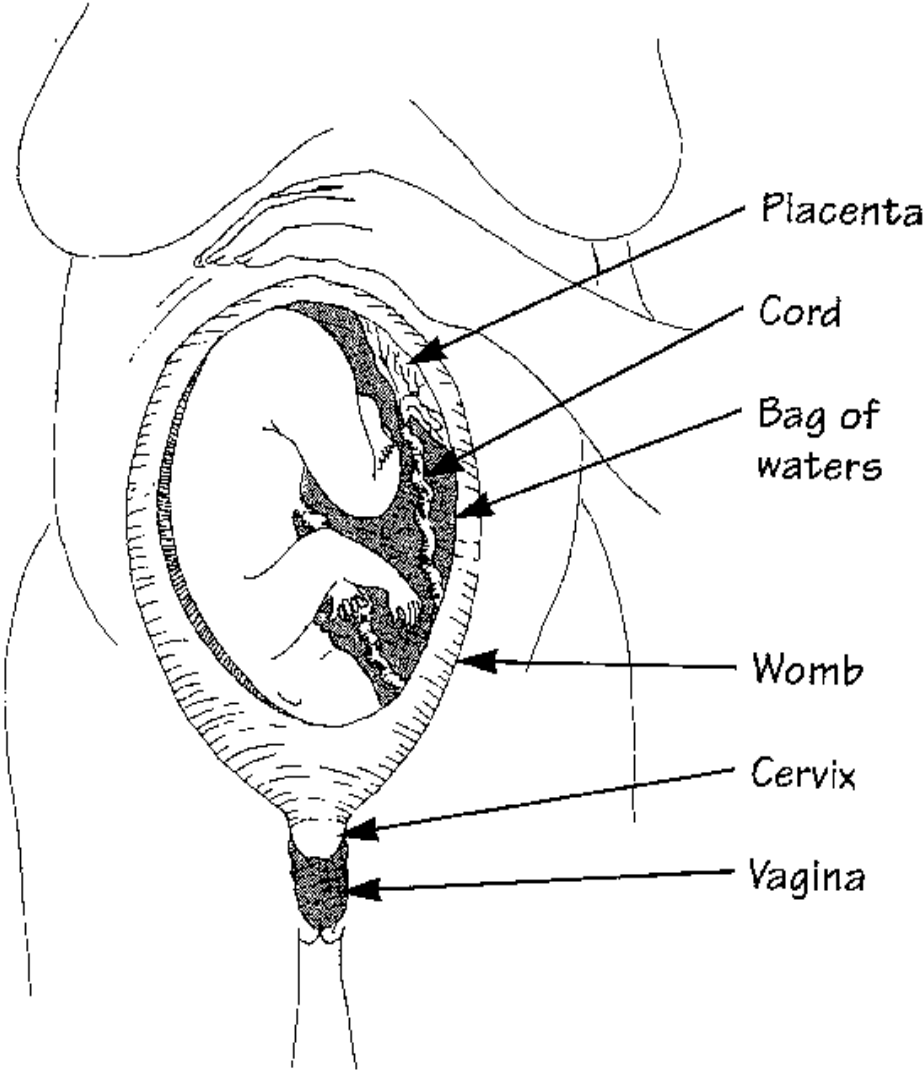
Males & Females Sex Determined



How Gender Happens



How A Baby Grows



Fertility Cycle and Planning Your Family For Men

- Knowledge Attitude Practice** *After working through this lesson, participants will be able to:*
1. Describe a woman's monthly fertility cycle.
 2. Describe when in the cycle a woman is fertile and more likely to become pregnant.
 3. Explain how this information can be used to plan one's family, either to achieve pregnancy or to avoid it.

Overview This is Lesson #7 in the Men Matter: Healthy Families series. This lesson covers the basics of fertility and the menstrual cycle. If your group desires more information about this topic, The Women's Cycle of Life series has lessons on Fertility that you can use.

- Materials** *Collect these items before beginning the lesson:*
- Poster-size paper, markers, and masking tape
 - Role play: *I wish I had your problem!*
 - Handouts:
 - *Women's Monthly Cycle*
 - *Activity: Characteristics of Greater and Lesser Fertility - cut into separate statements*
 - *Bible*

LESSON

60 minutes

STARTER: *I wish I Had Your Problem!* (5 min)
Use the attached Role play.

Ask SHOWD Questions:
*What did you **S**ee?*
*What was **H**appening?*
*Does this happen in **O**ur place?*
***W**hy does this happen?*
*What will we **D**o about it?*

I. Male and Female Fertility (10 min)

In a large group, compare male fertility to female fertility. Divide a poster paper into two columns, one labeled "men" and the other "women." Have the group answer the following questions:

A. What is fertility for men and for women?

- The ability to conceive a child (conceive means to get pregnant or cause a woman to get pregnant).
- For women: the release of an egg usually once a month (ovulation).
- For men: healthy, active sperm are produced continuously.

B. At approximately what age does fertility begin?

- Women: average age is 12-13 years old, varies based on many factors.
- Men: generally mid to late teens.

C. What are the signs of sexual maturity?

Fertility and Planning Your Family

- Women: breast development, pubic hair, monthly bleeding (menstrual periods)
- Men: voice change, pubic hair, enlargement of penis and testes

D. At approximately what age does fertility end?

- Women: average age is 51, with range from 39 to early 50s (called menopause)
- Men: fertile until their 60s or 70s with declining fertility after approximately age 55.

E. What are signs of end of fertility (for women)?

Women-hot flashes, emotional symptoms, irregular and then absent menstrual periods.

F. When is the egg available for conception?

- Most women ovulate once a month, approximately 14 days after the start of her menstrual period. Usually only one egg is available at a time.
- The egg lives for 24-48 hours. It is possible for a woman to conceive up to 48 hours after ovulation.
- If a woman has irregular menstrual periods, it can be difficult to predict when ovulation will occur.

G. When are sperm available for conception?

Men produce sperm continuously, with approximately 200-500 million per ejaculation.

H. How long can sperm live inside a woman's body after having sexual intercourse?

Sperm can live up to 5 days within the woman's body.

II. Female Menstrual Cycle (15 min)

Explain that a woman's fertility cycle is predictable relative to the first day of the menstrual period if she has regular cycles. It can be used to know when a woman is most likely to conceive, either to achieve pregnancy or to prevent it.

A. What is happening in a woman's body when she has her period?

- Every cycle (typically about every month), the inside lining of the woman's womb (or uterus) thickens to get ready for growing and nourishing a baby if an egg gets fertilized.
- If a baby is not conceived that month, the unfertilized egg and the thickened lining of the womb break down and are shed from the body through the vagina.
- This is what causes a woman's monthly bleeding (or period).

B. How do we know when a woman is likely able to get pregnant?

Using the Women's Monthly Cycle handout, explain the following:

- The red dots represent a woman's monthly bleeding. Some women have periods that are shorter or longer.
- The red and black dots represent days that a woman is likely infertile, and not likely to conceive if she has sexual intercourse during this time.
- The average length of a woman's fertility cycle is 28 days. Women who have regular cycles every 28 days, will ovulate (release a mature egg) right in the middle (day 14). Women who have much longer or irregular periods are less likely able to predict when she is going to ovulate.
- Because the egg and sperm stay alive in the woman's body for a period of time (up to 5 days for the sperm), the chance of conceiving is not just the day she ovulates. The white circles take this fact into account and represent days she is "fertile" and likely able to conceive if she has sexual intercourse.

C. Why do some women have mood swings during her menstrual cycles?

- Women go through hormonal changes along with her cycle.
- These can cause her to be extra emotional and sensitive, as well as result in some physical discomforts.
- A **wise** husband will understand the changes and be patient and sensitive to his wife.

III. Natural Family Planning (10 min)

A. What does the term "natural family planning" mean?

Planning pregnancy (either achieving or preventing) by paying attention to a woman's fertility cycle, and timing when the couple has sexual intercourse.

B. What are the benefits of natural family planning?

- Inexpensive
- Does not interfere with future fertility.
- Requires couple to talk about sexual matters.
- Requires couple to talk about family size.
- Does not require a medicine or a medical procedure.

C. What are some concerns with natural family planning?

- Change in couple's sexual spontaneity (as the name implies, it requires planning).
- It may uncover a disagreement between husband and wife about number of children or spacing of children.
- Takes time to learn (can be taught in another lesson- see WCL lessons).
- May not be possible if a woman's cycle is not regular.

IV. Other Factors that Affect Fertility (15 min)

A. What are factors that make a woman more and less likely to conceive?

*Divide into small groups. Give each group a set of all the phrases from the Activity: **Characteristics of Great and Lesser Fertility**. Instruct the groups to divide the phrases into two groups: those that describe women who are more likely to conceive and those that describe women who are less likely to conceive. Divide a poster paper into two columns as shown in the activity. Have the small groups take turns bringing their descriptions up and placing them in one of the columns. Discuss as a large group.*

Characteristics of Greater and Lesser Fertility

Women Who are More Likely to Conceive?	Women who are Less Likely to Conceive?
<ul style="list-style-type: none"> • Young (17-40) • Healthy • Well nourished • Good relationships • Adequate rest 	<ul style="list-style-type: none"> • Under 17 or over 40 years old • Exclusive Breastfeeding (first six months after birth) • Poor Nutrition • Very Underweight • Very Overweight • Overworked • Stress • Illness

B. What are some other causes of Female infertility (besides those noted in the activity):

- untreated infections
- smoking
- physical damage to the birth canal and organs
- hormonal imbalance
- illness

C. What are some causes of Male infertility?

- smoking

Fertility and *Planning Your Family*

- physical defects
- some types of illnesses (like mumps) or other infections
- some medicines
- alcohol, drugs

D. How often is a fertility issue found in the woman versus the man?

Approximately 20% of infertility is due to a male problem, 40% by a female problem, and 40% are a combination of both or unknown.

E. If there are no infertility issues, up to how long is considered normal for getting pregnant?

A normally fertile couple usually can conceive within a year with regular sexual intercourse.

F. What should a couple do if they have infertility issues?

Couples should see a trained health worker for infertility issues.

V. Spiritual Analogy (5 min)

Read Ecclesiastes 3:1-8

How does this passage relate to our discussion today on fertility?

Just as the Bible says there is a time for everything, a woman's fertility cycle is a good example. There is a time for conceiving and a time for not conceiving. God created women and their fertility cycles. He created women to be able to conceive children when they are most likely to be able to care for them. Planning a family takes excellent communication and compassion between a husband and wife, and it is best covered with prayer.

VI. Conclusions (Optional) (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

References: New International Bible. Ecclesiastes 3:1-8

Fertility and *Planning Your Family*

STARTER

Role play: I Wish I had Your Problem!

Two men talking

Man 1: My wife and I want to have a baby, but she has not gotten pregnant in the past 4 years. I want to have a son.

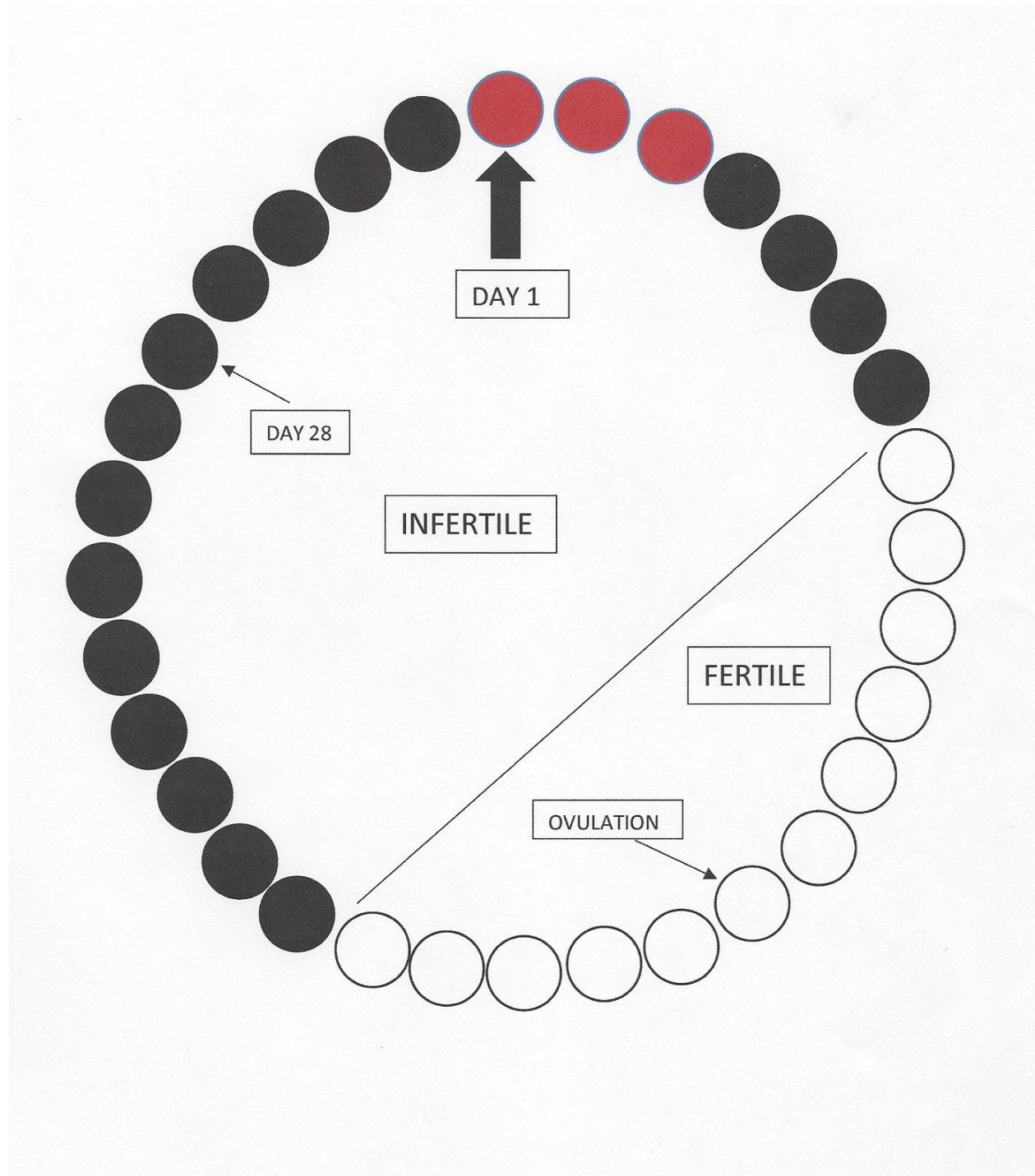
Man 2: I wish I had your problem! My wife and I have a child every year. I would like to know how to avoid having another child. I don't know how we can take care of another child. I have too much work to do just supporting the children we have.

Two men talking

Man 1: My wife and I want to have a baby, but she has not gotten pregnant in the past 4 years. I want to have a son.

Man 2: I wish I had your problem! My wife and I have a child every year. I would like to know how to avoid having another child. I don't know how we can take care of another child. I have too much work to do just supporting the children we have.

HANDOUT: Women's Monthly Cycle



Fertility and *Planning Your Family*

ACTIVITY: Characteristics of Greater and Lesser Fertility

Make enough copies for each group. Cut out each phrase and give each small group all the phrases. Ask groups to decide which phrases describe women who are more likely to conceive and those that describe women who are less likely to conceive.

<i>More likely to Conceive</i>	<i>Less likely to conceive</i>
Age 17- 40	Under 17 or over 40 years old
Healthy	Exclusive Breastfeeding: first 6 months after birth
Well nourished	Poor Nutrition
Good relationships	Very Underweight
Adequate rest	Very Overweight
	Overworked
	Stress
	Illness

Healthy and Safe Pregnancy and Birth

How Men Can Help

- Knowledge Attitude Practice** *After working through this lesson, participants will be able to:*
1. State factors that can increase the health and safety of mothers and babies.
 2. Compare normal and abnormal symptoms of pregnancy and when to seek help.
 3. Discuss ways that men can protect their pregnant wives and babies, before and after birth.
 4. Discuss what the Bible says about men taking care of their families.
- Overview** This is the Lesson #8 in the Men Matter: Healthy Families series. The goal of this lesson is to help men understand their role in helping to decrease maternal and infant deaths in their families and communities. If your group desires more information about this topic, The Women's Cycle of Life series has lessons on Pregnancy and Birth that you can use.
- Materials** *Collect these items before beginning the lesson:*
- Poster-size paper, markers, and masking tape
 - Role play: *There Must be Something Men Can Do!*
 - Activity: *Factors that Affect the Health of Mothers and Babies*, cut into the three different group sections
 - Handout: *Danger Signs in Pregnancy*

LESSON

60 minutes

STARTER: *There must be something men can do!* (5 min)
Use the attached Role play.

Ask SHOWD Questions:

*What did you **S**ee?*

*What was **H**appening?*

*Does this happen in **O**ur place?*

***W**hy does this happen?*

*What will we **D**o about it?*

I. **Healthy and Safe Pregnancy and Birth** (35 min)

A. **What life circumstances make pregnancy and birth as healthy and safe as possible?** (5 min)

- Ideal age 17-40 years
- Healthy, well nourished
- Stable living arrangements
- Support of family and father of baby; ideally married
- Birth spacing- previous pregnancy not less than 2 years ago
- Fewer pregnancies (greater number of pregnancies increases risk)

B. **What can you do to help your wife or family member have a healthy and safe pregnancy, birth and baby?**

Break into three small groups. Give each group one of the following sections related to helping mother and baby be safe and healthy during pregnancy and birth, and into the post-birth period. They are to use this information to create a short lesson, either with a role play, drawings, or other creative way to teach the information to the rest of the group.

Healthy and Safe Pregnancy and Birth

Activity: Factors that Affect the Health of Mothers and Babies

Things related to what mother takes in (such as food or substances)

- Make sure she has access to enough nutritious food every day.
- Help with developing a "FAITH" or kitchen garden if not enough land available for larger garden.
- Have clean drinking water available nearby for her to drink and use for cooking.
- Encourage her to not smoke, drink alcohol or take drugs. These can harm both the baby and the mother.
- Encourage her to take iron tablets if recommended by the trained health worker, and prenatal vitamins if available.

Things related to a trained health worker or skilled birth attendant

- Save money to help pay for the important services of a trained health worker.
- Help her get to a trained health worker for regular prenatal care. This can help prevent many problems. A trained health worker can identify danger signs early to help reduce risk to mom and baby.
- Make sure she can follow the trained health worker's recommendations.
- Take her to get any recommended vaccines or lab testing (such as tetanus vaccine and HIV testing). If she is positive for HIV, HIV medications can protect her baby and keep her healthy.
- Make plans and arrangements together about where to deliver the baby, and to have a skilled birth attendant for the birth. Skilled birth attendants can identify and often avoid problems, or they can know when to get help for the woman if she experiences danger signs.
- Women who are HIV-positive should discuss breast feeding with a trained health worker to determine what is safest for baby.

Things related to the home

- Listen to her and offer her your compassion. Do not put her down for how she is feeling, either physically or emotionally. Encourage her.
- Help her with heavy work. Find helpers to lighten her workload. Help her or get her help with the other children. Make plans for someone to help after the baby comes. Encourage her to rest as needed.
- Don't smoke around her or allow others to do so.
- Protect her as much as possible from wood, charcoal or other smoke as this is dangerous to her and the baby.
- Save money for emergencies and baby needs.
- Make sure she has a good bed net if malaria is a risk where you live. Do what you can to reduce her exposure to mosquitoes.
- Help her prepare space for the new baby.
- Support her in breastfeeding the baby. Don't give the baby formula or other breast milk substitutes unless there is a medical need, and she is told to by a trained health worker.

II. Pregnancy Symptoms: What's Normal, What's Not (15 min)

A. What are normal and concerning signs and symptoms in pregnancy?

*Break into small groups. Make enough copies of the chart **Pregnancy Symptoms, What's Normal and What's Not** for each group. Cut each item apart and give each*

Healthy and Safe Pregnancy and Birth

group all the phrases. Ask each group to divide the items into what's normal and what are warning signs in pregnancy. Have each group report back to the large group. Review handout: Danger Signs in Pregnancy. It is helpful to use hand gestures pointing to the various parts of the body while stating the danger signs to help participants remember them.

Pregnancy symptoms: What's normal and What's Not?

Normal Pregnancy Symptoms	Danger Signs in Pregnancy
No menstrual periods	Vomits all her food/can't keep anything down
Nausea and vomiting (early pregnancy)	Headache, dizziness, swelling, blurred vision or seeing spots or flashes
Breast tenderness	Bad belly, back or pelvic pain
Fatigue and sleepiness	Pain with urinating (peeing)
Urinating (peeing) a lot	Severe pain anywhere in the body
Bloating and mild constipation	Fever
Heartburn	Bleeding from the vagina (small amount normal in very early pregnancy and in labor)
Mild shortness of breath	Leaking fluid from the vagina (concerning if not near her due date or if it takes more than 24 hours to deliver after her water breaks)
Mood changes	Fits or seizures
Dizziness when changing position quickly	Baby moving less than usual (should move at least 10 times in 2 hours)
Increased skin pigmentation/darkening in areas such as the face, breasts, and belly	Loss of weight
Trouble sleeping	Anything that is concerning to the woman

B. What should we do if a woman is having any of the danger signs we discovered in the activity or if there are concerns about anything related to her pregnancy?

Get help right away from a trained health worker or skilled birth attendant.

III. Spiritual Application (5 min)

Have someone read the following verses out loud: Ephesians 5:28-30; I Timothy 5:8.

Discuss in large group or divide into small groups.

A. What does the Bible say about a man's responsibility in doing everything he can to keep his wife and family safe in pregnancy and childbirth?

1. Ephesians 5:28-30: In this same way, husbands ought to love their wives as their own bodies. He who loves his wife loves himself. After all, no one ever hated his own body, but he feeds and cares for it, just as Christ does the church— for we are members of his body. NIV
2. I Timothy 5:8: If anyone does not provide for his relatives, and especially for his immediate family, he has denied the faith and is worse than an unbeliever.

Healthy and Safe Pregnancy and Birth

IV. **Conclusions** (Optional) (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

References:

World Health Organization. 2015. *Maternal mortality. By country*. Available from: http://www.who.int/gho/maternal_health/mortality/maternal/en/

World Health Organization. 2016. *Maternal mortality fact sheet*. Available from: <http://www.who.int/mediacentre/factsheets/fs348/en/>

Countdown to 2030 Maternal, Newborn & Child Survival. 2015: <http://countdown2030.org/country-profiles>.

STARTER:

Role play: There must be something men can do!

1st man is concerned about his pregnant wife and goes to 2nd man for advice (2nd man lost his wife in Childbirth last year)

1st I am so scared! My wife is 6 months pregnant, and she does not seem healthy.

2nd You should be scared! You know, my wife seemed healthy throughout her pregnancy and then she and my baby son died during birth last year.

1st There must be something men can do to help their wives and babies survive childbirth. If you could do it over again, what would you do differently to help your wife and baby live?

2nd (*Shrugs his shoulders*) I have no idea!

1st man is concerned about his pregnant wife and goes to 2nd man for advice (2nd man lost his wife in Childbirth last year)

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2nd (*Shrugs his shoulders*) I have no idea!

Activity: Factors that affect the health of mothers and babies

Things related to what mother takes in (such as food or substances)

- Make sure she has access to enough nutritious food every day.
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- Have clean drinking water available nearby for her to drink and use for cooking.
- Encourage her to not smoke, drink alcohol or take drugs. These can harm both the baby and the mother.
- Encourage her to take iron tablets if recommended by the trained health worker, and prenatal vitamins if available.

Things related to trained health worker or skilled birth attendant

- Save money to help pay for the important services of a trained health worker.
- Help her get to a trained health worker for regular prenatal care. This can help prevent many problems, and a trained health worker can identify danger signs early to help reduce risk to mom and baby.
- Make sure she can follow the trained health worker's recommendations.
- Take her to get any recommended vaccines or lab testing (such as tetanus vaccine and HIV testing). If she is positive for HIV, HIV medications can protect her baby and keep her healthy.
- Make plans and arrangements together about where to deliver the baby, and to have a skilled birth attendant for the birth. Skilled birth attendants can identify and often avoid problems, or they can know when to get help for the woman if she experiences danger signs.
- Women who are HIV-positive should discuss breast feeding with a trained health worker to determine what is safest for baby.

Things related to the home

- Make sure she has a good bed net if malaria is a risk where you live.
- Do what you can to reduce her exposure to mosquitoes.
- Help her with heavy work. Find helpers to lighten her workload. Help her or get her help with the other children. Make plans for someone to help after the baby comes. Encourage her to rest as needed.
- Don't smoke around her or allow others to do so.
- Protect her as much as possible from wood, charcoal or other smoke as this is dangerous to her and the baby.
- Save money for emergencies and baby needs.
- Help her prepare space for the new baby.
- Support her in breastfeeding the baby. Don't give the baby formula or other breast milk substitutes unless there is a medical need, and she is told to by a trained health worker.

Activity: Pregnancy symptoms: What's normal and What's Not?

Normal Pregnancy Symptoms	Warning Signs in Pregnancy
No menstrual periods	Vomits all her food/can't keep anything down
Nausea and vomiting (early pregnancy)	Headache, dizziness, swelling, blurred vision or seeing spots or flashes
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Bloating and mild constipation	Fever
Heartburn	Bleeding from the vagina (small amount normal in very early pregnancy and in labor)
Mild shortness of breath	Leaking fluid from the vagina (concerning if not near her due date or if it takes more than 24 hours to deliver after her water breaks)
Mood changes	Fits or seizures
Dizziness when changing position quickly	Baby moving less than usual (should move at least 10 times in 2 hours)
Increased skin pigmentation/darkening in areas such as the face, breasts and belly	Loss of weight
Trouble sleeping	Anything that is concerning to the woman

HANDOUT: DANGER SIGNS IN PREGNANCY

When any of these signs are present, the woman needs to see a trained health care worker or go to the clinic or hospital.

HEADACHE, DIZZY, SWELLING, SEEING SPOTS OR FLASHES OF LIGHTS:

Could be low iron (anemia) or a very serious problem called preeclampsia.

BAD STOMACH, BACK, OR PELVIC PAIN:

Could be kidney or other type of infection. Or could be the start of labor. Especially dangerous if too early in pregnancy.

SEVERE PAIN ANYWHERE IN THE BODY

FEVER:

Could be infection.

LEAKING FLUID FROM THE VAGINA:

The bag of water may have broken. Tell the trained health worker and make preparations for delivery. If it is too early in pregnancy, care from trained health workers is needed promptly. Don't put anything inside the vagina.

If there is a foul-smelling, yellow or greenish discharge, there may be a vaginal infection that needs to be treated.

BLEEDING FROM THE VAGINA:

Except for a very small amount the first month of pregnancy or right before labor, bleeding any time during pregnancy is always a danger sign.

FITS OR SEIZURES:

A sign of a very dangerous condition called eclampsia.

BABY MOVING LESS THAN USUAL:

After the 5th to 6th month the baby should move regularly. If there is concern that the baby is moving less than usual, the woman should lie on her side and place her hand on her belly. She can count how many times the baby moves. Any movement should be counted, not just the big movements. The baby should move at least ten times in two hours. Sometimes drinking some cold clean water or having a healthy snack helps baby start to move.

LOSS OF WEIGHT:

If the mother is not gaining weight by the 4th month or starts losing weight, it could be due to poor nutrition, vomiting that won't stop, or diabetes (sugar problem).

ASK FOR HELP FOR ANY PROBLEMS THAT THE WOMAN IS CONCERNED ABOUT. Not all problems are listed here.

Healthy and Safe Pregnancy and Birth

When any of these signs are present, the woman needs to see a trained health care worker or go to the clinic or hospital.



HEADACHE, DIZZY, SWELLING, SEEING SPOTS OR FLASHES OF LIGHTS:

Could be low iron (anemia) or a very serious problem called preeclampsia.



BAD STOMACH, BACK, OR PELVIC PAIN:

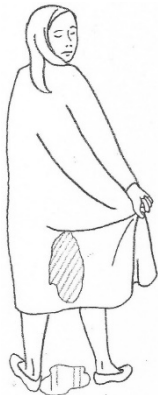
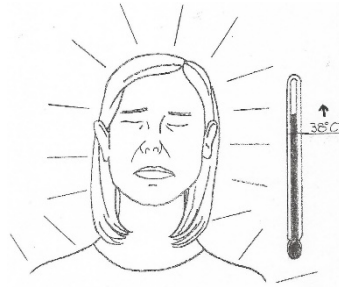
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SEVERE PAIN ANYWHERE IN THE BODY

FEVER:

Could be infection.



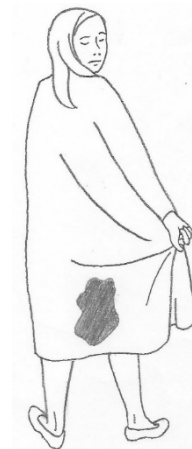
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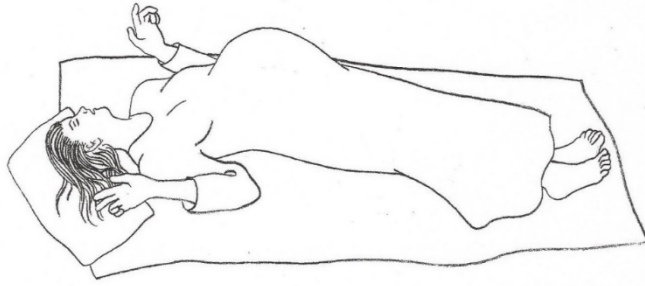
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Except for a very small amount the first month of pregnancy or right before labor, bleeding any time during pregnancy is always a danger sign.



Healthy and Safe Pregnancy and Birth

FITS OR SEIZURES:



A sign of a very dangerous condition called eclampsia.

BABY MOVING LESS THAN USUAL:

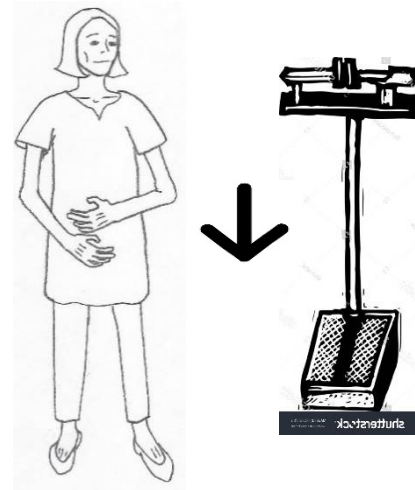
After the 5th to 6th month

the baby should move regularly. If there is concern that the baby is moving less than usual, the woman should lie on her side and place her hand on her belly. She can count how many times the baby moves. Any movement should be counted, not just the big movements. The baby should move at least ten times in two hours. Sometimes drinking some cold clean water or having a healthy snack helps baby start to move.



LOSS OF WEIGHT:

If the woman is not gaining weight by the 4th month or starts losing weight, it could be due to poor nutrition, vomiting that won't stop, or diabetes (sugar problem).



ASK FOR HELP FOR ANY PROBLEMS THAT THE WOMAN IS CONCERNED ABOUT.

Not all problems are shown here.

Birth Warning Signs

Be Prepared

- Knowledge Attitude Practice** *After working through this lesson, participants will be able to:*
1. Explain warning signs in pregnancy and what to do about them.
 2. Identify the major causes of death during and after birth.
 3. Verbalize the importance of preparing for emergencies during pregnancy and birth.
 4. Develop an action plan for preparing for pregnancy and birth if they are expecting a baby.
 5. Share the action plan with friends and family members who are expecting a baby.

Overview This is Lesson #9 in the *Men Matter: Healthy Family* series. It is designed specifically for men to understand their role in preparing for unexpected emergencies in birth and after birth. If your group desires more information about this topic, The *Women's Cycle of Life* series has lessons on preparing for emergencies in birth.

- Materials** *Collect these items before beginning the lesson:*
- Poster-size paper, markers, and masking tape
 - Role play: *What Are We Going to Do?*
 - Activity: *Major Causes of Maternal Death at Birth*, cut into the four different group sections.
 - Handouts:
 - *Pregnancy Danger Signs*
 - *Danger Signs for the Woman After the Baby is Born*
 - *Action Plan for Pregnancy, Birth and After Birth*

LESSON

90 minutes

STARTER: *What Are We Going to Do?* (5 min)
Use the attached Role play.

Ask SHOWD Questions:
*What did you **S**ee?*
*What was **H**appening?*
*Does this happen in **O**ur place?*
***W**hy does this happen?*
*What will we **D**o about it?*

I. **Pregnancy Danger Signs Review** (5 min)

A. **What are some of the danger signs during pregnancy?**

Use Pregnancy Danger Signs handout- it is helpful to use hand gestures pointing to the various parts of the body while stating the danger signs to help participants remember them.

1. Headache
2. Dizzy
3. Swelling in face
4. Seeing spots or flashes of light
5. Bad stomach, back or pelvic pain
6. Leaking fluid or bleeding from vagina
7. Fever

Birth Warning Signs

8. Baby moving less than usual
9. Fits or seizures
10. Weight loss
11. Anything else that is concerning

B. What should a woman do if she has any of the warning signs in pregnancy, or if anything is concerning to her?

Go to a clinic or hospital or contact a trained health worker or skilled birth attendant.

II. Warning Signs in Birth and Afterwards (20 min)

Divide into small groups. Give each group one of the following questions. Have each group share their answers with the large group. Discuss anything that is not mentioned by the groups.

A. What are warning signs during birth that something is not right and needs medical attention?

1. Premature (early) labor: before the 8th month
2. Fresh red blood during labor
3. Umbilical cord comes out first and baby is not yet born
4. Fits or seizures including loss of consciousness
5. *Active* labor lasting longer than 24 hours for first child or 12 hours for other children
6. Placenta (afterbirth) doesn't come out within an hour after birth, or part of the afterbirth or bag of waters is left inside
7. Any other emergency that happens: if something seems wrong even if you are not sure what is wrong

B. What are warning signs after birth that something is not right and needs medical attention? After group discusses, give *Danger Signs for the Woman After the Baby is Born* and review any they missed.

1. Too much bleeding
2. Woman is pale, weak and/or dizzy
3. Fever of 38C degrees or higher
4. Severe pain in the uterus
5. Pain or redness in the breast
6. Pain in leg – may have a hard lump, redness or warmth where the pain is located
7. Severe headache or headache with blurry vision or seeing spots or flashes
8. Pain with passing urine (not caused by genital tearing)
9. Bad smell in urine or woman's discharge
10. Severe sadness (depression) such that the mother cannot care for herself or the baby
11. Severe pain in the genital area
12. Other things that don't seem right

III. Major causes of maternal death at birth (35 min)

Large group discussion.

A. What are the major causes of maternal death at birth?

1. Severe bleeding
2. Infections
3. High blood pressure/eclampsia (possible fit/seizure)
4. Obstructed labor: the baby is too big or not in a good position to be born

Divide into four groups. Give each group the information from the chart for one of the complications. They are to use this information to create a short lesson, either with a role play, drawings, or other creative way to teach the information to the rest of the group.

Birth Warning Signs

Activity: Major Causes of Maternal Death at Birth

Group 1: Severe Bleeding

- Signs of Severe bleeding:
 - Heavy bleeding from the vagina that doesn't slow or stop
 - Passing clots bigger than an egg
 - Clammy skin, dizzy, really fast heartbeat, feeling faint or weak
- The woman should be seen by a trained health worker at a clinic or hospital as soon as possible – waiting even a little while may be too late.
- Blood and medicines to stop the bleeding if needed, should be given early.
- Skilled birth attendants can watch for severe bleeding after childbirth.
- Help mother to breastfeed baby or rub mother's nipples (this releases a chemical to make the womb firm to decrease her bleeding).
- Rub mother's womb (rubbing around the area of her belly button will usually make it firm and decrease her bleeding).

Group 2: Infections

- Signs of infection:
 - Fever, bad smelling discharge, or pus in her cut (either in the vaginal area or on her belly if she had a cesarean or surgical birth)
- The delivery area must be clean.
- The cord must be cut with a sterile blade. If none is available, once it comes out keep the afterbirth at same level as baby. Get a trained health worker to come (if not there for the birth) or take mother and baby to a trained health worker to cut the cord.
- Mothers who are HIV-positive can be given medicine before the birth to protect the baby and woman.
- Many infections can be treated with antibiotics.

Group 3: High blood pressure/pre-eclampsia

- Signs of high blood pressure:
 - Mother may have no symptoms
 - May have headache, blurry vision or seeing spots or flashes, swollen face, nausea and vomiting, pain under the ribcage on the right side, fits or seizures if severe
- Measure the mother's blood pressure regularly during prenatal visits throughout the pregnancy and during labor.
- Treat high blood pressure with medicines before it gets too high. There are some medicines that can lower mother's blood pressure without hurting baby.
- Prevent fits/seizure/death.
- Deliver the baby if medicines do not bring the pressure down to a safe range.
- The afterbirth can sometimes separate from the womb before birth. This can cause both mother and baby to die.
- Note: High blood pressure is dangerous for both mother and baby:
 - Mother:** can have severe damage to her organs (kidneys, liver, eyes, lungs, heart), stroke or other brain injury, heart attack, severe bleeding, coma and death if left untreated.
 - Baby:** blood flow to the baby can be decreased. This can cause baby to have poor growth and premature (early) birth. Babies born too early can have problems with breathing, infections or other problems.

Group 4: Obstructed labor/ the baby is too big for the pelvis or in a bad position

- Signs of obstructed labor:
 - Active labor (regular pains) lasting more than 18-24 hours
 - Baby not moving down in the birth canal
- Skilled birth attendant may be able to measure the size of the baby's head and mother's birth canal during prenatal visits.
- Sometimes a Cesarean (surgical) birth is needed.
- Note: Helping mother into different positions while in labor (standing, walking, squatting, side lying) may help baby be born.
- It is important for mother to eat well and avoid starving herself. A starving mother will create a mother and baby who are not strong and who may have more trouble during the birth.

Birth Warning Signs

After participants present the information, explain the following: These four conditions require urgent treatment by a skilled birth attendant! The care listed is for fathers and others to provide immediate care as they are seeking help from a skilled birth attendant.

Discuss as a large group.

B. What is a skilled birth attendant?

1. Has had training and experience in healthy births.
2. May be a doctor, midwife, nurse or other trained person.

C. Why is it important to have a skilled birth attendant when giving birth?

1. Knows what danger signs to watch for during birth.
2. Knows how to prevent and treat common birth problems.
3. Knows when to go to the hospital.

IV. Dealing with an Emergency Related to Childbirth (20 min)

Break into small groups to discuss the following.

A. What can you do to prepare for the unexpected or for emergencies in pregnancy or birth?

1. Know where to get emergency medical care for birth or emergencies.
2. Think about transportation options in different situations.
3. Plan ahead to arrange for transport to be available.
4. Save money and cell phone minutes so it's available for medical and transportation needs.
5. Have someone be available to the mother while you are away or at work in case she needs some help.
6. Have clothes, food and items the baby and mother will need after birth.
7. Have a skilled birth attendant to help with the birth.

*Distribute **Action Plan for Pregnancy, Delivery and After Delivery** handout and give instructions for participants to fill out an emergency plan.*

B. What should be included in the Action (Emergency) Plan that the template does not include? Think about contacts, support and resources. Have participants add these to their plan.

V. Spiritual Application: Attitude of Husbands toward their wives (5 min)

A. Read Ephesians 5:25-33 and I Peter 3:7-8. How should we treat our wives?

1. Love our wives as Christ loves the Church
2. Love our wife as our own body
3. With compassion, respect, harmony and humility

B. Think of a time when you were in situation when things were happening to you that you could not control. When your wife is giving birth to your child, how do you think she may feel? What can you do to help her?

VI. Conclusions (Optional) (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together: for guidance to care for our wives

Birth Warning Signs

References:

UT Southwestern Medical Center: "Your Pregnancy Matters, Normal Pregnancy Symptoms: Here's What to Expect". January 24, 2017

<https://www.midwife.org/ACNM/files/ccLibraryFiles/Filename/000000000731/Emergency%20Preparedness%20for%20Childbirth.pdf>

Bible References: Ephesians 5:25-33; 1 Peter 3:7-8

STARTER

Role play: **What Are We Going to Do?**

Two men – one knocks frantically on the other's door.

1st: Go get more help, my wife had the baby a couple hours ago, but the bleeding hasn't stopped!!!

2nd: Do you think she needs to go to the hospital?

1st: Yes, but it's the middle of the night and we don't have any money.

2nd: What are we going to do?

1st: I don't know. Call the pastor. Maybe his driver will take us!

2nd: We need to find someone who can help!! Run!! She's bleeding badly!!

Two men – one knocks frantically on the other's door.

1st: Go get more help, my wife had the baby a couple hours ago, but the bleeding hasn't stopped!!!

2nd: Do you think she needs to go to the hospital?

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2nd: What are we going to do?

1st: I don't know. Call the pastor. Maybe his driver will take us!

2nd: We need to find someone who can help!! Run!! She's bleeding badly!!

HANDOUT: PREGNANCY DANGER SIGNS

When any of these signs are present, the woman needs to see a trained health care worker or go to the clinic or hospital.

HEADACHE, DIZZY, SWELLING, SEEING SPOTS OR FLASHES OF LIGHTS:

Could be low iron (anemia) or a very serious problem called preeclampsia.

BAD STOMACH, BACK, OR PELVIC PAIN:

Could be kidney or other type of infection. Or could be the start of labor. Especially dangerous if too early in pregnancy.

SEVERE PAIN ANYWHERE IN THE BODY

FEVER:

Could be infection.

LEAKING FLUID FROM THE VAGINA:

The bag of water may have broken. Tell the trained health worker and make preparations for delivery. If it is too early in pregnancy, care from trained health workers is needed promptly. Don't put anything inside the vagina.

If there is a foul-smelling, yellow or greenish discharge, there may be a vaginal infection that needs to be treated.

BLEEDING FROM THE VAGINA:

Except for a very small amount the first month of pregnancy or right before labor, bleeding any time during pregnancy is always a danger sign.

FITS OR SEIZURES:

A sign of a very dangerous condition called eclampsia.

BABY MOVING LESS THAN USUAL:

After the 5th to 6th month the baby should move regularly. If there is concern that the baby is moving less than usual, the woman should lie on her side and place her hand on her belly. She can count how many times the baby moves. Any movement should be counted, not just the big movements. The baby should move at least ten times in two hours.

LOSS OF WEIGHT:

If the mother is not gaining weight by the 4th month or starts losing weight, it could be due to poor nutrition, vomiting that won't stop, or diabetes (sugar problem).

ASK FOR HELP FOR ANY PROBLEMS THAT THE WOMAN IS CONCERNED ABOUT. Not all problems are listed here.

Birth Warning Signs

When any of these signs are present, the woman needs to see a trained health care worker or go to the clinic or hospital.



HEADACHE, DIZZY, SWELLING, SEEING SPOTS OR FLASHES OF LIGHTS:

Could be low iron (anemia) or a very serious problem called preeclampsia.



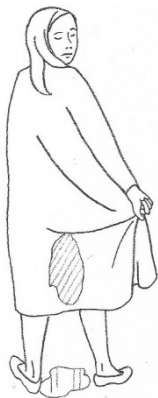
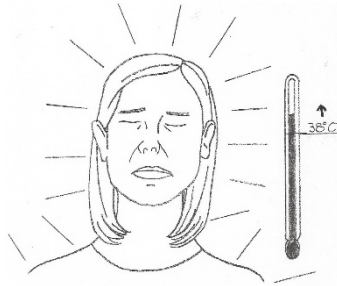
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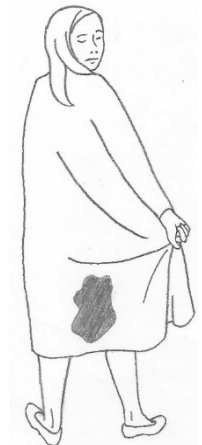
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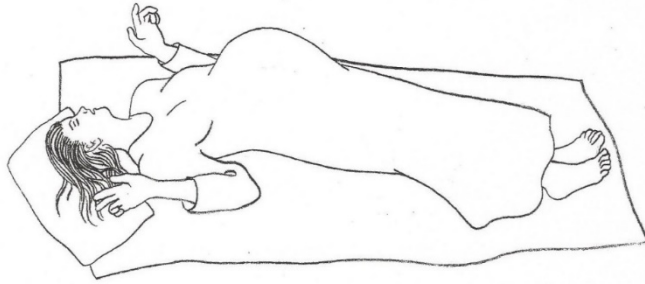
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Birth Warning Signs

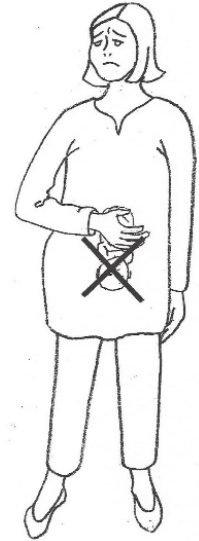
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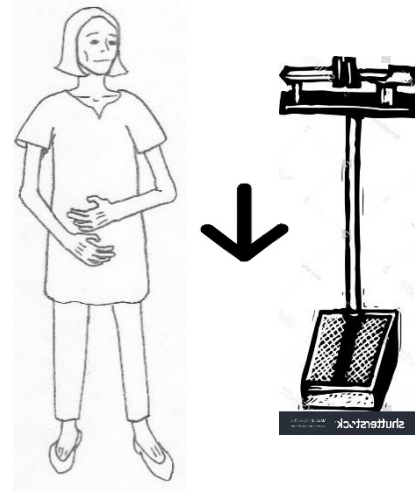
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After the 5th to 6th month the baby should move regularly. If there is concern that the baby is moving less than usual, the woman should lie on her side and place her hand on her belly. She can count how many times the baby moves. Any movement should be counted, not just the big movements. The baby should move at least ten times in two hours. Sometimes drinking some cold clean water or having a healthy snack helps baby start to move.



LOSS OF WEIGHT:

If the woman is not gaining weight by the 4th month or starts losing weight, it could be due to poor nutrition, vomiting that won't stop, or diabetes (sugar problem).



ASK FOR HELP FOR ANY PROBLEMS THAT THE WOMAN IS CONCERNED ABOUT.

Not all problems are shown here.

Birth Warning Signs

Activity: Major Causes of Maternal Death at Birth

Group 1: Severe Bleeding

- Signs of Severe bleeding:
 - Heavy bleeding from the vagina that doesn't slow or stop
 - Passing clots bigger than an egg
 - Clammy skin, dizzy, really fast heartbeat, feeling faint or weak
- The woman should be seen by a trained health worker at a clinic or hospital as soon as possible – waiting even a little while may be too late.
- Blood and medicines to stop the bleeding if needed, should be given early.
- Skilled birth attendants can watch for severe bleeding after childbirth.
- Breastfeed baby or rub mother's nipples (this releases a chemical to make the womb firm to decrease her bleeding).
- Rub mother's womb (rubbing around the area of her umbilicus or belly button will usually make it firm and decrease her bleeding).

Group 2: Infections

- Signs of infection:
 - Fever, bad smelling discharge, or pus in her cut (either in the vaginal area or on her belly if she had a cesarean or surgical birth)
- The delivery area must be clean.
- The cord must be cut with a sterile blade. If none is available, once it comes out keep the afterbirth at same level as baby. Get a trained health worker to come (if not there for the birth) or take mother and baby to a trained health worker to cut the cord.
- Mothers who are HIV-positive can be given medicine before the birth to protect the baby and woman.
- Many infections can be treated with antibiotics

Group 3: High blood pressure/ pre-eclampsia

- Signs of high blood pressure:
 - Mother may have no symptoms
 - May have headache, blurry vision or seeing spots or flashes, swollen face, nausea and vomiting, pain under the ribcage on the right side, fits or seizures if severe
- Measure the mother's blood pressure regularly during prenatal visits throughout the pregnancy and during labor.
- Treat high blood pressure with medicines before it gets too high. There are some medicines that can lower mother's blood pressure without hurting baby.
- Prevent fits/seizure/death.
- Deliver the baby if medicines do not bring the pressure down to a safe range.
- The afterbirth can sometimes separate from the uterus before birth. This can cause both mother and baby to die.
- Note: High blood pressure is dangerous for both mother and baby:
 - Mother:** can have severe damage to her organs (kidneys, liver, eyes, lungs, heart), stroke or other brain injury, heart attack, severe bleeding, coma and death if left untreated.
 - Baby:** blood flow to the baby can be decreased. This can cause baby to have poor growth and premature (early) birth. Babies born too early can have problems with breathing, infections or other complications.

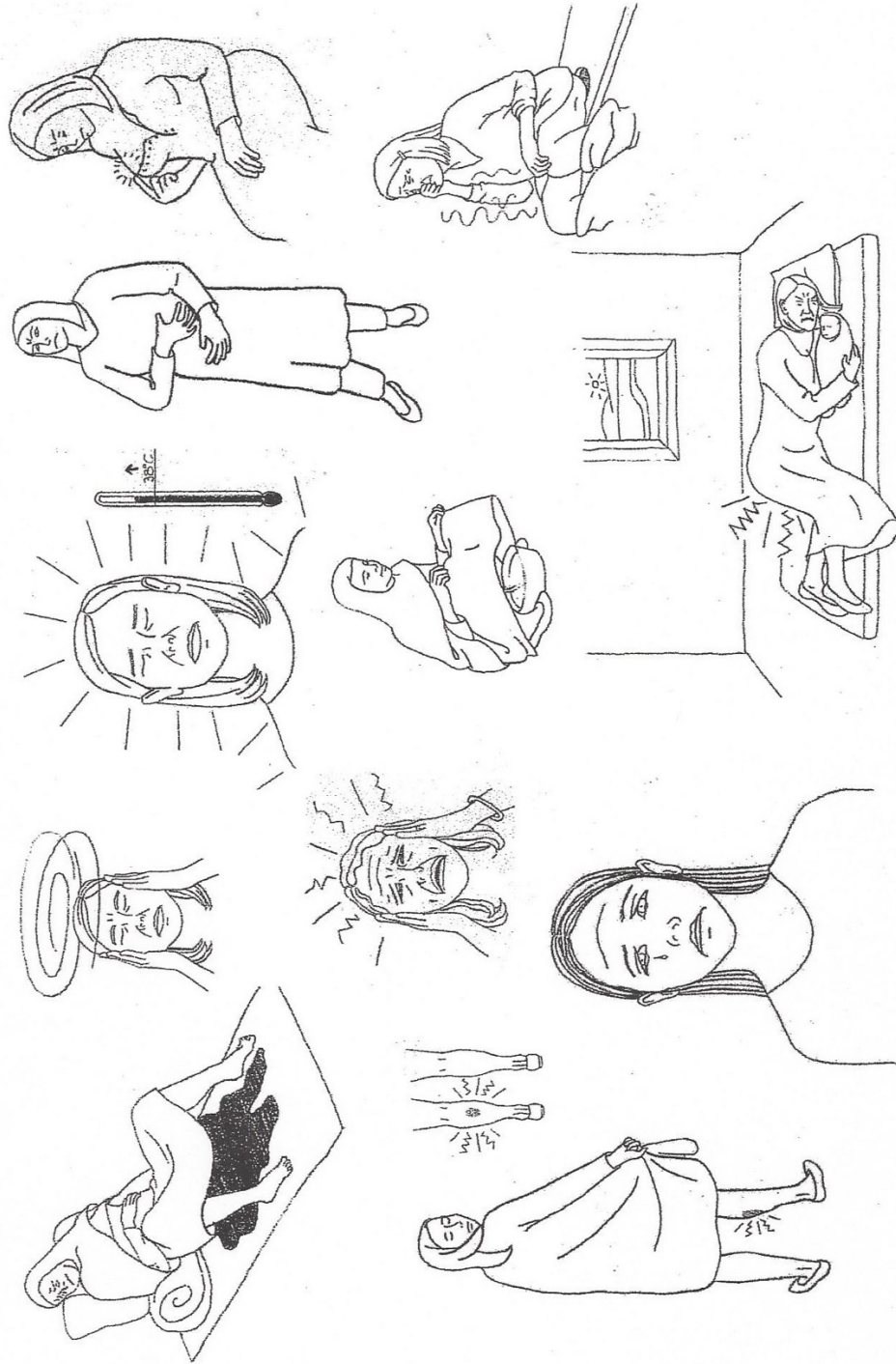
Birth Warning Signs

Group 4: Obstructed labor/ the baby is too big for the pelvis

- Signs of obstructed labor:
 - Active labor (regular pains) lasting more than 18-24 hours
 - Baby not moving down in the birth canal
- Skilled birth attendant may be able to measure the size of the baby's head and mother's pelvis during prenatal visits.
- Sometimes a Cesarean section/surgical delivery is needed.
- Note: Helping mother into different positions while in labor (standing, walking, squatting, side lying) may help baby deliver.
- It is important for mother to eat well and avoid starving herself. A starving mother will create a mother and baby who are not strong and who may have more trouble during the birth.

HANDOUT

Danger Signs for the Woman After the Baby is Born



Birth Warning Signs

HANDOUT: Action Plan for Pregnancy, Birth and After Birth

Our trained birth attendant is: _____

Others helping with the birth: _____

If we need a medical clinic or hospital help for birth, we will go to:

Phone available to call for emergency help and to call for transport: _____

Transportation will be done through or by: _____

Contact number for transport is: _____

- Have money set aside for transportation.
- Have money set aside for medical fees.
- Have minutes on your cell phone, and keep the phone charged.

When I am not home, who will be available to help the mother in case of emergency? How will she contact them?

Have clothes and items the baby and mother will need during and after birth.
List items here and have them packed and ready to go.

Who will look after the other children if we go to the clinic for birth?

New Baby-New Dad

What's Normal, What's Not?

- Knowledge Attitude Practice** *After working through this lesson, participants will be able to:*
1. Discuss the needs of newborn babies to keep them healthy, safe, and developing well.
 2. Distinguish between what is normal and what is not in newborn babies.
 3. Explain when to seek the help of a trained health worker.
 4. Demonstrate an attitude of desiring to give their baby the healthiest start in life by caring for their physical, spiritual, emotional, and relational needs.
- Overview** This is lesson #10 in the *Men Matter Healthy Families (MMHF)* series. It is specifically discussing some of the healthy newborn baby's needs for the first month, identifying danger signs, and how to care for them to give them optimal chance of surviving and thriving. If your group desires more information about this topic, The *Women's Cycle of Life* and *Children's CHE* series' both have lessons on Newborn care that you can use.
- Materials** *Collect these items before beginning the lesson:*
- Poster-size paper, markers, and masking tape
 - Role play: *I Don't Feel Ready at All!*
 - Activity: *Normal Newborn/Danger Signs- cut all phrases apart, one set for each group*
 - Handout: *Newborn Danger Signs*

LESSON

60 minutes

STARTER: *I Don't Feel Ready at All!* (5 min)

Use the attached Role play.

Ask SHOWD Questions:

*What did you **S**ee?*

*What was **H**appening?*

*Does this happen in **O**ur place?*

***W**hy does this happen?*

*What will we **D**o about it?*

I. **Normal Newborns and Danger Signs** (30 min)

*Divide into small groups. Give each group a set of all the phrases from the Activity **Normal Newborn - Newborn Danger Signs**, cut apart. Instruct the groups to divide the phrases into two groups: those that describe what is normal for newborns or something to do for your newborn, and those that describe a danger sign or something not to do with your newborn. Divide a poster paper or floor space into two parts: one marked Normal Newborn and the other marked Newborn Danger Signs. After the small groups have finished dividing up their phrases, they will put all of them on the paper with tape or the floor under the sections they think they belong. Discuss in a large group.*

New Baby-New Dad

Activity Normal Newborn- Newborn Danger Signs

Normal Newborn	Newborn Danger Signs
Eats at least every 2-3 hours	Too sleepy to eat or skipped two or more feeds
Eats only breastmilk (ideally) or safe and acceptable breastmilk substitute	Eats other things such as tea, water, cereal or anything else besides breastmilk or safe and acceptable breastmilk substitute
Born close to the due date	Born too early (before 8 months)
Temperature feels normal (not too hot or too cold-between 35.4C and 38C)	Too cold (35.4C or lower) or too hot (38C or higher)
Head may be round or abnormally shaped after birth	Soft spot on top of head is sunken or bulging
Eyes clear, eyeballs white	Whites of eyes look yellow
Eyes, ears and nose without drainage	Drainage from eyes, ears or nose
Lips pink, fully formed	Lips blue
Sucks if clean finger is placed in mouth, no openings in the roof of the mouth	Cleft palate (part of roof of mouth is missing)
In boys, can identify penis and testicles; foreskin cannot be pulled back in a newborn	Cleft lip (part of lip missing)
In girls, can identify a small vaginal opening which may have some pink to white discharge	
Quiet, easy breathing 30-60 times a minute, occasionally irregular	<ul style="list-style-type: none"> • Struggling to breathe • Nostrils spread wide • Ribs show with each breath • Chest indrawing • Grunts or wheezes with breaths • Breathing more than 60 breaths per minute
Stomach soft if gently pressed	Stomach or belly button (umbilicus) bulges, feels hard, and cannot be easily pushed in with gentle pressure (May normally bulge when passing stool)
Cord gray, turns dark brown the first few days	Redness around or discharge from cord
Cord kept dry, nothing put on it unless told to by trained health worker	
Passing dark sticky stool within 24 hours of birth, then stool becomes lighter brown to yellow and seedy, unformed and soft	Having watery stools mixed with air, mucous, or blood, and which smells bad
Having at least 3 stools every 24 hours after mother's milk comes in	No stool and the stomach is hard
Having at least 5-6 wets (urine) per day after mother's milk is in (breastfeeding); more is better	Not wetting (urinating) 5 times a day or more by 4 th day
Spits up after feeding	Vomits forcefully
Pink lips and nails	Blue nails or lips
May have white creamy substance on skin at birth (protects skin-good for baby)	
Rashes at birth or from sensitive skin	Concerning rashes, blisters, sores or rash with fever or baby acting unwell
Skin feels warm to touch	Skin feels hot, cold or sweaty to touch
Pink skin, or palms and soles of feet are pink in dark-skinned babies	Yellow skin, or yellow palms of hands and soles of feet in dark-skinned babies
Sleeps a lot, but awake much of the night (must wake every 2-3 hours to eat)	Won't wake up, weak and listless
Placed on back to sleep	Placed on stomach or side to sleep
Sleeping on firm mattress	Sleeping on couch, pillow or soft bed
No pillows, fluffy blankets or soft toys in baby's crib or basket	Wrapped in soft fluffy blankets, and soft toys in the basket or crib with baby
No smoking around baby	Smoking around baby
First bath not given until after 24 hours old or longer	First bath given right after birth or within the first day

New Baby-New Dad

After doing the activity, show the handout: Newborn Danger Signs, and ask the following:

A. What should you do if your baby has one of the danger signs, or if you are concerned about something?

Seek the help of a trained health worker.

II. Protection from Harm & Illness (15 min)

Discuss as large group or divide into small groups. Add other potential dangers particular to where you live.

A. What are some ways we can protect newborns from harm and illness?

1. Exclusive breastfeeding (WCL Breastfeeding lesson #1 goes into detail about the health benefits for babies and mothers)
 - First immunization: gives baby mother's antibodies (germ-fighters)
 - It is clean, free from germs, and the perfect food, designed just for human babies.
 - Low cost- mother needs a little extra food
2. Avoid exposure to cigarette or indoor cooking smoke, either through mother's milk or in the environment, or having caregivers under the influence of drugs or alcohol.
3. Keep a firm hand on baby while bathing, and do not leave baby unattended in water, even just a few inches of water.
4. Use frequent hand washing before handling baby.
5. Keep the environment clean.

B. How can we prevent burns or scalding?

1. Be careful if holding baby while cooking or drinking hot liquids.
2. Check temperature of water before bathing baby- comfortably warm but not hot.

C. How can we prevent falls?

1. Babies can sometimes roll over before you expect.
2. Do not leave them unattended by an adult or responsible older child on any surface they could fall from.
3. Even a low surface like a bed, table or sofa can result in serious injury or death if a newborn falls.

D. What other ways can we keep babies safe from harm?

1. Support their head when holding them.
2. Never shake your baby!
3. Never leave your baby alone.
4. Reduce the risk of sudden infant death syndrome (SIDS) by placing your newborn on their back to sleep on a firm surface without fluffy blankets, pillow or soft toys.
5. If driving in a car, put baby in an appropriate car seat (if available), facing backwards.

III. Spiritual Application (10 min)

Have someone read the following verses out loud: Psalm 91:4; Isaiah 66:13; Matthew 23:37. Discuss in the large group.

A. Think about birds and hens: how do they care for their chicks and keep them safe?

- Covering them with their wings, loving them and protecting them from danger
- Providing for them, giving them food or showing them how to scratch for their food

B. Now think about human parents: how do they care for their babies?

- Holding them and loving them
- Feeding them
- Keeping them safe from harm and illness

New Baby-New Dad

C. And now think about God and Jesus. How does the Bible say He cares for us?

Just like a hen or bird cares for their chicks

D. Does this change how you think about your role as a father (Jesus said He longed to care for His people like a hen gathers her chicks)?

E. Does this change how you feel about God or how you think He feels about you?

IV. Conclusions (Optional) (5 min)

Discuss together.

A. What did you discover in this lesson?

B. What new things did you learn about your community?

C. Who could you share it with?

D. What will you do with what you discovered in this lesson?

1. When?

2. What do you expect to happen?

3. How will you know if it happened?

E. Pray together.

References:

Facts For Life 4th Edition. New York: UNICEF, WHO, UNESCO, UNFPA, UNDP, UNAIDS, WFP and the World Bank (2010)

WHO recommendations on newborn health: guidelines approved by the WHO Guidelines Review Committee. Geneva: World Health Organization; 2017

New Baby-New Dad

STARTER: Role play: *I Don't Feel Ready at All!*

Two new fathers, both with new babies, are talking.

1st: They told us at the hospital that our baby is healthy, and we were ready to go home. But I don't feel ready at all. I don't know what's normal or what to do with her or how to help my wife!

2nd: They told me the same thing. I don't know anything about babies, yet here I am!

1st: What should we do?

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2nd: They told me the same thing. I don't know anything about babies, yet here I am!

1st: What should we do?

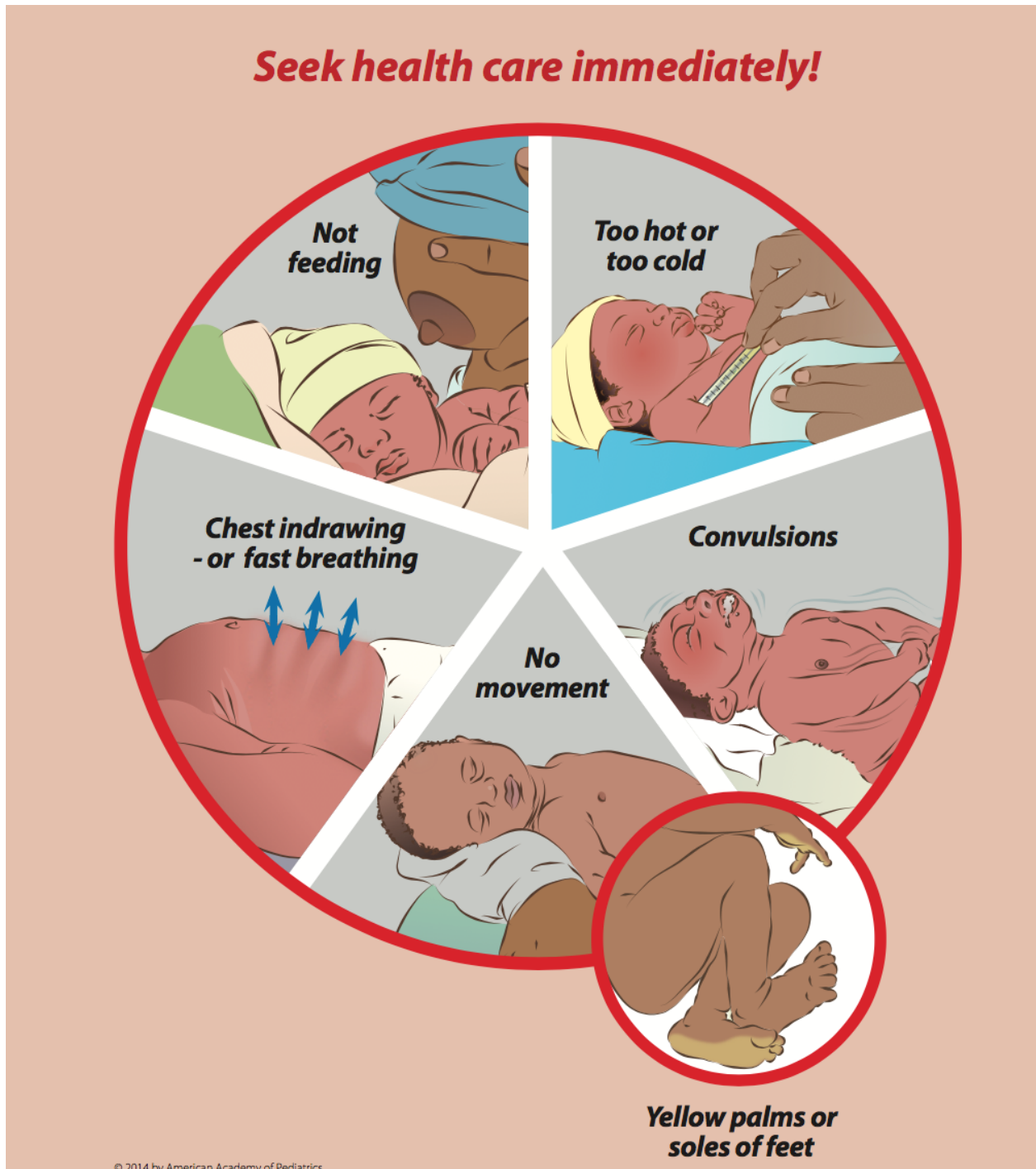
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Cord gray, turns dark brown the first few days	Redness around or discharge from cord

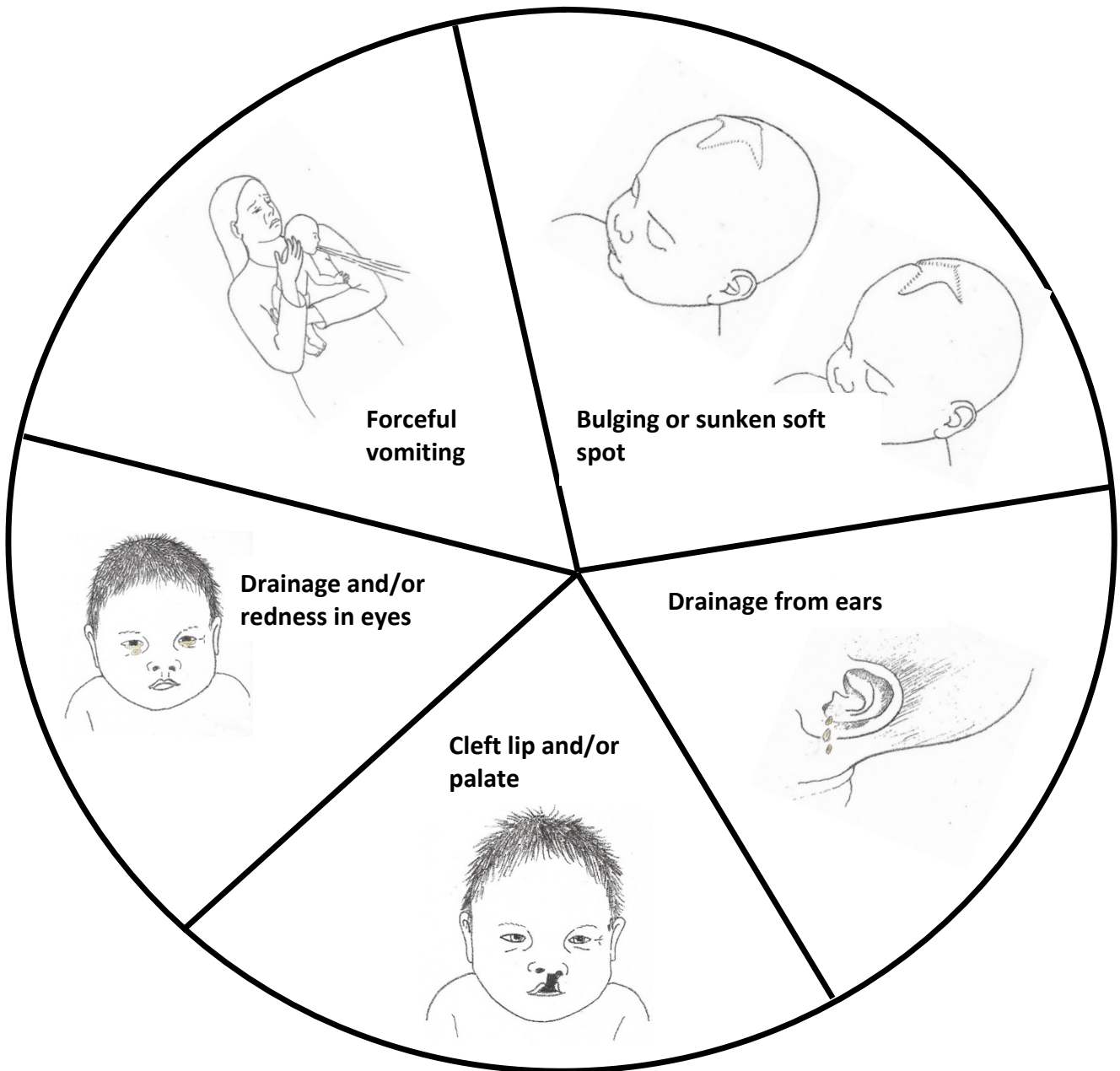
<p>Sucks if clean finger is placed in mouth, no openings in the roof of the mouth</p>	<p>Cleft palate (part of roof of mouth is missing)</p>
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<p>Cord kept dry, nothing put on it unless told to by trained health worker</p>	
<p>Having at least 3 stools every 24 hours after mother's milk comes in</p>	<p>No stool and the stomach is hard</p>

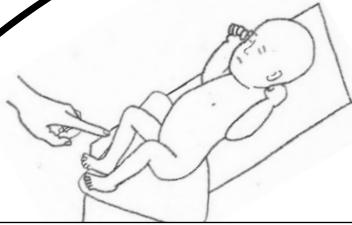
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Passing dark sticky stool within 24 hours of birth, then stool becomes lighter brown to yellow and seedy, unformed and soft	Having watery stools mixed with air, mucous, or blood, and which smells bad
Having at least 5-6 wets (urine) per day after mother's milk is in (breastfeeding); more is better	Not wetting (urinating) 5 times a day or more by 4 th day
Spits up after feeding	Vomits forcefully
Pink lips and nails	Blue nails or lips
May have white creamy substance on skin at birth (protects skin-good for baby)	
Skin feels warm to touch	Skin feels hot, cold or sweaty to touch

Rashes at birth or from sensitive skin	Concerning rashes, blisters, sores or rash with fever or baby acting unwell
Pink skin, or palms and soles of feet are pink in dark-skinned babies	Yellow skin, or yellow palms of hands and soles of feet in dark-skinned babies
Sleeps a lot, but awake much of the night (must wake every 2-3 hours to eat)	Won't wake up, weak and listless
Placed on back to sleep	Placed on stomach or side to sleep
Sleeping on firm mattress	Sleeping on couch, pillow or soft bed
No pillows, fluffy blankets or soft toys in baby's crib or basket	Wrapped in soft fluffy blankets, and soft toys in the basket or crib with baby
No smoking around baby	Smoking around baby
First bath not given until after 24 hours old or longer	First bath given right after birth or within the first day

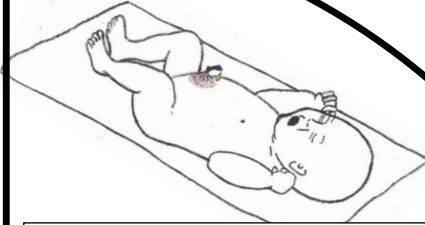
HANDOUT: Newborn Danger Signs



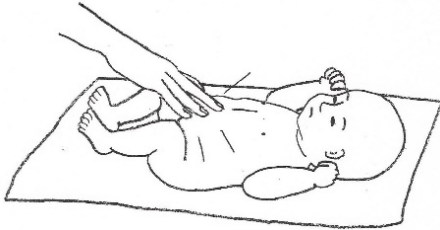




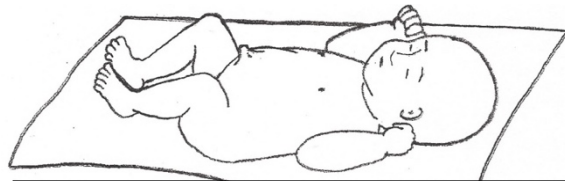
Not enough wet or dirty diapers



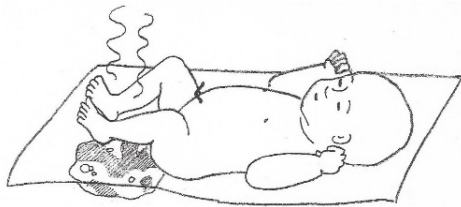
Redness, pus or bad smell around cord



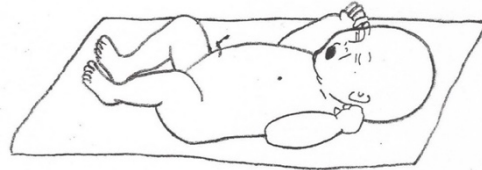
No stools, and stomach is hard when pushing with gentle pressure



Belly button bulge (after umbilical stump falls off and gentle pressure cannot push it in)



Watery stools mixed with mucous, air, blood and smells bad



Baby won't stop crying (may be normal but should be checked)

Breastfeeding: Men Matter

Why Fathers are Important for Breastfeeding

- Knowledge Attitude Practice** *After working through this lesson, participants will be able to:*
1. Describe how a father's attitude can directly affect breastfeeding choice and thus lifelong health status of their baby.
 2. Discuss the benefits of breastfeeding for babies, mothers, fathers, families, and society/environment.
 3. Describe ways to support baby's mother while breastfeeding.
 4. Examine ways fathers can develop a relationship with their babies.

Overview This is lesson #11 in the *Men Matter Healthy Families* series, specifically for fathers and breastfeeding. For more information on Breastfeeding, refer to the *Women's Cycle of Life Breastfeeding* lessons.

- Materials** *Collect these items before beginning the lesson:*
- Poster-size paper, markers, and masking tape
 - Role play: *Where's My Dinner?!*
 - Other materials: Doll, blanket

LESSON 60 minutes

STARTER: *Where's My Dinner?! (5 min)*
Use the attached Role play.

Ask SHOWD Questions:
*What did you **S**ee?*
*What was **H**appening?*
*Does this happen in **O**ur place?*
***W**hy does this happen?*
*What will we **D**o about it?*

I. The Importance of Father's Attitude about Breastfeeding (10 min)
Discuss in large group.

A. How does a father's attitude towards breastfeeding affect his wife's decision to breastfeed or not?

Father's attitude towards breastfeeding is nearly as important as mother's knowledge and attitude in determining whether or not they decide to breastfeed their baby. If father is against breastfeeding, mother is much less likely to even try it at all.

B. What are some things a father might do or say that might make his wife not choose to breastfeed (or not continue breastfeeding when difficulties arise)?

1. Say "I was bottle fed and I turned out fine!"
2. When things get hard, especially at the beginning of breastfeeding, if the father suggests "Why don't you just give her a bottle? It'd be so much easier!"
3. If he tells her he wants to be able to feed the baby too, she may be more likely to agree to not breastfeed or do mixed feeding (breast and bottle), which is less desirable and healthful than exclusive breastfeeding.
4. Be unsupportive, unhelpful and inflexible, expecting her to continue to do all the chores she did before she gave birth.
5. Act jealous about baby having access to mother's breasts when he may not.

II. Benefits of Breastfeeding (20 min)

Divide into three groups. Each group will answer one of the following and share their answers with the large group.

A. What are the benefits of breastfeeding for babies?

1. Perfect food for baby- made with the exact ingredients that babies need at each stage of development
2. Much less expensive: mother needs some extra food, but this is much less costly than formula
3. Breastfed babies are healthier and have lower risk of illness and death than babies who are fed formula.
4. Antibodies in colostrum (the "first milk") and mature milk help baby fight all sorts of diseases, including diarrhea and pneumonia (the biggest killers of babies in developing countries).
5. If mother gets sick, she makes antibodies against the illness that help baby stay well (she should continue to breastfeed her baby while sick).
6. Helps with brain development~ makes smarter babies
7. Lowers chance of baby dying of Sudden Infant Death Syndrome (SIDS)

B. What are the benefits of breastfeeding for mothers?

1. Less chance of bleeding too much
2. Helps mother get her pre-pregnant shape back
3. Helps relax mother, decreases her blood pressure, and helps her feel happier and less stressed
4. Lowers mother's chance of getting certain diseases such as breast and ovarian cancer and brittle bones (osteoporosis)
5. *May* help with spacing babies due to possibly delaying mother's fertility if she is exclusively breastfeeding. If baby sleeps through the night or gets any bottles, mother's fertility will likely return sooner.
6. More convenient than bottle feeding: After possible initial difficulties, breastfeeding is more convenient and easier than bottle feeding. She always has it with her, at the right temperature, in the right amount and free from germs and impurities.

C. What are the benefits of breastfeeding for the father, the family, and the society/environment?

1. Knowledge that his baby is getting the best start in life and the healthiest food available
2. Much less expensive than formula
3. Mother returns to pre-pregnant weight faster.
4. Families are sick less often and miss less work.
5. Happier mother
6. Potential birth spacing
7. Less chance of mother dying from excessive bleeding
8. Fathers can sometimes soothe baby when mother can't (baby often gets fussy as soon as they smell mom's milk). Gives father some extra time with baby and the knowledge that they are an important part of the family.
9. No pollution or waste from manufacturing formula

III. How Fathers Can Support their Wives in Breastfeeding (10 min)

Discuss in small groups:

What are some things a father might do to support his wife while she is breastfeeding?

1. Learn about breastfeeding before the baby comes and how to support his wife while she is breastfeeding

Breastfeeding: Men Matter

2. Offer words of affirmation “You’re doing such a great job”, ‘Look how she’s looking up at you...she loves you so much! And so do I”, “I’m so proud of you!”
3. Physical care for mother, such as giving her a massage, getting her something to eat or drink, letting her get a nap while he takes the baby for a walk or holds the baby
4. Helping with breastfeeding such as handing baby to mother, setting up pillows, and making sure mother is comfortable
5. Taking on some of the other baby care tasks such as diapering or helping baby back to sleep after feeding
6. Taking on some of the household tasks mother usually does, or getting a friend or relative to help with things such as cooking and cleaning, or caring for the other children so she has time to rest and feed the baby
7. Doing these things will help mother be more likely to continue breastfeeding and make it through those potential initial difficulties.

IV. How Fathers Can Develop a Relationship with their Babies (10 min)

Discuss in large group.

A. What are some ways a father can be close to baby while helping baby’s learning and development but not directly feeding him or her?

1. Play with baby: talk and read to baby, sing, laugh, smile, make silly faces make silly noises (they know and love your voice from in the womb)
2. Take baby for a walk while mother rests
3. Learn how to diaper, bathe and do other care-taking tasks for baby
4. Look baby in the eyes
5. Give your baby a soft toy or rattle to reach for and touch. You could try this when your baby is a few weeks old.
6. Show your baby different things, such as colorful books or toys to look at
7. Gently rock, stroke or massage your baby
8. Listen to birds, different types of music or other noises in your area
9. Hold your baby undressed on your bare chest (called *skin-to skin* or *kangaroo care*)

B. How Do You Do Skin-to-Skin or Kangaroo Care?

Show with doll and blanket, or tuck doll into your shirt

1. Undress baby (leaving just a diaper on) and put them chest to chest on your bare chest.
2. Turn baby's face to one side or the other.
3. Cover baby (and yourself if you're cold) with a blanket or tuck baby into your shirt.
4. You can put socks or mittens on baby's hands if baby is scratching you or pulling your hair on your chest.

C. What are the benefits of fathers doing Skin-to-Skin?

1. Helps develop a strong relationship between father and baby
2. Father’s stress decreases
3. Paternal (fatherly) instincts increase
4. Keeps baby warm
5. Develops baby’s brain, helps them learn how to sleep, wake and eat
6. Baby spends more time in quiet sleep.
7. Decreases stress for baby, decreased stress hormones, thus less crying

V. What the Bible Says about Being a Good Husband and Father: How might some of these verses relate to supporting your wife breastfeeding your baby? (5 min)

Discuss in large group or break into small groups.

Explain how these verses relate to being a good father:

1. **Deuteronomy 6:6, 7:** Talk with your children about God and how to have a relationship with Him all the time. This should start early, even as infants, you can read the Bible to them, pray for them and tell them about God.

Breastfeeding: Men Matter

2. **Ephesians 5:25, 28-29, 33:** Husbands should love their wives and take care of them, just like they do their own bodies. Caring for mother while she breastfeeds directly translates to caring for baby and being a good father.
3. **Psalms 103:13:** Compassion is a characteristic of good fathers. Have compassion on your children. Give them what's best for them. Breastfeeding is best for babies.
4. **Luke 11:11-13:** Fathers know how to give good gifts to their children. Breastfeeding is the first good gift a father can give his baby by helping support his wife while she breastfeeds.

Summary Statement: Fathers have a profound effect on the physical and emotional health of their babies. Learning about breastfeeding and helping mother get a good start with breastfeeding and supporting her through the tough times will help build a stronger, healthier baby and a stronger healthier family.

VI. Conclusions (Optional) (5 min)

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

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STARTER Role play: Where's My Dinner?!

Husband comes home from work to find his wife exhausted, rocking or nursing their baby.

Husband: Honey! I'm home! Where's my dinner?

Wife: I didn't have time to make anything. She's been feeding all day long!

Husband: Well, I'm hungry! And this place is a wreck! What have you been doing all day? It can't be THAT hard to feed a little baby. Maybe you should just give her a bottle.

Wife: Starts crying

Husband comes home from work to find his wife exhausted, rocking or nursing their baby.

Husband: Honey! I'm home! Where's my dinner?

Wife: I didn't have time to make anything. She's been feeding all day long!

Husband: Well, I'm hungry! And this place is a wreck! What have you been doing all day? It can't be THAT hard to feed a little baby. Maybe you should just give her a bottle.

Wife: Starts crying

The Value of Women

Seeing Women the Way God Does

Knowledge	<i>After working through this lesson, participants will be able to:</i>
Attitude	1. Explain that women, like men, are made in God's image.
Practice	2. Discuss God's perspective on women: that He made women to be capable, intelligent, resourceful, compassionate, and resilient. 3. Treat the women in their lives with love and respect, as God intended.
Overview	This is Lesson #12 in the <i>Men Matter: Healthy Families</i> series. This lesson is a companion lesson to <i>Women's Cycle of Life</i> "A Woman's Worth – God's Perspective."
Materials	<i>Collect these items before beginning the lesson:</i> <ul style="list-style-type: none">• Poster-size paper, markers, and masking tape• Role play: <i>Another Baby</i>• Handout: <i>A Woman of Noble Character</i>• Several small slips of paper for each group• Bibles

LESSON

60 minutes

STARTER: *Another Baby* (5 min)
Use the attached role play

Ask SHOWD Questions:

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

I. Value and Purpose of Women (10 min)

Discuss in large group or small groups.

A. What does your community and culture believe regarding the purpose and value of women?

B. Describe how women are treated and valued in your culture.

C. What is a woman's purpose in your culture?

II. What God Says about a Woman's Value and Purpose? (5 min)

In large group, read Genesis 1:26-28.

A. What do these verses about creation teach us about the value of women?

1. Mankind (male and female) is created in God's image. (*Mankind means humankind, not gender.*)

2. Mankind rules over the creatures.

B. What does a "suitable helper" mean?

Read Genesis 2:18-25, Deuteronomy 33:29, Psalm 54:4, 30:10, 10:14. Explain or have a participant read the following:

In the Hebrew language, the word used for describing Eve as a suitable helper (ezer) is the same base word used to describe God as a helper. It means someone who is an ally or rescuer, one who comes running when the people cry out. An ezer is a hero.

- C. Does this description of women change how you feel about their role in your family and the community?

III. Women in Your Community (15 min)

Discuss the following questions in small groups and then share with large group.

A. How do your wife, mother and daughters contribute to your family and community?

1. Cook
2. Keep house
3. Gather the firewood
4. Raise and gather food
5. Raise the children
6. Teach the children
7. Perhaps have a micro-business or work outside the home
8. Other

B. What characteristics are women generally known for?

1. Nurturing and encouraging the family
2. Works hard, denying self for the family's care
3. Bear and care for children
4. Show emotional care for family
5. Show hospitality
6. Caring support within our churches
7. Other

D. What would happen to your family and community if women stopped doing what they do?

1. The family would fall apart
2. The family would go hungry
3. We would be much worse off

IV. Woman of Proverbs 31:10-31 (20 min)

In small groups: Read Proverbs 31:10-31. List all of the characteristics found in this proverb, one characteristic on each slip of paper. Take each characteristic and arrange them in the following five categories: Thinking (Mental), Feeling (Emotional), Spiritual, Social, Physical.

A. What are the characteristics of this woman?

1. **Thinking (mental):**
 - a. Able to assess good investments
 - b. Budgets her earning
 - c. Starts a business
 - d. Watches for bargains
 - e. Carefully watches household so none are lazy
 - f. Speaks with faithful instruction
2. **Feeling (emotional):**
 - a. Knows her worth
 - b. Builds up her husband
 - c. Self-image of strength and dignity

The Value of Women

- d. Seen as wise and kind
- 3. **Spiritual:**
 - a. Has a fear of the Lord
 - b. Has no fear of the future
 - c. Kindness is her rule
 - d. Prayer is an important part of her life
- 4. **Social:**
 - a. Helps the poor and needy
 - b. Trades profitably
 - c. Gives her heart to the poor and needy
 - d. Trusted by husband
 - e. Enriches his life
 - f. Helps those in need
 - g. Well-clothed
 - h. Husband is respected
 - i. Husband praises her
 - j. Children bless her
- 5. **Physical:**
 - a. Works with her hands to provide food and clothing for her family
 - b. Hard worker, energetic from dawn until late evening
 - c. Provides warm blankets for sleeping
 - d. Sells products that she makes

B. Based on this description, are women any less important or useful than men?

- 1. They are not less.
- 2. This example is a standard that both men and women can aspire to.

V. Conclusions (Optional) (5 min)

Discuss together.

- A.** What did you discover in this lesson?
- B.** What new things did you learn about your community?
- C.** Who could you share it with?
- D.** What will you do with what you discovered in this lesson?
 - 1. When?
 - 2. What do you expect to happen?
 - 3. How will you know if it happened?
- E.** Pray together.

Summary Statement: God's view of women

- 1. God created women in His image, and He treasures them.
- 2. Women reflect God's image in ways that are the same and in different ways from men.
- 3. The woman in Proverbs 31 was an ideal wife of noble character, fit for a king.
- 4. The proverb does not mean that all women must be this capable but that women are capable of all these things.
- 5. She reflects God as she confidently cares for her household and for others in her community.

Women are made in God's image and are to be valued as much as men.

Bible References: *Genesis 1:26-28; Genesis 2:18-25; Deuteronomy 33:29; Psalm 54:4, 30:10, 10:14; Proverbs 31:10-31; Galatians 3:28; Proverbs 31:10-31*

The Value of Women

STARTER: Role play: *Another Baby*

This role play involves 3 people: pregnant woman in labor, friend of woman, and husband who is available by phone.

1st scene:

Pregnant woman and friend go to the hospital for birth.

Friend excitedly calls husband to report the birth of a healthy baby girl.

Husband answers and says, "Another girl? I'm going back to work. Tell her I'll see her when she gets home."

2nd scene: 3 years later...

Pregnant woman and same friend go to the hospital for birth.

Friend calls the husband excitedly to report the birth of a healthy baby boy.

Husband answers and shouts for joy. He says, "I'll be right over, I'm calling a taxi! We'll have to arrange a party!"

A WOMAN OF NOBLE CHARACTER (Proverbs 31:10-31 NLT)

Who can find a virtuous and capable wife? She is worth more than precious rubies. Her husband can trust her, and she will greatly enrich his life. She will not hinder him but help him all her life. She finds wool and flax and busily spins it. She is like a merchant's ship; she brings her food from afar.

She gets up before dawn to prepare breakfast for her household and plans the day's work for her servant girls. She goes out to inspect a field and buys it; with her earnings she plants a vineyard. She is energetic and strong, a hard worker. She watches for bargains; her lights burn late into the night. Her hands are busy spinning thread, her fingers twisting fiber.

She extends a helping hand to the poor and opens her arms to the needy. She has no fear of winter for her household because all of them have warm clothes. She quilts her own bedspreads. She dresses like royalty in gowns of finest cloth. Her husband is well known, for he sits in the council meeting with the other civic leaders.

She makes belted linen garments and sashes to sell to the merchants. She is clothed with strength and dignity, and she laughs with no fear of the future. When she speaks, her words are wise, and kindness is the rule when she gives instructions. She carefully watches all that goes on in her household and does not have to bear the consequences of laziness.

Her children stand and bless her. Her husband praises her; "There are many virtuous and capable women in the world, but you surpass them all!" Charm is deceptive, and beauty does not last; but a woman who fears God will be greatly praised. Reward her for all she has done. Let her deeds publicly declare her praise.

Marriage Relationship

Love in Action

- Knowledge** After working through this lesson, participants will be able to:
- Attitude**
- Practice**
1. Describe how God wants husbands and wives to treat each other.
 2. Explain how the marriage relationship is to be an image of Christ and the Church.
 3. Minimize conflict through loving responses.

Overview This is Lesson #13 in the *Men Matter: Healthy Families* series. This lesson serves as an introduction to marriage relationships. There are many more CHE lessons available, including in the *Women's Cycle of Life (WCL)* series. Of particular interest would be the *WCL Love and Respect* lesson.

- Materials** Collect these items before beginning the lesson:
- Poster-size paper, markers, and masking tape
 - Role plays: *The Cycle; Breaking the Cycle*
 - Bibles

LESSON

60 minutes

STARTER: *The Cycle* (5 min)
Use the attached Role play.

Ask SHOWD Questions:

What did you **S**ee?

What was **H**appening?

Does this happen in **O**ur place?

Why does this happen?

What will we **D**o about it?

I. **God's Plan for Husbands and Wives is like Christ and the Church** (15 min)

Read *Ephesians 5:21-33*, Also see *1 Peter 3:1-6* if needed.

A. How does Christ love the church?

1. He gave himself up for the church. (He died on the cross to save the church.)
2. Christ made the church holy, clean by His word.
3. Because of Christ's work, the church is without blemish.

B. How are husbands instructed to treat their wives?

1. Submit to your wife. v21
2. Love her like Christ loves the church. v25
3. Give yourself up for your wife. v25
4. Love your wife as your own body that you love. v28, 29
5. Feed and care for her. v29
6. Love your wife as you love yourself. v28
7. Love your wife. v25, 28, 33

C. How is the wife to treat her husband?

1. The wife is to submit to her husband. v22
2. The wife is to respect her husband. v33

II. **Love** (25 min)

Marriage Relationship

In large group, read 1 Corinthians 13:4-8. Have a scribe write all the descriptions of love in this passage on the poster paper. Then, divide into small groups and have each group discuss specific ways husbands can love their wives with each these characteristics. Report back to large group. Below are some examples.

A. Descriptions of love	Specific ways for husband to love his wife
patient	Be patient and try to understand what your wife says and does.
kind	Speak and act kindly.
does not envy	Don't envy her time spent with others.
does not boast	Treat her as your equal like God made her.
is not proud	Value her ideas and actions.
does not dishonor others	Honor her always especially around others.
is not self-seeking	Consider her needs and desires in the same way you do your own.
is not easily angered	Speak and act gently towards her, guard your tongue.
keeps no record of wrongs	Don't keep bringing up old wrongs.
does not delight in evil but rejoices with the truth	Enjoy speaking truth to each other in love.
always protects	Protect her from all harm.
always trusts	Trust her.
always hopes	Share your hopes for each other and for your relationship.
always perseveres	Never give up over difficulties.
never fails	Never stop loving her.

III. **Breaking the Cycle** (10 min)

*In large group, have the same volunteers do the second Role play: **Breaking the Cycle**. Discuss the differences.*

A. **What is the same in the first and second Role plays?**

1. Situation is the same.
2. Husband had a bad day.
3. Wife had a bad day.
4. The roof blew off.
5. The children were crying.
6. There was not enough time to get dinner made.

B. **What is different in the first and second Role plays?**

1. Though the husband starts to get angry, he stops.
2. The husband offers help to his wife.
3. The wife takes on the work that he offers to help with to honor him, and the husband cares for the children to honor her request.
4. The husband and wife both serve the needs of each other.
5. Though the situation is less than ideal, it is redeemed with patience, understanding and servant love.

IV. **Conclusions** (Optional) (5 min)

Discuss together.

A. What did you discover in this lesson?

B. What new things did you learn about your community?

Marriage Relationship

- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

Summary Statement: In our marriages we can choose to escalate conflict by demanding what we think we deserve, or we can defuse it by our loving behavior and serving our spouse.

Bible References: Ephesians 5:21-33; 1 Corinthians 13:4-8;

Marriage Relationship

STARTER Role play 1: The Cycle

Background for this role play: This Role play involves a husband and wife.

Have someone read:

The husband has had a bad day working. He has come home at the end of the day, tired and hungry. The wife has had a bad day taking care of children and the house and making food. Also, part of their roof blew off in the wind today. She is tired and worn out. She has been looking forward to her husband coming home.

Role play 1: The Cycle

Husband: (Appears impatient and grumpy) Where is my dinner?!

Wife: Part of the roof blew off today!

Husband: (Angry and sarcastic) That is just great! I am hungry, where is my dinner?

Wife: I have not had time to make it yet.

Husband: You have been home all day. You should have made it.

Wife: I have been taking care of everything. If you want to eat now you can cook!

Husband: Men don't cook! That is your job!

Wife: I have been trying to fix the roof. That is your job. You can finish fixing the roof.

Husband: I want my dinner!

Wife: (Walks out of the house angrily, slamming the door)

Husband: (Kicks the wall of the house in anger)

Role play 1: The Cycle

Husband: (Appears impatient and grumpy) Where is my dinner?!

Wife: Part of the roof blew off today!

Husband: (Angry and sarcastic) That is just great! I am hungry, where is my dinner?

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Husband: I want my dinner!

Wife: (Walks out of the house angrily, slamming the door)

Husband: (Kicks the wall of the house in anger)

Marriage Relationship

Role play 2: Breaking the Cycle: Same situation as the first role play

Husband: Is dinner ready?

Wife: Part of the roof blew off today.

Husband: (Angry and sarcastic) That is just great! I am hungry, where is my dinner?

Wife: I have not had time to make it yet.

Husband: (Gently) You have had a bad day today, haven't you?

Wife: Yes, the roof blew off, and I tried to fix it, but I fell and hurt my foot. The children have been crying all day. I have not had time to fix your dinner. I'm sorry.

Husband: Although men don't cook, still I can help you with dinner today.

Wife: I will make dinner for you, and you can take the children out and spend time with them. How about that?

Husband: Yes, I will take the children out.

Wife: (starts crying)

Husband: (Gently) Why are you crying?

Wife: You are a good husband to understand and to help me with the children. I love you.

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Husband: Is dinner ready?

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Husband: Yes, I will take the children out.

Wife: (starts crying)

Husband: (Gently) Why are you crying?

Wife: You are a good husband to understand and to help me with the children. I love you.

Faithful in Marriage

Following Christ's Example of Faithfulness

- Knowledge** After working through this lesson, participants will be able to:
- Attitude** 1. Describe how marriage is an image of Christ and his church.
- Practice** 2. Explain the importance of men and women being faithful to their spouse.
3. Express a desire to remain faithful in their marriages.
- Overview** This is Lesson #14 in the *Men Matter: Healthy Families* series. This lesson is based in part on the *Women's Cycle of Life* lesson titled *Consequences of Sexual Relations Outside of Marriage*.
- Materials** Collect these items before beginning the lesson:
- Poster-size paper, markers, and masking tape
 - Starter Story: *Joseph and Potiphar's Wife*
 - Handouts:
 - *Bible References and Further Study*
 - Bible

LESSON

75 minutes

STARTER: *Joseph and Potiphar's Wife* (10 minutes)

Use the attached story.

Ask SHOWD Questions:

What did you **S**ee?

What was **H**appening?

Does this happen in **O**ur place?

Why does this happen?

What will we **D**o about it?

I. **Consequences of Joseph's Decision** (10 min)

Divide into two groups and have each group discuss the following question about the story of Joseph, and then have each group report their answers to larger group.

What would have happened if Joseph had sex with Potiphar's wife?

1. Joseph would likely have been executed when found out.
2. His relationship with Potiphar would have been broken.
3. His relationship with Potiphar's wife would have turned bad.
4. God's plan for Joseph to rescue the Hebrews would have been damaged.
5. Joseph would have violated Potiphar's trust.
6. Joseph would have sinned against God (which would have hurt their relationship).

II. **Community views of sexual relations outside of the marriage relationship?** (10 min)

Discuss in large group. The answers to the following questions will vary according to culture and community. In some communities, sexual activity is almost exclusively limited to the marriage relationship. In others, it is accepted and even expected practice to engage in sexual activity with several partners, including one's spouse.

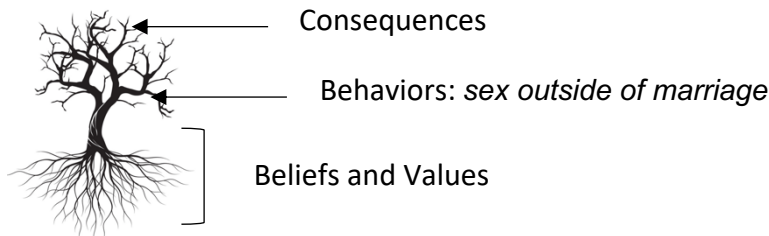
A. How is sex before marriage viewed? Are men or women expected to experiment or be experienced sexually?

- B. Is it acceptable to have more sexual partners than only one's spouse? For men? For women?**
- C. Do married people have sexual activity with others besides their spouses (extra-marital) in the community, even if it is taboo or not talked about?**
Often, although it is not talked about, extra-marital relationships are common or expected. **If this is the case "Why is it not talked about?"**
- D. Why do people engage in extra-marital sexual relationships?**

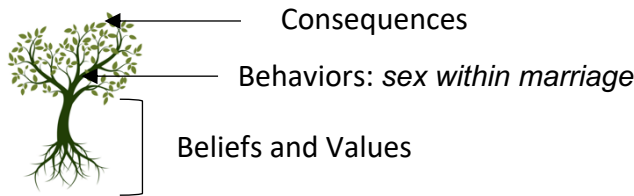
III. Consequences of Sex outside of marriage (30 min)

In large group, use two large sheets of paper.

On one paper, draw a "Tree of Despair," an unhealthy tree with only a few bad fruits. Mark the parts of the trees as shown. Consequences are the fruit, behaviors are the branches, and beliefs and values are the roots and trunk.



On another paper, draw a "Tree of Hope," a healthy tree with lots of good fruit.



*Have a scribe write on the papers near each of the areas of the tree as you ask the following questions. If available, use different colors for Cultural, **Spiritual**, **Emotional** and **Physical** issues. Consider not only the marriage partners but also the rest of the family and the community. See chart below for sample answers.*

- A. What are the underlying beliefs and values that say sex outside of marriage or within marriage is a good thing?**
- B. What are the spiritual consequences of each behavior?**
- C. What are the emotional consequences?**
- D. What are the physical consequences?**
- E. What are the social consequences?**

Faithful in Marriage

<p style="text-align: center;"><u>Tree of Despair</u> <i>Sex outside of marriage</i></p>	<p style="text-align: center;"><u>Tree of Hope</u> <i>Sex within marriage</i></p>
<p><u>Beliefs/Values</u></p>	<p><u>Beliefs/Values</u></p>
<ul style="list-style-type: none"> • Sex is for my pleasure • Children are a burden • Marriage is a trap • Take advantage of life whenever you can • There is no great plan for my life or sexual activity 	<ul style="list-style-type: none"> • Marriage is God's gift to man and woman • Marriage is honorable • Marriage is the best way for us to meet our sexual needs and desires • Marriage is the best environment to raise children
<p><u>Spiritual Consequences</u></p>	<p><u>Spiritual Consequences</u></p>
<ul style="list-style-type: none"> • Separates us from our relationship with God's love • Dishonors the marriage relationship • Opens us up to God's judgement 	<ul style="list-style-type: none"> • Psalm 34:15 God blesses those who are pure • Malachi 2:15 God makes a husband and wife one, and their children godly
<p><u>Emotional Consequences</u></p>	<p><u>Emotional Consequences</u></p>
<ul style="list-style-type: none"> • Breakdown of marriage relationship • Loss of trust within the marriage • Loss of intimacy in the marriage • Hurting your spouse • Feelings of betrayal and being cheated • Feelings of being used • Guilt • Low self-respect • Fear of being found out • Fear of pregnancy • Fear of AIDS and other Sexually transmitted diseases • Divided loyalties to spouse / girlfriends/ boyfriends / children 	<ul style="list-style-type: none"> • Freedom from guilt, fear • Legitimate children • Good intimacy and relationship with your wife are more likely • Feel good about oneself and the choice made to please God
<p><u>Physical Consequences</u></p>	<p><u>Physical Consequences</u></p>
<ul style="list-style-type: none"> • Sexually transmitted diseases • HIV/AIDS • Undesired pregnancy • Infertility due to untreated sexually transmitted diseases and infection • Having more than one family to support • Spreading diseases to your spouse 	<ul style="list-style-type: none"> • Better health • Freedom from Sexually transmitted diseases including HIV/AIDS • Less likely to have unplanned pregnancy • More money, time, and resources for one's family
<p><u>Social Consequences</u></p>	<p><u>Social Consequences</u></p>
<ul style="list-style-type: none"> • Weaker communities as they suffer from the spiritual, emotional, and physical consequences • Financially poorer families • Children raised without good role models • Children feel unloved • Women feel used • Communities suffer from weaker emotional bonds 	<ul style="list-style-type: none"> • Healthier families • Children have stable families with both parents present • Better financially • Less disease in the community • Stronger relationships

IV. Marriage as a picture of Christ and his bride, the Church (10 min)

*In small groups read Ephesians 5:22-33. Have groups divide a poster paper into two columns, one labeled **How does Christ treat the church?** and the other labeled **How are husbands to treat their wives?** See example below of Christ and the Church and parallels of a Husband and Wife. Share in large group.*

<u>How does Christ treat the church?</u>	<u>How are husbands to treat their wives?</u>
Christ loves the church	Love your wife
Christ gave himself up for the church	Give yourself up for her, sacrifice your own needs and desires
Christ sanctified and cleansed the church	Keep her pure (do not have extra-marital relations with anyone)
Christ made the church holy and blameless	Treat her as your own body
Christ nourishes and cherishes the church	Be her protector and provider
Christ is unified with the church	Be one with her

V. Summary (5 min)

As a large group write a statement of the ideal husband – wife relationship. Be sure to include key points of love, oneness, encouragement/building up, commitment/faithfulness, and sacrifice.

VI. Conclusions (Optional) (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 - 1. When?
 - 2. What do you expect to happen?
 - 3. How will you know if it happened?
- E. Pray together

STARTER: Joseph and Potiphar's Wife.

Have someone read this story out loud. You may also have participants act out the story while it is being read, if desired.

Genesis 39 (NIV). After Joseph was sold into slavery by his brothers.

¹Now Joseph had been taken down to Egypt. Potiphar, an Egyptian who was one of Pharaoh's officials, the captain of the guard, bought him from the Ishmaelites who had taken him there.

²The LORD was with Joseph so that he prospered, and he lived in the house of his Egyptian master. ³When his master saw that the LORD was with him and that the LORD gave him success in everything he did, ⁴Joseph found favor in his eyes and became his attendant. Potiphar put him in charge of his household, and he entrusted to his care everything he owned. ⁵From the time he put him in charge of his household and of all that he owned; the LORD blessed the household of the Egyptian because of Joseph. The blessing of the LORD was on everything Potiphar had, both in the house and in the field. ⁶So Potiphar left everything he had in Joseph's care; with Joseph in charge, he did not concern himself with anything except the food he ate.

Now Joseph was well-built and handsome, ⁷ and after a while his master's wife took notice of Joseph and said, "Come to bed with me!" ⁸ But he refused. "With me in charge," he told her, "my master does not concern himself with anything in the house; everything he owns he has entrusted to my care. ⁹ No one is greater in this house than I am. My master has withheld nothing from me except you, because you are his wife. How then could I do such a wicked thing and sin against God?" ¹⁰ And though she spoke to Joseph day after day, he refused to go to bed with her or even be with her.

¹¹ One day he went into the house to attend to his duties, and none of the household servants was inside. ¹² She caught him by his cloak and said, "Come to bed with me!" But he left his cloak in her hand and ran out of the house. ¹³ When she saw that he had left his cloak in her hand and had run out of the house, ¹⁴ she called her household servants. "Look," she said to them, "this Hebrew has been brought to us to make sport of us! He came in here to sleep with me, but I screamed. ¹⁵ When he heard me scream for help, he left his cloak beside me and ran out of the house." ¹⁶ She kept his cloak beside her until his master came home. ¹⁷ Then she told him this story: "That Hebrew slave you brought us came to me to make sport of me. ¹⁸ But as soon as I screamed for help, he left his cloak beside me and ran out of the house."

¹⁹ When his master heard the story his wife told him, saying, "This is how your slave treated me," he burned with anger. ²⁰ Joseph's master took him and put him in prison, the place where the king's prisoners were confined.

But while Joseph was there in the prison, ²¹ the LORD was with him; he showed him kindness and granted him favor in the eyes of the prison warden. ²² So the warden put Joseph in charge of all those held in the prison, and he was made responsible for all that was done there. ²³ The warden paid no attention to anything under Joseph's care, because the LORD was with Joseph and gave him success in whatever he did.

HANDOUT: Bible References and Further Study

Bible References

1. Genesis 39
2. Matthew. 5:27-30
3. Hebrews 13:4
4. Acts 15:19-20
5. 2 Timothy 2:21-23
6. Revelation 2:20-23
7. Isaiah 59:2
8. Psalm 34:15
9. Malachi 2:15
10. 1 Corinthians 7:1-5
11. Ephesians 5:22-33

Further Study

What is God's standard and what are the spiritual consequences of sexual activity outside of marriage?

1. Matthew. 5:27-30 **A man should not even look at a woman lustfully** because in doing so he commits adultery in his heart.
2. Hebrews 13:4 **Marriage is honorable**, keep the marriage bed pure; God punishes adultery and sexual immorality.
3. Acts 15:19-20 **Abstain from acts of sexual immorality.**
4. 2 Timothy 2:21-23 **Flee from youthful lusts**, pursue righteousness, faith love and peace.
5. Revelation 2:20-23 **God will judge those in the churches who condone or engage in adultery.**
6. Isaiah 59:2 It is your iniquities that raise a barrier between you and God.
7. 1 Corinthians 7:1-5 **Not meeting each other's sexual needs in marriage tempts spouses to sin sexually.**

Introduction to Fatherhood

Instruction for Parenting

Knowledge Attitude Practice *After working through this lesson, participants will be able to:*

1. Describe God's assignment to men as fathers.
2. Discuss ways fathers discourage their children.
3. Explain how fathers can encourage their children.
4. Express a desire to be the kind of father God wants them to be based on Ephesians 6:4.

Overview This lesson is designed to help fathers understand their role as encouraging instructors of their children.

Although this lesson can be used by itself, it is part of a four-lesson mini-series within *Men Matter: Healthy Families (MMHF)* focused on a father's parenting and relationship with his children. The lessons in the mini-series are: "Introduction to Fatherhood", "Fathers", "Forgiving Past Hurts: Relational Healing", and "Healing Damaged Self-Esteem" (*MMHF Lessons 15-18*). It is also used in the "*First Thousand Days*" (*FTD*) series.

Materials *Collect these items before beginning the lesson:*

- Poster-size paper, markers, and masking tape
- Role play: *Nothing ever pleases you!*
- Handouts:
 - *How am I doing as a father?*
 - *Forgiveness*
- Bible

LESSON 60 minutes

Starter: *Nothing Ever Pleases You! (5 min)*
Use the attached Role play.

Ask SHOWD Questions:
*What did you **S**ee?*
*What was **H**appening?*
*Does this happen in **O**ur place?*
***W**hy does this happen?*
*What will we **D**o about it?*

The following optional question is for the large group discussion.

Ask the men to describe what it was like to become a father – what they felt when their wife went into labor, how they felt when they first saw and held their first child, what they thought about. What did they worry about? What did they love about it? What concerns did they have? What hopes did they hold for their child?

I. Fatherhood standards and reality: (10 min)

Discuss in the large group.

A. What attitudes do you think God wants fathers to have toward their children?

1. One who loves his children
2. One who is kind to his children
3. One who values his children

Introduction to Fatherhood

4. One who teaches his children
5. One who disciplines his children
6. One who builds up his children
7. One who encourages his children

B. What responsibilities do you think God wants fathers to fulfill?

1. Provider
2. Teacher about God and his way
3. Modeling Godly behavior
4. Protector

C. What are some things you appreciate about your father and his parenting style?

D. What are some things you resented about your father and his parenting style?

E. How is your parenting style similar or different from your father's style?

II. Instructions to Fathers (20 min)

Divide into small groups. Have half the groups answer the questions for Group A and the other half for Group B. Have the small groups record their answers on large paper. Each group will then report back to the large group. (NOTE: Some paraphrased versions change the word fathers to parents. It is instruction for fathers, although it can be applied to mothers too).

A. Group(s) A: Ephesians 6:4

Fathers, do not **provoke your children to anger**, but bring them up in the discipline and instruction of the Lord. ESV

Fathers, do not **exasperate your children**; instead, bring them up in the training and instruction of the Lord. NIV

Consider the words in Ephesians 6:4, “do not exasperate or provoke your children to anger”.

1. What does the word exasperate mean?

Exasperate means to irritate and frustrate (someone) intensely.

2. What attitude and/or actions do fathers do that will likely “exasperate or provoke your children to anger”?

- Ignoring them
- Not meeting their whole person needs. (Such as spiritual, emotional, and physical needs)
- Being impatient
- Being mean
- Being hard hearted toward them
- Being overly critical
- Having too high of expectations
- Seldom praising them
- Speaking harshly
- Breaking promises
- Being inconsistent
- Not modeling behavior and attitudes I desire them to have
- Putting them down
- Making them feel stupid
- Expecting too much of them, forgetting that they are children and just learning
- Being too strict in trying to protect them
- Being too harsh in discipline
- ‘Playing favorites’ and treating them unfairly or inequitably
- Mistreating their mother; without respect, or physically abusive

B. Group(s) B: Ephesians 6:4

Fathers, do not provoke your children to anger, but **bring them up in the discipline and instruction of the Lord.** ESV

Fathers, do not exasperate your children; instead, **bring them up in the training and instruction of the Lord.** NIV

Consider the words in Ephesians 6:4 “bring them up in the discipline and instruction of the Lord”

1. What do the words "discipline" and "instruction" mean?

Discipline means: “to train”.

Instruction means: “to place before the mind”

2. What attitude and/or actions do fathers need to fulfill the instruction to “bring them up in the discipline and instruction of the Lord”?

- Realize that if I don't teach them, they will likely not follow the instructions of the Lord
- Know the Lord's instructions in order to teach it to my children
- Model following the Lord in my life
- Teach them the truth
- Talk about what is happening in our community and world and interpret it from a Godly perspective
- Discuss with my wife and agree on a common way and type of discipline that will correct them and train them up rather than punishing them
- Be involved in my children's lives to know how and when to discipline them appropriately
- Discipline in a loving way so that they aren't discouraged by it
- Discern how to discipline each child, as some need a strong response, and some are very tender and need very gentle correction
- Do what is necessary to help them go in the right direction
- Before I can teach God's ways, I must know it first.
- May need to confront my children about ungodly things they are doing
- Lead my children in “the way of the Lord” including prayer and family Bible study
- The way I live my life will probably teach my children more about our God than anything else – I need to be a Godly man/husband/father.
- Help my children know Jesus

III. Self-evaluation: How Am I Doing as a Father?

*This is a difficult step and is to be done privately by each participant. This is not to be shared with the group unless someone wants to. Give each participant a copy of the self-evaluation **How Am I Doing as a Father?** Have them answer the questions privately. For participants without children, encourage them to consider nephews and nieces or other children they have a relationship with and evaluate how they are doing in that relationship with them.*

IV. Self-evaluation: Forgiveness:

Read Romans 12:18

*This is the most difficult step and is to be done privately as well by each participant. This is not to be shared with the group unless someone wants to. Give each participant a copy of the **Self-evaluation: Forgiveness** handout. Give them time now or have them take it home to complete this step. Have them think about their behavior towards their children (both boys*

Introduction to Fatherhood

and girls) considering the Ephesians 6:4 passage. Ask each man to consider if they have exasperated, frustrated or provoked their children to anger or failed to instruct their children.

Encourage them to repent, ask forgiveness, and to make amends with their children, wives and God. This means that when a man recognizes that he has failed to instruct his children or has exasperated, frustrated, or provoked them to anger, he needs to make changes.

There is also a section for them to reflect on their own fathers. If they had fathers who exasperated them or did not instruct them in the way of the Lord, encourage them to forgive them for the treatment they received as children.

V. Conclusions (Optional) (5 min)

Discuss together

- A.** What did you discover in this lesson?
- B.** What new things did you learn about your community?
- C.** Who could you share it with?
- D.** What will you do with what you discovered in this lesson?
 - 1. When?
 - 2. What do you expect to happen?
 - 3. How will you know if it happened?
- E.** Pray together

References:

Ephesians 6:4: Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord. (ESV) Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord. NIV

The Message: "Fathers, don't frustrate your children with no-win scenarios. Take them by the hand and lead them in the way of the Master."

Colossians 3:21

Introduction to Fatherhood

STARTER: Role play: *Nothing ever pleases you!*

Father and Son talking.

Father: I told you to take care of the animals this morning. Why have you not done it yet?

Son: I went to the market to get the things you asked me to get.

Father: You need to do both.

Son: I left early this morning to go to the market, and I just got back with the things you told me to get.

Father: That is no excuse, I told you to do both.

Son: (exasperated) I try so hard, but nothing I do ever pleases you!

Father and Son talking.

Father: I told you to take care of the animals this morning. Why have you not done it yet?

Son: I went to the market to get the things you asked me to get.

Father: You need to do both.

Son: I left early this morning to go to the market, and I just got back with the things you told me to get.

Father: That is no excuse, I told you to do both.

Son: (exasperated) I try so hard, but nothing I do ever pleases you!

Introduction to Fatherhood

HANDOUT: *How Am I Doing as a Father?*

Answer these questions to help evaluate how you are doing as a father. Think about how each of your children (boys and girls) might answer the questions. If you do not have children, think about nephews and nieces or other children you have a relationship with. Think about how you are doing in those relationships with them.

1. **How do I feel I am doing in my role as a father?**
2. **How do I think my children feel I am doing in my role as a father?**
3. **How purposeful and actively am I in instructing my children?**
4. **Are there signs they are exasperated, frustrated or angry in trying to live up to my expectations?**
5. **Do my children:**
 - seem to love me and feel safe with me?
 - consider me a good father?
 - respect me?**Or do they:**
 - fear me?
 - think I'm mean?
 - think I don't like them?
 - think I don't love them?

Below are some helpful questions to evaluate how you are doing as a father. Remember, think about each of your children (boys and girls) as you answer these questions.

1. Do I criticize my kids more than build them up?
2. Do I show affection to my children?
3. Do I encourage them daily?
4. Do I spend time with them?
5. Do I play with them?
6. Do I patiently teach them?
7. Do I treat each child fairly?
8. Do I keep my promises to my children?
9. Do I care for my children when no other adult is around?
10. Do I tell my children that I love them?
11. Do I train and instruct them daily in knowing God?
12. Do I teach them how to cope and thrive in life?
13. Are my children discouraged in trying to live up to my expectations?
14. Are my children fearful of me?
15. Are my children and I close emotionally?
16. Am I tender to both my sons and daughters?
17. Am I modeling how to follow Christ?
18. Am I modeling behavior that I want my children to have when they grow up?
19. What are the areas that are hard for me to do well?
20. How well am I living out the instructions of Ephesians 6:4?

HANDOUT: Forgiveness

Are there things I need to ask forgiveness for from God, my wife, and my children?

If the answer is yes, compose an apology, including the "real apology" principles below. to the one(s) you have wronged.

What does a real apology sound like?

1. Sincere expression
2. Acknowledges the specific hurt inflicted
3. Some expression of regret or 'I'm sorry'
4. Repent, expression of willingness to change future behavior
5. Asking for forgiveness "Will you forgive me"?

Note: You may not receive forgiveness from others, but you still need to do your part and be at peace with all as much as it depends on you. Romans 12:18

Have I forgiven my own father?

As adult men, we can more objectively evaluate the hurts and failures of our own fathers we experienced growing up. We need to forgive them for their failures if we have not already done so. If you have past hurts from your father, write down your thoughts of things you need to forgive him for, even if he has already passed away.

Fathers

Representing God to our Children

- Knowledge Attitude Practice** After working through this lesson, participants will be able to:
1. Discuss how fathers, in many ways, represent Father God to their children.
 2. Acknowledge that their (earthly) fathers were not perfect and need forgiveness.
 3. Examine how they can improve their parenting of their children.
- Overview** This lesson is designed to help fathers understand that the way children view their father greatly impacts their understanding of what God is like (or the character of God). Although this lesson can be used by itself, it is part of a four-lesson mini-series within *Men Matter: Healthy Families (MMHF)* focused on a father's parenting and relationship with his children. The lessons in the mini-series are: "Introduction to Fatherhood", "Fathers", "Forgiving Past Hurts Relational Healing", "Healing Damaged Self-Esteem" (*MMHF Lessons 15-18*).
- Materials** Collect these items before beginning the lesson:
- Poster-size paper, markers, and masking tape
 - Role play: *God is like my father?*
 - Handouts and Activities:
 - *Descriptions of God's **Fatherly Relationship** with us*
 - *Punishment and Discipline Comparison*
 - *Adverse Childhood Experiences (ACE) Questionnaire*
(Print 2 copies of *ACE Questionnaire* for each participant - one for themselves and one for them to answer for their children's experience)
 - *Three Types of ACEs*
 - *ACEs Increase Health Risks*
 - *7 Ways to Heal Your Childhood Trauma*
 - Bibles

LESSON

60 minutes

STARTER: *God is like my father?* (5 min)
Use the attached Role play.

Ask SHOWD Questions:

What did you **S**ee?

What was **H**appening?

Does this happen in **O**ur place?

Why does this happen?

What will we **D**o about it?

I. **Earthly Father–Heavenly Father** (15 min)

Break into small groups. Have participants write a list of characteristics of their earthly fathers. Have each group share their lists. From the lists, have participants choose the three words most often used to describe their earthly fathers.

A. Are these words accurate descriptions of our heavenly father?

B. What does the Bible say about our Heavenly Father?

Fathers

Representing God to our Children

Give each group one or more of the verses from Activity: Descriptions of God's **Fatherly Relationship** with us. Have them write words that describe our Heavenly Father. Discuss.

II. **Adverse Childhood Experiences Questionnaire Part I** (20 min)

Do this as an individual activity. Ask the participants to complete the handout Adverse Childhood Experiences Questionnaire for themselves based on what they experienced growing up.

Once completed, only have participants share their results if they wish to and if it is appropriate. This is an excellent opportunity for participants to find their experience is not unique, get help, find commonality and for them to debrief their childhood.

A. What do you think is a "normal" or "healthy" score on this questionnaire?

- A healthy score is ideally "0" and moves to more unhealthy as the score goes up.
- But it is 'normal' and 'common' that people have experienced some hurts.
- The higher the score, the more hurt they have experienced. (See Handout: Three Types of ACEs)

B. What does Handout: ACEs Increase Health Risks say about the effects of difficult experiences during childhood? Show or give copies of Handout: ACEs Increase Health Risks

A higher ACEs (Adverse Childhood Experiences) score is linked to chronic health problems, mental illness, and substance misuse in adulthood.

C. Does this mean everyone who has childhood trauma will have these effects listed in the handout?

- No. This questionnaire doesn't tell exactly what will happen, as different people respond differently to childhood trauma.
- It just shows there is an increased risk.
- Adverse Childhood experiences may even affect education and job opportunities.

D. How can we lower our chance of these risks?

- Build caring families. This can increase resilience and help us cope with the stresses we face.
- Give Handout: 7 Ways to Heal Your Childhood Trauma
- Some people with higher scores may benefit from personal recovery work.
- Though forgiveness is not in the list in the handout, it is a key step that cannot be left out. People need to forgive those who have hurt them in their past, with God's help. The support of a trusted person can be beneficial.

III. **Adverse Childhood Experiences Questionnaire Part II** (10 min)

Give participants a second copy of the ACE Questionnaire. Have each person answer like they think their children would about their childhood(s).

What are your children experiencing growing up?

Once completed, only have participants share their results if they wish to and if it is appropriate.

IV. **Parenting with Punishment or Discipline** (10 min)

High scores on the ACE Questionnaire are sometimes because our parenting style is "Punishment" rather than "Discipline". On poster paper create the chart in the Activity:

Fathers

Representing God to our Children

Punishment and Discipline Comparison, leaving the answers out. Discuss as a large group or break into small groups to fill in the chart. Share answers with the large group.

What parenting changes can you make to improve your parenting of your children?

V. Conclusions and Take-Away (Optional) (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 - 1. When?
 - 2. What do you expect to happen?
 - 3. How will you know if it happened?
- E. Pray together.

References:

<https://www.cdc.gov/violenceprevention/aces/fastfact.html>

https://www.who.int/violence_injury_prevention/violence/activities/adverse_childhood_experiences/en/

CDC –“The ACE International Questionnaire (ACE-IQ) is intended to measure ACEs and the association between them and risk behaviours in later life. ACE-IQ is designed for administration to people aged 18 years and older. Questions cover family dysfunction; physical, sexual and emotional abuse and neglect by parents or caregivers; peer violence; witnessing community violence, and exposure to collective violence.”

ACE scoring: <https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>

<https://casapalmera.com/blog/7-ways-to-heal-your-childhood-trauma/>

<https://medium.com/lady-vivra/healing-from-childhood-trauma-7f5b979a2631>

<https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/overcoming-adverse-childhood-experiences>

Bible references: Matthew 7:7-12; 11:29; Luke 15:11-32; John 10:10,11:35,15:15, 17:24; Romans 5:10; 6:23;12:20;14:3;15:7; 1 Corinthians 12:26-28; 2 Timothy 3:16-17; Hebrews 12:2-11; James 4:8

Fathers

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STARTER

STARTER: Role play: *God is like my father?*

Two people talking about their relationship with God

1st I know that God loves me, but I feel God is always disappointed in me. I never meet God's expectations

2nd I know what you mean. God seems so far away, and he is never happy with me. I think he is angry with me most of the time.

1st The Bible says that God is our Father, and we are his children, but when I think of him that way it scares me. My father was so demanding and seldom seemed pleased with anything I ever did.

2nd My father did not have much to do with me when I was growing up. I don't think my father even liked me.

1st I know God loves me but sometimes I don't feel it. How can I resolve these feelings?

Two people talking about their relationship with God

1st I know that God loves me, but I feel God is always disappointed in me. I never meet God's expectations

2nd I know what you mean. God seems so far away, and he is never happy with me. I think he is angry with me most of the time.

1st The Bible says that God is our Father, and we are his children, but when I think of him that way it scares me. My father was so demanding and seldom seemed pleased with anything I ever did.

2nd My father did not have much to do with me when I was growing up. I don't think my father even liked me.

1st I know God loves me but sometimes I don't feel it. How can I resolve these feelings?

Fathers

Representing God to our Children

Activity: Descriptions of God's **Fatherly Relationship** with us

Provides for our needs Matthew 7:11	God's desire to be near us John 17:24; James 4:8
Expectations of us Matthew 11:29	Acceptance Romans 5:10; 12:20; 14:3; 15:7
Welcomes us back never give up on us Luke 15:11-32	Gives wisdom 2 Timothy 3:16-17
We are his friends not servants John 15:15	Values us 1 Corinthians 12:26-28
Source of life John 10:10; Romans 6:23	Lovingly corrects Hebrews 12:2-11
Emotional Concern John 11:35-36	

Activity: Punishment and Discipline Comparison

	Punishment	Discipline
Purpose	To inflict a penalty for an offense	To train for correction and maturity
Focus	Past misdeeds (failures)	Correct future acts (encourages and praises)
Attitude	Anger and frustration on the part of a parent	Love and concern on the part of the parent
Resulting emotion in child	Fear and guilt	Security

Fathers

Representing God to our Children

Handout: Adverse Childhood Experiences (ACE) Questionnaire

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often ...
Swear at you, insult you, put you down, or humiliate you? Or
Act in a way that made you afraid that you might be physically hurt?
If yes, enter 1 _____
2. Did a parent or other adult in the household often ...
Push, grab, slap, or throw something at you? Or
Ever hit you so hard that you had marks or were injured?
If yes, enter 1 _____
3. Did an adult or person at least 5 years older than you ever...
Touch or fondle you or have you touch their body in a sexual way? Or
Try to or actually have oral, anal, or vaginal sex with you?
If yes, enter 1 _____
4. Did you often feel that ...
No one in your family loved you or thought you were important or special? Or
Your family didn't look out for each other, feel close to each other, or support each other?
If yes, enter 1 _____
5. Did you often feel that...
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? Or
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
If yes, enter 1 _____
6. Were your parents ever separated or divorced?
If yes, enter 1 _____
7. Was your mother or stepmother:
Often pushed, grabbed, slapped, or had something thrown at her? Or
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard? Or
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
If yes, enter 1 _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
If yes, enter 1 _____
9. Was a household member depressed or mentally ill or did a household member attempt suicide?
If yes, enter 1 _____
10. Did a household member go to prison?
If yes, enter 1 _____

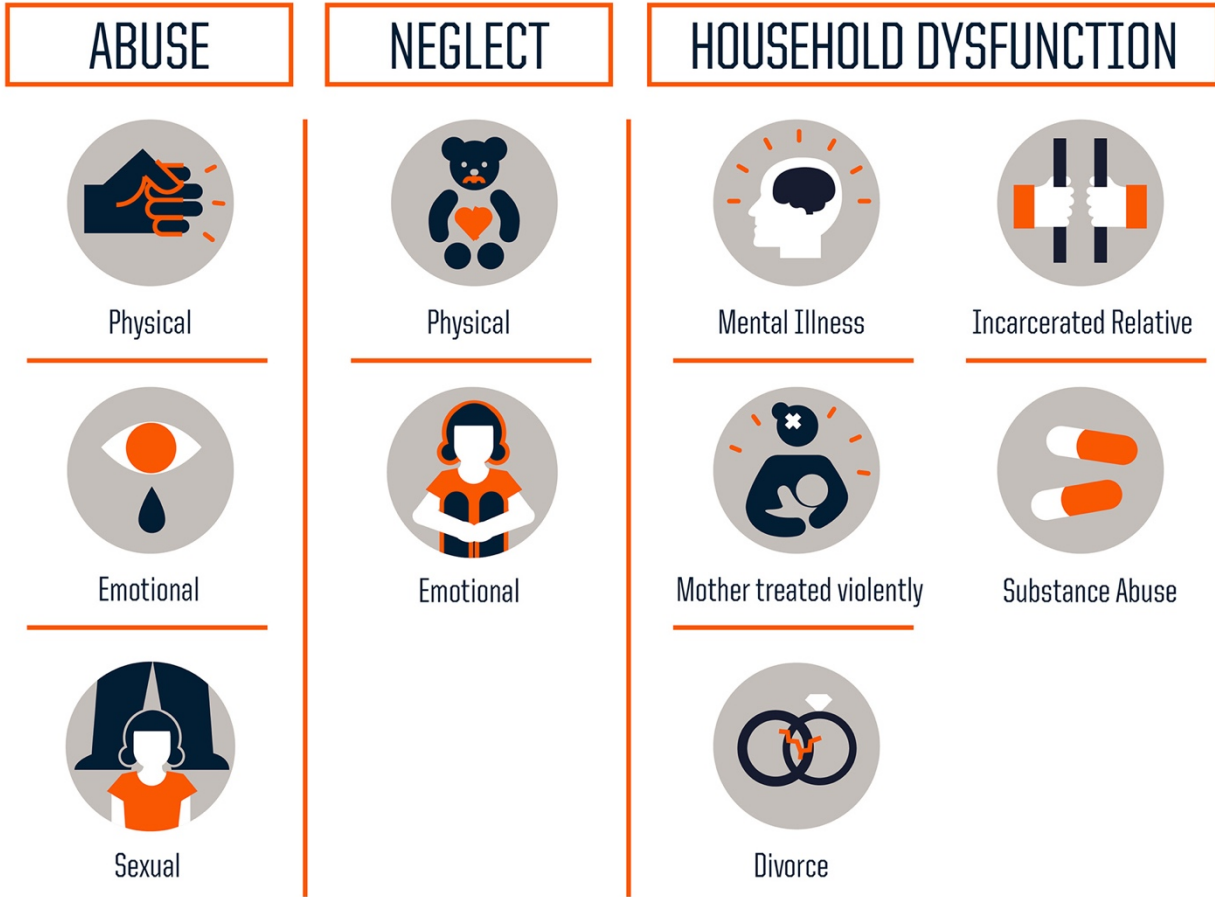
Now add up your "Yes" answers (here) _____ This is your ACE Score

From: https://www.who.int/violence_injury_prevention/violence/activities/adverse_childhood_experiences/en/

Fathers

Representing God to our Children

Handout: Three Types of ACEs



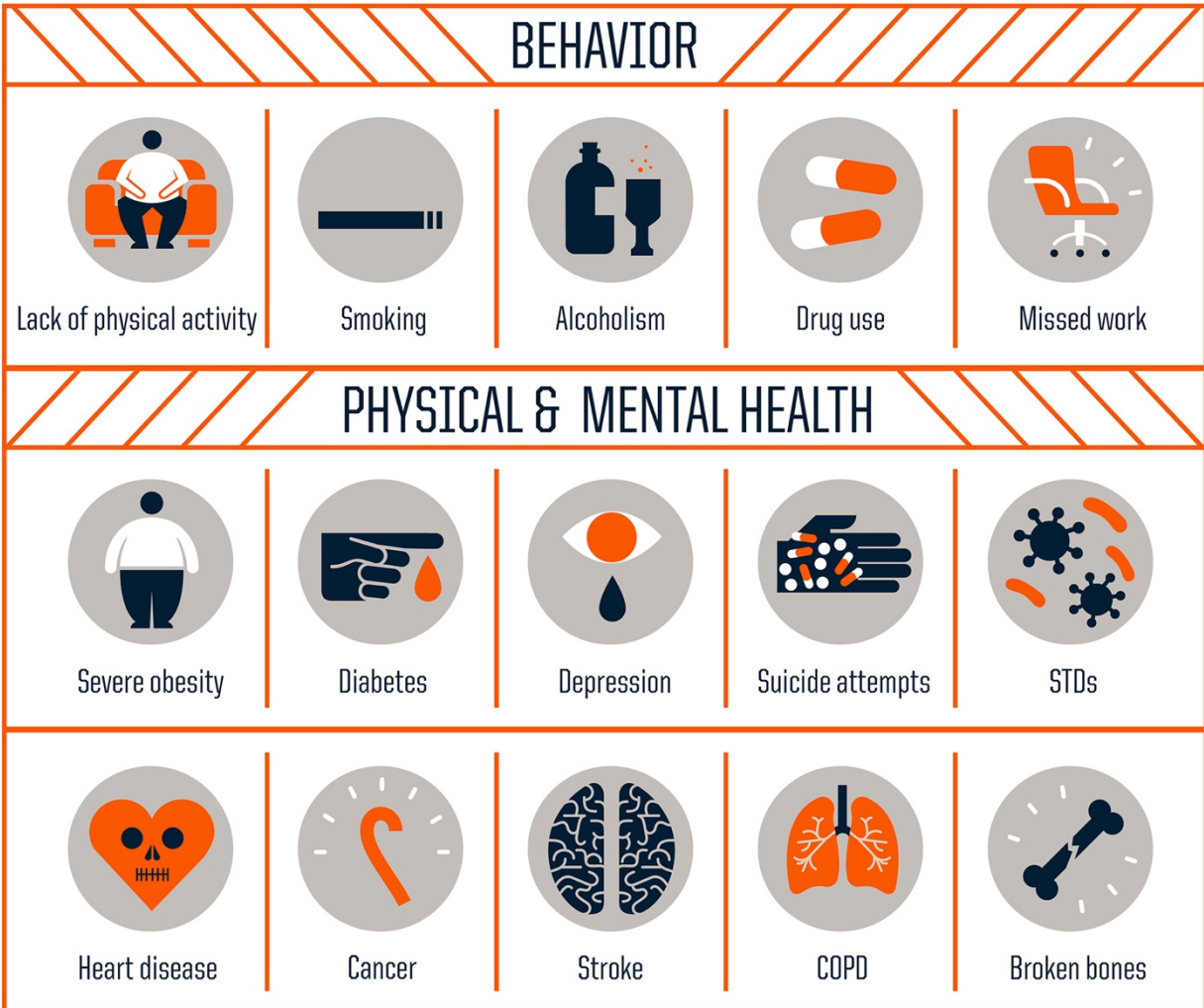
Other factors: Community violence, war

Fathers

Representing God to our Children

Handout: ACEs Increase Health Risks

According to the Adverse Childhood Experiences study, the rougher your childhood, the higher your score is likely to be and the higher your risk for various health problems later.



Source: Centers for Disease Control and Prevention
Credit: Robert Wood Johnson Foundation

Fathers

Representing God to our Children

Handout: 7 Ways to Heal Your Childhood Trauma

Children are often viewed as highly resilient and able to bounce back from just about any situation, but traumatic experiences in childhood can have severe and long-lasting effects well into adulthood if they are left unresolved. Childhood trauma can result from anything that makes a child feel helpless and disrupts their sense of safety and security, including sexual, physical or verbal abuse; domestic violence; an unstable or unsafe environment; separation from a parent; neglect; bullying; serious illness; or intrusive medical procedures.

If you're living with the emotional and psychological consequences of a traumatic childhood, there is hope. Here are seven ways to heal your childhood trauma and reclaim your life.

1. Acknowledge and recognize the trauma for what it is. Victims of childhood trauma often spend years minimizing the event or dismissing it by pretending it didn't happen or by succumbing to feelings of guilt or self-blame. The only way you can begin healing is to acknowledge that a traumatic event did occur and that you were not responsible for it.

2. Reclaim control. Feelings of helplessness can carry well over into adulthood and can make you feel and act like a perpetual victim, causing you to make choices based on your past pain. When you're a victim, the past is in control of your present. But when you've conquered your pain, the present is controlled by you. There may always be a battle between past and present, but as long as you're willing to let go of the old defenses and crutches you used as a child to navigate your trauma, you will be able to reclaim control of your life now and heal your pain.

3. Seek support and don't isolate yourself. A natural instinct that many trauma survivors have is to withdraw from others, but this will only make things worse. A big part of the healing process is connecting to other people, so make the effort to maintain your relationships and seek support. Talk to a trusted family member, friend or counselor and consider joining a support group for survivors of childhood trauma.

4. Take care of your health. Your ability to cope with stress will increase if you are healthy. Establish a daily routine that allows you to get plenty of rest, eat a well-balanced diet and exercise regularly. Most importantly, stay away from alcohol and drugs. These might provide temporary relief but will inevitably increase your feelings of depression, anxiety and isolation and can worsen your trauma symptoms.

5. Learn the true meaning of acceptance and letting go. Just because you accept something doesn't mean you're embracing your trauma or that you like it or agree with it. Acceptance means you've decided what you're going to do with it. You can decide to let it rule your life or you can decide to let it go. Letting go doesn't mean "poof!" it's magically gone. Letting go means no longer allowing your bad memories and feelings of a bad childhood to rob yourself of living a good life now.

6. Replace bad habits with good ones. Bad habits can take many forms, like negativity and always mistrusting others, or turning to alcohol or drugs when feelings become too hard to bear. Bad habits can be hard to break, especially when they're used as crutches to help you avoid reliving the pain and trauma of your childhood. A support group or a therapist can help you learn the tools necessary to break your bad habits and replace them with good ones.

7. Be patient with yourself. When you've been seriously hurt as a child you develop out-of-control emotions, hopelessness, defense mechanisms and warped perceptions that are difficult to let go of. It will take a lot of time and hard work to let go of these feelings. Be patient with yourself and honor your progress, no matter how small it may seem. It's the little victories in your recovery that will eventually help you win the battle of healing your childhood trauma.

<https://casapalmera.com/blog/7-ways-to-heal-your-childhood-trauma/>

Written by **Casa Palmera Staff**

Forgiving Past Hurts

Relational Healing

Knowledge Attitude Practice	<p><i>After working through this lesson, participants will be able to:</i></p> <ol style="list-style-type: none">1. Recognize past hurts caused by their fathers or others.2. Begin the forgiveness process for their father/others and experience healing.3. Make changes in their parenting to improve their children’s experience as they grow.
Overview	<p>This lesson is designed to help men understand the importance of “forgiveness” within the family. This lesson aims simply to help fathers forgive their fathers for their failures and bring healthy change to their families. Although this lesson can be used by itself, it is part of a four-lesson mini-series within <i>Men Matter: Healthy Families (MMHF)</i> focused on a father’s parenting and relationship with his children. The lessons in the mini-series are: “Introduction to Fatherhood”, “Fathers”, “Forgiving Past Hurts Relational Healing”, “Healing Damaged Self-Esteem” (<i>MMHF Lessons 15-18</i>). This lesson can be modified and used to teach the steps of forgiving.</p>
Materials	<p><i>Collect these items before beginning the lesson:</i></p> <ul style="list-style-type: none">• Poster-size paper, markers, and masking tape• Role play: <i>Many of us have been hurt!</i>• Role play: <i>The Parable of the Unmerciful Servant</i>, Matthew 18:21-35• Handouts:<ul style="list-style-type: none">• <i>The Parable of the Unmerciful Servant Matthew 18:21-35</i>• <i>Notes on Forgiving: Practical Forgiveness</i>• Bible

LESSON

60 minutes

STARTER: *Many of us have been hurt! (10 min)*
Use the attached Role play.

Ask SHOWD Questions:

*What did you **S**ee?*

*What was **H**appening?*

*Does this happen in **O**ur place?*

***W**hy does this happen?*

*What will we **D**o about it?*

If the SHOWD questions do not bring out these elements of the story, ask:

1. What were the wrongs or hurts done in the story to each man?

- a. Man 1 had a demanding and critical father
- b. Man 2 had a physically abusive father
- c. Man 3 had an emotionally and physically distant father

2. What did the young men feel like doing in response to their fathers?

- a. Distancing themselves from the father
- b. Getting revenge
- c. Teaching the father a lesson

Forgiving Past Hurts

3. What attitude could the young men have toward their fathers that could lead to a better relationship?

- a. Trying to understand their fathers better
- b. Forgiving their fathers

I. **Forgiveness: The Parable of the Unmerciful Servant** (20 min)

In large group, have volunteers act out "The Parable of the Unmerciful Servant" role play or read or tell the story from the handout: The Parable of the Unmerciful Servant, or from the Bible, Matthew 18:21-35. From the parable, answer these questions:

A. The servant was forgiven. What does it mean to be "**Forgiven**"?

1. Your sin is *no longer* held against you.
2. You are freed from the "*just*" penalty of your sin by the one you hurt.
3. You can have *peace* with the one you sinned against.
4. When you receive forgiveness, you can move on with life.

B. The king forgave. The king's example teaches us to forgive. What does it mean to "**Forgive**"?

1. You release the offender from the debt.
2. You release the offender from your anger.
3. When we **forgive**, we make a conscious, deliberate decision to release feelings of resentment or vengeance toward a person who has harmed us, even though they do not deserve your **forgiveness**.
4. **Forgiving** does not mean forgetting, nor does it mean condoning or excusing offenses.
5. **Forgiving** helps us to grow, be happy and move on with life.
6. When we hold on to hurt, pain, resentment, and anger, it harms us.
7. **Forgiving** frees.
8. **Forgiving** allows us to move on without anger or contempt or seeking revenge.
9. **NOTE: When we refuse to forgive, our unforgiveness poisons us and we become sick with frozen rage. That is, we are stuck in a state of anger.**

C. What are ways people try to make peace and try to move on without forgiving?

Forgiveness is NOT:

1. Just forgetting the offense
2. Saying it is ok (It is not ok!)
3. Making excuses for the wrong (They are accountable; otherwise, there is nothing to forgive)
4. Denying the wrong or repressing the wrong, or not dealing with it
5. Just accepting someone who has done the wrong and *trying* to move on
6. Just tolerating someone who has done the wrong or avoiding them

II. **Practical Forgiveness** (20 min)

A. Why should you forgive others, including your father, for their offenses?

1. For the benefit of releasing yourself
2. For reconciling to create whole relationships with the offender
3. Matthew 6:14-15: ¹⁴ For if you forgive other people when they sin against you, your heavenly Father will also forgive you. ¹⁵ But if you do not forgive others their sins, your Father will not forgive your sins.
4. We forgive because God through Christ has forgiven us. How can we then not forgive others when we have sinned too?

Forgiving Past Hurts

B. It is never easy to forgive because it is always costly to the forgiver. What did it cost Jesus to forgive us?

1. He left heaven to come to sinful earth.
2. He lived a sinless life on this earth.
3. He suffered for us.
4. He died for us.
5. He gave up everything for us.

C. What are the steps of forgiveness?

Distribute handout Notes on Forgiving: Practical Forgiveness. In large group, review these steps and encourage group discussion on each step. Ask if/why the step is important, what happens if it is skipped. Discuss how these steps are difficult.

III. Conclusions (Optional) (10 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

References: Bible-Matthew 18:21-35; Matthew 6:14-15

Forgiving Past Hurts

STARTER Role play: Many of us have been hurt!

Three young men talking

1st: What is the matter with you?

2nd: My dad got drunk last night, and he beat my mom. He used to beat me when I was growing up, and it just brought back all those memories. I am so angry with him.

1st: I am so sorry. Is there anything I can do?

2nd: No, I feel like beating him to teach him a lesson.

3rd: Many of us have been hurt or let down by our fathers. My father did not get drunk or hit anyone, but he was hardly ever around. When he was around, he was withdrawn and very emotionally distant. It felt like he did not care about us kids.

1st: I understand, my father never beat anyone, and he was around all the time, but he was so demanding and critical. I felt like he did not even like me because I was always a disappointment to him.

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1st: I understand, my father never beat anyone, and he was around all the time, but he was so demanding and critical. I felt like he did not even like me because I was always a disappointment to him.

Forgiving Past Hurts

Role play: “The Parable of the Unmerciful Servant” based on Matthew 18:21-35

4 Characters: Narrator, King, Servant 1, Servant 2

Narrator: There was a king who wanted to settle accounts with his servants.

King: Bring in my servant.

King (as servant 1 enters): You owe me ten thousand bags of gold. Repay me now.

Servant 1: I can't repay you.

The King (angry): You and your wife and your children will be put into jail until you repay me. All that you have will be sold as well to repay the debt!

Servant 1 (falls on his knees before the king, begging): Please! Be patient with me! I will pay back everything.

Narrator: The King took pity on him.

King: I forgive your debt. You are free to go.

Narrator: That servant went out and found one of his fellow servants who owed him a hundred silver coins.

Servant 1 (grabs and begins to choke servant 2 and demands): Pay back the hundred silver coins you owe me!

Servant 2 (falls to his knees and begs): Please! Be patient with me, and I will pay it back.

Servant 1: You cannot repay me, so you will be thrown in jail until you can pay your debt.

Narrator: When the other servants saw what was happening, they were outraged and went and told their king everything that had happened.

King (calls in the servant that he forgave): You wicked servant! I canceled all that debt of yours because you begged me to. Shouldn't you have had mercy on your fellow servant just as I had on you?

Narrator: The king, in anger, handed him over to the jailers to be tortured, until he could pay back all he owed. This is how my heavenly Father will treat each of you unless you forgive others from your heart.

The Parable of the Unmerciful Servant Matthew 18:21-35

²¹ Then Peter came to Jesus and asked, “Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times?”

²² Jesus answered, “I tell you, not seven times, but seventy-seven times.[g]

²³ “Therefore, the kingdom of heaven is like a king who wanted to settle accounts with his servants. ²⁴ As he began the settlement, a man who owed him ten thousand bags of gold[h] was brought to him. ²⁵ Since he was not able to pay, ***the master ordered that he and his wife and his children and all that he had be sold to repay the debt.***

²⁶ “At this the servant fell on his knees before him. ‘Be patient with me,’ he begged, ‘and I will pay back everything.’ ²⁷ The servant’s master took pity on him, canceled the debt and let him go.

²⁸ “But when that servant went out, he found one of his fellow servants who owed him a hundred silver coins.[i] He grabbed him and began to choke him. ‘Pay back what you owe me!’ he demanded.

²⁹ “His fellow servant fell to his knees and begged him, ‘Be patient with me, and I will pay it back.’

³⁰ “***But he refused. Instead, he went off and had the man thrown into prison until he could pay the debt.*** ³¹ When the other servants saw what had happened, they were outraged and went and told their master everything that had happened.

³² “Then the master called the servant in. ‘You wicked servant,’ he said, ‘I canceled all that debt of yours because you begged me to. ³³ Shouldn’t you have had mercy on your fellow servant just as I had on you?’ ³⁴ ***In anger his master handed him over to the jailers to be tortured, until he should pay back all he owed.***

³⁵ “This is how my heavenly Father will treat each of you unless you forgive your brother or sister from your heart.”

Forgiving Past Hurts

HANDOUT: Notes on Forgiving: Practical Forgiveness

Steps to forgiving others and your father for the offenses, failures and the hurt that you have experienced.

1. **Acknowledge** the wrong and your **Hurt**
2. **Acknowledge** the *just and righteous* **Anger** toward his wrongdoing / sin
3. **Seek Healing** for yourself; by asking God to help you see your father/other person
 - a. as a sinner
 - b. as someone who has been hurt, and then hurt you and others
 - c. as someone who also has been hurt by their own sin
 - d. as a sinner **like you** whom God loves and has provided forgiveness
4. **Reconcile** with the other person as much as it is up to you. In other words, be willing to restore the relationship with God's help.

If your father is no longer living or not available or unwilling to own his wrongs to you (unrepentant) what steps in forgiving can you still do and what can you not do?

1. You can do all the steps mentioned above except #4.
2. It may not be possible to have full reconciliation because that requires both parties to be willing.
3. Pray through the above steps to our Heavenly Father and ask him to help you forgive and for your healing.

Healing Damaged Self-Esteem

The Healing Power of the Cross

- Knowledge** *After working through this lesson, participants will be able to:*
- Attitude**
- Practice**
1. Discuss God’s perspective of them.
 2. Explain how all people have value and worth to God.
 3. Describe how their actions and attitudes affect their children’s self-esteem.
 4. Begin to see themselves the way God sees them.

Overview This lesson is designed to help men healing their self-esteem and help their children develop good self-esteem. Although this lesson can be used by itself, it is part of a four-lesson mini-series within *Men Matter: Healthy Families (MMHF)* focused on a father’s parenting and relationship with his children. The lessons in the mini-series are: “Introduction to Fatherhood”, “Fathers”, “Forgiving Past Hurts Relational Healing”, “Healing Damaged Self-Esteem” (*MMHF Lessons 15-18*).

- Materials** *Collect these items before beginning the lesson:*
- Poster-size paper, markers, and masking tape
 - Role play: *The Unconfident Worker*
 - Handouts:
 - *The Sufficiency of Jesus’ Work on the Cross*
 - *Rebuilding our Self-esteem*
 - *Process for Healing Low Self-Esteem Due to Our Own Sin*
 - Bibles for each group

LESSON

60 minutes

STARTER: *The Unconfident Worker* (5 min)

Use the attached Role Play.

Ask SHOWD Questions:

*What did you **S**ee?*

*What was **H**appening?*

*Does this happen in **O**ur place?*

***W**hy does this happen?*

*What will we **D**o about it?*

I. **Self-Esteem** (20 min)

Discuss in large group.

A. **What is Self-Esteem?**

1. The value you put on yourself
2. Belief in yourself
3. Respecting yourself
4. Realizing one’s identity - who you are, who you are not
5. Valuing one’s abilities and worth
6. A person’s perception of his own worth
7. Having a sense of competence

B. **Why does proper self-esteem matter?**

1. If our self-esteem is overly inflated, we may develop an attitude of pridefulness and think we are better than everyone else and put others down.

Healing Damaged Self-Esteem

2. If our self-esteem is low, we may develop an attitude of worthlessness and think we are incapable of doing or contributing anything of value.
3. If our self-esteem is proper, we see ourselves as God sees us; beloved individuals who have been redeemed by Jesus' sacrifice, brought into God's family and gifted to contribute to the lives of others.

C. What are signs of low self-esteem?

1. Avoiding new things and not taking opportunities
2. Feeling unloved and unwanted
3. Blaming others for our own mistakes
4. Not being able to deal with normal levels of frustration
5. Speaking negatively about yourself
6. Comparing yourself to others
7. Fearing failure or embarrassment
8. Difficulty in making friends
9. Having low levels of motivation and interest
10. Hard to accept compliments
11. Showing mixed feelings of anxiety or stress
12. May be very arrogant, even put others down, to compensate for negative feelings

D. How is self-esteem formed?

1. Self-esteem is based on who you are and the relationships and experiences you have had:
 - a. At home
 - b. At school
 - c. With friends
 - d. In the community
2. Develops especially in the ages of 4-11 years old
3. Positive experiences and relationships contribute to healthy self-esteem.
4. Negative experiences and relationships contribute to poor self-esteem.

E. What experiences do you think may cause low self-esteem?

1. Parents who are critical
2. Feeling unloved by parents
3. Feeling unaccepted by parents
4. Guilt over something
5. Stressful life events such as divorce or moving houses
6. Trauma or abuse
7. Poor performance at school or unrealistic goals
8. Bullying or loneliness
9. Physical disabilities
10. Ongoing medical issues

II. Healing for our low self-esteem (20 min)

Distribute handout The Sufficiency of Jesus' Work on the Cross. Discuss in small groups.

A. What is God's view and value of us?

1. Genesis 1:27 – We are created by God in His image.
2. Ephesians 2:10 – We are God's workmanship, created for good works.
3. Philippians 2:4 – We are not to think too highly of ourselves.
4. Romans 5:8 – God demonstrates his own love for us in this: while we were still sinners, Christ died for us.
5. John 3:16 – We are valuable to God. He gave His son for our salvation.

B. What conclusions can we draw from God giving His son for us?

Healing Damaged Self-Esteem

1. There is no possible greater demonstration of God's love for us.
2. God proved that we are valuable to Him.

C. What did Jesus accomplish by dying on the cross?

1. At the cross Jesus was judged for our sin.
2. Jesus took the punishment we deserved.
3. Jesus made the payment for our sins.
4. Jesus' suffering shows us how terrible our sin is.
5. Our sins are no longer held against us.
6. We are freed from the "just" penalty of our sin because Jesus paid the penalty for us.
7. We can have peace with God by Jesus' sacrifice. God forgave us.
8. God reconciled us to Himself (brought us into relationship with Him).

III. Developing Proper Self-esteem in our Children (15 min)

A. How do we help our children develop a proper self-esteem?

1. Avoid being overly critical of them
2. Spend time with them
3. Treat them like we want to be treated, with respect
4. Show and tell them we love them
5. Show and tell them we are proud of them
6. Encourage them
7. Help them feel secure and safe
8. Help them when they are burdened with life
9. Share with them how much God loves them
10. Forgive them and don't bring up past failures
11. Restore them securely in the family when they do something wrong
12. Help them through stressful life events such as death, divorce, moving houses, trauma, bullying, feelings of loneliness, medical issues, abuse or anything that causes them worry

B. How do we heal our self-esteem and develop proper self-esteem in our children?

*Discuss in large group. Distribute handout **Rebuilding our Self-esteem** and discuss. Distribute and discuss handout: **Process for Healing Low Self-esteem Due to Our Own Sin**. Read together and encourage participants to consider what commitments and agreements with God they will make.*

IV. Conclusions (Optional) (5 min)

Discuss together.

- A.** What did you discover in this lesson?
- B.** What new things did you learn about your community?
- C.** Who could you share it with?
- D.** What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E.** Pray together.

Have participant or facilitator offer a prayer.

*Perhaps begin with the **Lord's Prayer (Luke 11:1-4)** and then add:*

Forgive those who hurt us.

Ask forgiveness for hurting our wives' and children's self-esteem.

Ask for guidance in building up our families and others.

References: <https://time.com/5373095/self-esteem-highest-study/>

STARTER: Role play: The Unconfident Worker**Two people talking:**

1st: Would you come help with the CHE lesson?

2nd: I don't think I would be very good at helping.

1st: Why do you say that?

2nd: I don't really have the skills to do lessons. Besides I don't think I could ever do anything worthwhile for anyone.

1st: I think you would be great at it.

2nd: Oh, I don't know! I might fail and then what would people think of me?

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2nd: Oh, I don't know! I might fail and then what would people think of me?

Healing Damaged Self-Esteem

Handout: The Sufficiency of Jesus' Work on the Cross

Jesus' sacrifice on the cross is the essential key to healing of our self-esteem:

1. God shows that our sins require punishment and death.
Jesus endured the punishment and died on our behalf.
2. God proves his unmeasurable love and value he has for us by giving his only son to suffer and die on the cross for our forgiveness.
3. Jesus rose from the dead and conquered death!

Matthew 26:14-70 and Matthew 27:4-60 shows us how bad our sin is and how much God values and loves us.

Matthew 26:

1. V14 Betrayed by one of his followers
2. V40,43,45 In time of deepest need, his closest followers and friends fell asleep three times
3. V49 Betrayed by a kiss by one of His followers
4. V59 Falsely accused
5. V61 His words were twisted into lies against him
6. V67 Spat on in the face
7. V67 Struck with fists
8. V67 Slapped
9. V70 Disowned (denied) by his friend three times

Matthew 27:

1. V22-23 Betrayed and rejected by the people
2. V26 Flogged, whipped
3. V28 Stripped
4. V28 Mocked
5. V29 Crown of thorns pushed into His scalp, staff as a scepter
6. V29 Mocked again
7. V30 Spit on
8. V30 Struck on the head again and again
9. V31 Led to be crucified
10. V31 Crucified on a cross with nails in his hands and feet
11. V35 As he was dying, His clothes were gambled away by the soldiers
12. V39 Insulted as He died
13. V41 God's priest further mocked Him
14. V44 Rebels being crucified also insulted Him
15. V55 He died in sight of the women who followed Him
16. V59-60 Buried in a borrowed tomb

What did Jesus do just before He died?

Having suffered all this just before his death Jesus asked Father God to forgive us!

From Jesus' suffering, death, burial, and resurrection what can we conclude?

- Our sin is great and terrible shown by what Jesus endured by taking our just penalty on Himself.
- When we allow Jesus to take our penalty for our sins through faith, we don't need to punish ourselves anymore because Jesus took our punishment. He paid our debt in full.
- We are now free to live in God's love because He has proven that He loves and values us by giving His only Son.
- Now we live in service to God without fear of punishment anymore.
- Freely receiving forgiveness from Jesus, we freely give forgiveness to others.

HANDOUT: Rebuilding our Self-esteem**Paraphrasing from a village leader:**

If the Holy Spirit can radically change His relationship with me, then shouldn't I, with His help, be able to change my relationship with myself and the world around me?

What is it about God that can change our thoughts and attitudes?

1. Knowing that God loves us – He made me in His 'image'
2. His son Jesus died a horrible death for me, and because of that my wrongs are forgiven through accepting His son Jesus.
3. Jesus restores my relationship with God, freeing me from the results of my wrong.

What does this new understanding move us forward to 'do'?

1. Admit our wrongs and hurts towards God and others
2. Recognize our inability to heal our feelings by ourselves
3. Search for trusted help – those people and events God puts in our path
4. Understand how you developed your beliefs: which ones are true and which are not true
5. Learn that past mistakes can become a lever/catalyst to your improvement
6. Learn how to challenge false negative thoughts and beliefs
7. Adjust your thoughts, beliefs, and actions
8. Resolve to change how you act in hard situations
 - a. Forgive yourself for the past wrongs you've done
 - b. Learn to be grateful for who you are and what you have
9. Accept the truth that God loves you and that you are made right with Him through Jesus. It is not because you perform well.

Practice: Quietly, by yourself, consider how you are moving toward a healthier self-esteem: how are you living as the 'image' of God?

Healing Damaged Self-Esteem

HANDOUT: Process for Healing Low Self-Esteem Due to Our Own Sin

Process outline for healing our self-esteem when our low self-esteem is from our (sins) wrongs.

Our self-esteem is often damaged as a result of our guilt and shame for what we have wrongly done. How do we build up our self-esteem when we are so ashamed of what we have done?

We must submit to God's plan to forgive and free us through Jesus' work. It is not by us punishing ourselves nor is it by us being good enough.

Healing Steps:

1. We get to know God better and how much he loves us.
2. We put our faith in Christ Jesus, God's son, and his forgiveness and taking our shame so that we do not have to carry that anymore.
3. We forgive ourselves for our wrongs because Christ has forgiven us by paying for them on the cross. Steps to forgive ourselves are much like the steps to forgive others:
 - a. We admit what we have done is wrong.
 - b. We agree with God that our wrongs are bad and how they have offended God and hurt others and ourselves.
 - c. We must allow ourselves to receive God's love. His love is deep enough for us that he gave his son to save us when we were his enemies.
 - d. We commit to not doing the wrongs anymore and to living in ways that honor God and all people because they are made in his image.
 - e. We do what we can to help others forgive us for the things we did to hurt them. We ask them to forgive us. We show that we have changed our attitude, and we repent. *(We can make restitution: pay back; for example, if we stole from someone, we would return it and even more. We make it right with them.)*
 - f. We admit to ourselves that God's sacrifice of his son for our wrongs is enough, and that we are no longer guilty or shameful. Jesus took it on himself.
4. We then have the new and joyful purpose of sharing with others that Christ has reconciled the world to God.

Addiction

Substance and Behavior Addictions

- Knowledge** *After working through this lesson, participants will be able to:*
- Attitude**
- Practice**
1. Describe what addiction is and give examples of types of addiction.
 2. Discuss factors that may contribute to developing addictions.
 3. Identify ways to promote health and prevent addiction.
- Overview** This is the Lesson #19 in the *Men Matter: Healthy Families* series. This is a very basic lesson, intended to only introduce addiction. Before beginning, review the definition section for the meaning of ‘addiction,’ ‘substance’ and ‘behavior.’ If there are significant addiction problems in the group, see the many CHE Lessons available on addictions in the Global CHE Network and seek a trained professional to help.
- Materials** *Collect these items before beginning the lesson:*
- Poster-size paper, markers, and masking tape
 - Role play: *Concern for John*
 - Handouts:
 - *Alcohol and Your Health*
 - *Cycle of Drinking*
 - Bible

LESSON

60 minutes

Starter: *Concern for John* (5 minutes)
Use the attached role play.

Ask SHOWD Questions:
*What did you **S**ee?*
*What was **H**appening?*
*Does this happen in **O**ur place?*
***W**hy does this happen?*
*What will we **D**o about it?*

I. Definitions (10 min)

Discuss as large group.

A. What is Substance Abuse?

1. It involves the use of any substance or activity like eating, alcohol, or drugs. The person may unknowingly choose it as a way to ‘to alter their state of mind or mood.’
2. It becomes abuse when it interferes with or disrupts any one or more major parts of a person’s life, such as work, home life, personal relationships, health, physical or mental abilities. (Spiritual, Physical, Emotional / Mental, and Social)
3. It happens when we begin to abuse the body that God gave us.

B. What is Addiction?

1. It is thinking or a behavior that is habitual, repetitious, and difficult or impossible to control.
2. Normally, it brings short-term pleasure, but there may be long-term consequences in terms of one’s health and welfare.
3. It is progressive and exerts more and more control over a person.

C. What are the two types of addiction?

Addiction

1. **Chemical addiction.** This refers to addiction that involves the use of substances.
2. **Behavioral addiction.** This refers to addiction that involves compulsive behaviors. These are persistent, repeated behaviors that are done even if they don't offer any real benefit.

D. What are "Behavioral Addictions" in your community?

1. Pornography
2. Sex
3. Gambling
4. Gaming
5. Food
6. Having standards in doing things that no one can live up to
7. Other

II. Contributing Factors of Addictions (20 min)

Break into small groups to discuss. Report back to large group.

A. What are some of the contributing factors that lead to addictions?

1. Parental and other adult examples
2. Peer influences: friends are doing it
3. The use of a less harmful drug or substance leads to a more harmful substance.
4. Often comes out of "Low Self-Esteem" but always leads to "Lower Self-Esteem"
5. Poverty - "The only way I can escape is through drugs, alcohol"
6. Depression caused by feeling that I can't live up to standards
7. A way of escaping family and social stress
8. Having an attitude that the world owes me a living
9. "What is yours is mine and what is mine is my own"
10. "I'm just trying it out. It won't control me!"
11. Prolonged used of prescribed strong medications.

In considering substance addictions we will use the abuse of alcohol as an example of substance addiction.

B. What does excessive "Alcohol" do to your body?

1. Damages major organs, specifically the brain, heart, liver, and pancreas
2. Increases the risk of cancer
3. Reduces the body's ability to fight off infections

Distribute handout "Cycle of Drinking" for reference for the next question.

C. What are the typical signs of the progression of drinking to excess known as alcoholism?

1. Downward spiral
2. In general, the progression of an addiction results in the major spheres of life (work, relationships, and more) becoming increasingly negatively affected.

III. Addiction (20 min)

Return to the small groups for this section.

A. What does the Bible say about "drinking to excess"?

1. Ephesians 5:15-20 (focus on verse 18) "Do not get drunk on wine, which leads to debauchery, instead, be filled with the Spirit, ..."
2. 1 Corinthians 6:10-11 "...nor thieves, nor the greedy, nor **drunkards**, nor slanderers nor swindlers will inherit the kingdom of God. But you were washed, you were sanctified."
3. Galatians 5:13-25 "Live by the Spirit not the flesh"

Addiction

4. Romans 13:13-14 “We are not to get drunk ... Clothe yourselves with the Lord Jesus Christ ...”

B. Does a person have a choice not to drink excessively?

1. Yes, the scripture tells us to choose not to drink to excess.
2. By implication we also have the choice to not be addicted to anything else.

C. Why do you think that God commands us not to drink to excess?

1. It damages us physically.
2. It hurts our relationships in our family and community.
3. It hurts our relationship with Him.
4. We make the substance we are addicted to our idol.
5. We fail to be like Him / be his disciples.
6. We cannot be helpful to others when we are consumed by what we consume.

IV. Prevention of Addictions (5 min)

Return to the large group and discuss.

How can we help to prevent addictions?

1. Strengthen families and communities through CHE.
2. Give children unconditional love as they grow up.
3. Make sure our children feel our love and acceptance.
4. Set age-appropriate expectation for our children; don't expect too much of them.
5. Help children and adolescents to build healthy habits and resilience.
6. Learn healthy coping skills ourselves.
7. Take good care of ourselves physically, emotionally, and spiritually.
8. Develop supportive relationships.
9. Strengthen our faith through prayer, study, building into our faith community.
10. Adapt attitudes, behaviors, and lifestyles without the harm of substance misuse.
11. Find healthy ways to deal with past trauma, depression, and stress.

V. Conclusions and Take-Away (Optional) (5 min)

Discuss together.

- A.** What did you discover in this lesson?
- B.** What new things did you learn about your community?
- C.** Who could you share it with?
- D.** What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E.** Pray together.

If your group/community wants to consider working more in depth on addiction issues, be sure to seek the guidance and help of professional addiction workers.

References:

Bible (NIV) Ephesians 5:15-20; 1 Corinthians 6:10; Galatians 5:13-25; Romans 13:13

NIH/ NiAAA. *Beyond hangovers*. Available from:

<http://pubs.niaaa.nih.gov/publications/Hangovers/beyondHangovers.pdf>

See CHE lessons on Social Issues/Addiction for more information.

Addiction

STARTER: Role play: Concern for John

This role play involves two people talking about John

1st: John seems to be having a problem with alcohol. I think he is addicted.

2nd: What do you mean? What he does is his own business as long as it doesn't affect others.

1st: But he is affecting others. He is pulling away from his family and the community. He has less interest in life. He seems to always want a drink. Haven't you noticed that he doesn't seem to want to spend time with us anymore, his friends?

2nd: Well, if he is addicted or not . . . what can we do?

This role play involves two people talking about John

1st: John seems to be having a problem with alcohol. I think he is addicted.

2nd: What do you mean? What he does is his own business as long as it doesn't affect others.

1st: But he is affecting others. He is pulling away from his family and the community. He has less interest in life. He seems to always want a drink. Haven't you noticed that he doesn't seem to want to spend time with us anymore, his friends?

2nd: Well, if he is addicted or not . . . what can we do?

Addiction

Definitions:

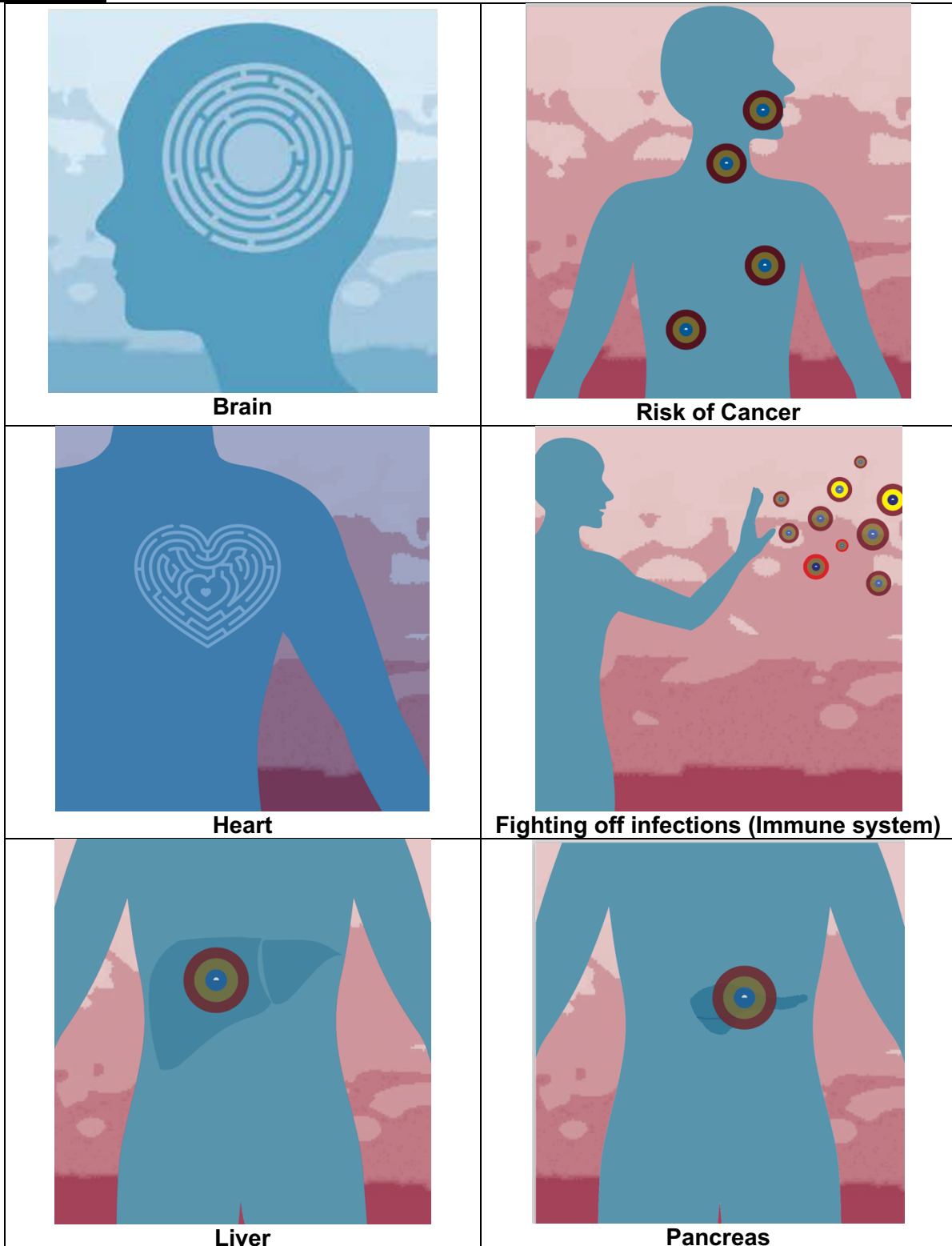
***Debauchery** is the unrestrained indulgence in decadence or what might be considered “sinful” behaviors. **Examples of debauchery** include decadent sexual activity or sex outside of marriage, drunkenness, or drug abuse.

Today, most experts recognize two types of addiction:

- **Chemical addiction.** This refers to addiction that involves the use of substances.
- **Behavioral addiction.** This refers to addiction that involves compulsive behaviors. These are persistent, repeated behaviors that are done even if they don't offer any real benefit.

Addiction

HANDOUT: Alcohol and Your Health



Source: NIH/ NiAAA. *Beyond hangovers*. Available from:
<http://pubs.niaaa.nih.gov/publications/Hangovers/beyondHangovers.pdf>

Addiction

HANDOUT: Cycle of Drinking

<u>Downward Spiral</u>	<u>Upward Recovery</u>
Occasional drinking for relief	Complete defeat admitted
Constant drinking for relief	Honest desire for help
Increased alcohol tolerance	Learns alcoholism is an illness
Blackouts	Told addiction can be stopped
Drinking in private	Stops taking alcohol
Urgency for first drink	Meets normal and happy former addicts
Unable to discuss problem	Assisted in making personal stock-taking
Decrease of ability to stop drinking when others stop	Right thinking begins
Grandiose and aggressive behavior	Spiritual needs examined
Efforts to control fail repeatedly	Physical overhaul by doctor
Persistent remorse	Start of group therapy
Promises and resolutions fail	Appreciation of possibilities for a new life
Family and friends avoided	Diminishing fears of unknown future
Work and money problems	Regular food taken
Neglect of eating	Return of self-esteem
Loss of ordinary will power	Realistic thinking returns
Tremors and early morning drinking	Loss of desire to escape
Further decrease in alcohol tolerance	Natural rest and sleep
Physical deterioration	Family and friends appreciate the efforts
Longer times drunk	Adjustment to family needs
Moral deterioration	New interests develop
Indefinable fears	New circle of friends
Obsession with drinking	Increased emotional control
Unable to start any action	First step to economic stability
Vague spiritual desires	Gain confidence of employer
	Contentment in being sober
	Care of personal appearance
	Increasing tolerance

Disciple of Jesus

Men of Integrity

Knowledge Attitude Practice *After working through this lesson, participants will be able to:*

1. Discuss how our relationship with Jesus is based on who we are “in Christ” not what we do.
2. Demonstrate that we serve Jesus in response to His love for us.
3. Put into practice living in ways that give honor to Jesus.

Overview This is the Lesson 20 in the Men Matter: Healthy Families series.

Materials Collect these items before beginning the lesson:

- Poster-size paper, markers, and masking tape
- Role play: *Disciple of Jesus*
- Bibles for small groups

LESSON

60 minutes

Starter: *Disciple of Jesus* (5 min)
Use the attached Role play.

Ask SHOWD Questions:
*What did you **See**?*
*What was **H**appening?*
*Does this happen in **O**ur place?*
***W**hy does this happen?*
*What will we **D**o about it?*

I. **Who We Are** (15 min)
Discuss in large group.

A. What is the difference between what we do and who we are?

1. Who we are is what we believe, our heart, character, and attitude.
2. When we are honest with ourselves and others, what we do reflects who we are.
3. Some people know what they should do and do it but are really faking it. Over time they show who they really are.
4. If we are the same inside and outside, we are said to have integrity.

'Joke' or 'observation' from British comedian, Ronnie Corbett:
We are called human 'beings' not human 'doings' for a reason.

Discuss in small groups.

B. Do you think God is interested in “who we are” or “what we do”?

1. He is interested in both.
2. He is more interested in who we are. He died for people not our works.

C. Read Romans 3:12. Can we ever be good enough to save ourselves?

No, nothing we do is good enough.

II. **Our Motivation** (10 min)
Discuss in small groups.

A. Read 1 John 4:19: Why do we love God?

Disciple of Jesus

1. Because He first loved us
2. Because He gave His son for us to be saved.

B. Read Romans 2:4: Why do we try to do good?

1. Because of His kindness toward us
2. As thanks to God
3. To honor God
4. To bring glory to God
5. To treat others like we want to be treated

III. Being a disciple of Jesus (25 min)

Discuss in small groups.

A. What is a disciple?

1. Being a follower of another
2. Has the same attitude as his leader
3. Does what his leader does
4. Obeys his leader
5. Seeks to please his leader

B. What did Jesus do?

1. 2 Corinthians 5:18: God sent Jesus to reconcile us to Him.
2. Philippians 2:5: He had a humble attitude with us even though He is God.
3. John 14:6: Jesus is the only way to God. He came to bring people (reconcile the world) to God.
4. Matthew 11: 4-6; Luke 4:18: He came to help people in their need and proclaim the good news to the poor.
5. 1 John 3:8: He came to destroy the works of the devil.

C. In what practical ways can you be Jesus' disciple?

1. By having the same attitude that Jesus had - loving, generous, humble
2. By loving others from your heart
3. By sharing the message of Jesus to everyone, everywhere
4. By making disciples of Jesus
5. By doing the things Jesus did
6. By caring for the needy

Discuss in large group.

D. What are some practical ways that you can be disciples of Jesus in your community?

IV. Conclusions (Optional) (5 min)

Discuss in large group.

- A.** What did you discover in this lesson?
- B.** What new things did you learn about your community?
- C.** Who could you share it with?
- D.** What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E.** Pray together. Ask God to lead us in practical ways to be Jesus' disciple to our families and community.

References: NIV Bible

Romans 3:12; John 4:19; Romans 2:4; Philippians 2:5; John 14:6; Matthew 11: 4-6; 1 John 3:8; 2 Corinthians 5:18; Luke 4:18

STARTER: Role play: *Disciple of Jesus*

Two men talking about what it means to follow Jesus

Man 1: I want to follow Jesus and be his disciple. Would you come and study Jesus with me?

Man 2: I don't know. Isn't that just another bunch of rules to follow, just like all the other religions?

Man 1: I think it is different. Other religions do seem to be a lot of rules for people to be "good enough" but following Jesus seems to be different.

Man 2: How it is different?

Two men talking about what it means to follow Jesus

Man 1: I want to follow Jesus and be his disciple. Would you come and study Jesus with me?

Man 2: I don't know. Isn't that just another bunch of rules to follow, just like all the other religions?

Man 1: I think it is different. Other religions do seem to be a lot of rules for people to be "good enough" but following Jesus seems to be different.

Man 2: How it is different?

Men and Work

Gift or Curse?

Knowledge Attitude Practice *After working through this lesson, participants will be able to:*

1. Explain what God says about mankind's work.
2. Discuss what a strong work ethic is.
3. Put into practice having a strong work ethic.

Overview This is the Lesson #21 in the *Men Matter: Healthy Families* series.

Materials *Collect these items before beginning the lesson:*

- Poster-size paper, markers, and masking tape
- Role play: *The Boss is Gone!*
- Handout: *Work Self Evaluation*
- Bibles for groups

LESSON

60 minutes

Starter: *The Boss is Gone!* (5 min)
Use the attached Role play.

Ask SHOWD Questions:
What did you See?
What was Happening?
Does this happen in Our place?
Why does this happen?
What will we Do about it?

I. **Attitude Toward Work** (15 min)

Discuss as large group.

A. How do you feel about your work? (Examples below)

1. I don't like my job but it's all I can find to do.
2. I have a terrible boss.
3. I am unappreciated.
4. I am underpaid.
5. I feel fortunate to have work.
6. I like my job.
7. My work is disorganized and wastes a lot of time.
8. I have two jobs just to feed my family.

B. How does your attitude affect your work? (Examples below)

1. I don't think it makes any difference.
2. I don't like my job and it probably results in poor performance.
3. I like some of my job and work hard at those parts but avoid the parts I don't like.
4. If my attitude is good, I work hard; when it is bad, I don't work hard.

C. In considering family, free time, God, work, friends, and ministry what do you think your priorities should be?

Discuss in large group and write on large paper.

II. **The Importance of Mankind's Work** (20 min)

Break into small groups to answer these questions. Report back to large group.

A. In the beginning what work did God do?

Read Genesis 1:31–2:2.

1. Created everything and it was good
2. Created mankind and it was very good

B. What work did God give mankind before they sinned?

Read Genesis 1:26-28 and Genesis 2:15.

1. Care for the garden that God planted
2. Rule over the earth

C. After mankind sinned how did their work change?

Read Genesis 3:17-19.

Mankind still had the same responsibilities, but the work became more difficult to do.

D. What is the responsibility given to man concerning work?

1. **How we work:** Read Proverbs 6:6-11; 2 Thessalonians 3:6,10

- Even animals know enough to work hard to be ready for hard times.
- If someone is unwilling to work, don't help them eat – we have a responsibility to work to feed ourselves and our families.

2. **Our attitude:** Read Colossians 3:23; Ephesians 6:5-8

- We should work with the attitude of doing it for the Lord.
- Obey our masters (boss) with respect as we would Christ
- God will reward us.

III. Working for the Lord (10 min)

Discuss in large group.

A. What are the benefits of work?

1. Satisfaction and sense of accomplishment
2. Provides money to share and care for family and others
3. Become more self-sufficient and independent
4. Gives men significant relationships with other men
5. May give meaning and purpose

B. What happens when we work well with a good attitude?

1. Others may notice our good work.
2. Doing this can lead to advancement in position.
3. This can lead to an increase in salary.
4. It gives glory to God.
5. Others can see our faith in action.
6. It gives us an opportunity to spread the gospel of Jesus.

IV. Self-Evaluation (5 min)

Distribute "Work Self-Evaluation" handout and give instructions to participants to answer these questions individually and confidentially. Provide adequate time to do this.

V. Conclusions (Optional) (5 min)

Discuss as a large group.

A. What did you discover in this lesson?

B. What new things did you learn about your community?

C. Who could you share it with?

D. What will you do with what you discovered in this lesson?

1. When?
2. What do you expect to happen?
3. How will you know if it happened?

E. Pray together.

References: NIV Bible Genesis 1:31-2:2; Genesis 2:15; Genesis 3:17-19; Proverbs 6:6-11; 2 Thessalonians 3:6,10; Colossians 3:23; Ephesians 6:5-8

Men and Work

STARTER: Role play: The Boss is Gone!

Three people digging in the hot sun.

1st Hurray! The boss is gone for the rest of the day! I'm going to go over there and relax under that tree. It's so hot today and that shade looks very cool!

2nd I'll go with you! Besides, boss will never know that we're not working since he's not here! Let's go!

3rd Not me. I'm going to keep working. I'm being paid to work, and I think it would be like stealing to take money from the boss without doing my job and earning it.

1st Are you kidding me? He'll never know!!! You can't tell me that you'd rather keep working in this hot sun instead of sitting in the shade?

Three people digging in the hot sun.

1st Hurray! The boss is gone for the rest of the day! I'm going to go over there and relax under that tree. It's so hot today and that shade looks very cool!

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1st Are you kidding me? He'll never know!!! You can't tell me that you'd rather keep working in this hot sun instead of sitting in the shade?

Men and Work

HANDOUT: *Work Self-Evaluation*

<i>Do I do my work for the glory of God or for my own glory?</i>
<i>Do I have a good attitude in my work?</i>
<i>Do I do my best work?</i>
<i>If Jesus was my boss, would I work harder?</i>
<i>What will I change about my work habits?</i>

Love Your Neighbors

Showing Christ's Love

Knowledge	<i>After working through this lesson, participants will be able to:</i>
Attitude	1. Explain how Jesus loves and cares for all people.
Practice	2. Demonstrate how we can love even our enemies. 3. Put into practice loving others knowing that as we love others, we are loving Jesus.

Overview This is Lesson #22 in *Men Matter: Healthy Families* series.

Materials *Collect these items before beginning the lesson:*

- Poster-size paper, markers, and masking tape
- Story: *The Parable of the Good Samaritan*
- Bibles for each small group

LESSON

60 minutes

STARTER: The Parable of the Good Samaritan (10 min)

Use the attached story. If desired, have participants act it out while someone reads it out loud.

Ask SHOWD Questions:

*What did you **S**ee?*

*What was **H**appening?*

*Does this happen in **O**ur place?*

***W**hy does this happen?*

*What will we **D**o about it?*

I. **Review of The Story of the Good Samaritan** (15 min)

Discuss in small groups.

A. Who did not help the injured Jewish man?

1. The Jewish priest who was supposed to be a mediator between men and God.
2. The Levite who is a member of the Hebrew tribe of Levi, which helped the priests in the worship in the Jewish temple.

B. Who *did* help the injured Jewish man?

The Samaritan. The Samaritans were hated by Jews at this time.

C. Why do you think Jesus chose to use a Samaritan man and not the priest and Levite as the one who helped the man?

1. The priest and Levite should have helped the man but were too arrogant and religious to help.
2. The Samaritans and Jews hated each other. The Samaritan was chosen to teach us to help even those who dislike us.

D. What did it cost the Samaritan to help the injured Jewish man?

1. Time to help
2. Sacrifice his own agenda and delay his travel plans to help the man
3. Getting his hands dirty by touching him and possibly his blood
4. Money for lodging for the injured man
5. Money for medical care of the man
6. Detour on his return trip to stop and pay for additional cost for his care

Love Your Neighbors

7. Extra effort to follow up on the man's care
8. He would likely be ridiculed by others for helping someone who hates him.

II. **The basis of all the Law** (15 min)

Read Mark 12:28-31. Discuss in the large group.

A. What is the Greatest Commandment?

Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind.

B. What is the second Greatest Commandment?

Love your neighbor as yourself.

C. Who in the story of the Samaritan did and did not love their neighbor?

1. The Samaritan loved his neighbor.
2. The priest and Levite did not love their neighbor.

III. **Loving your Neighbor** (20 min)

Discuss in large group.

A. Why is it important to Jesus that we love our neighbor?

1. God created them.
2. Jesus died for them.
3. God loves you and them.
4. Jesus wants us to be ambassadors for Him to others.
5. Jesus cares for them. How you treat them is how you would treat Him.
6. When we love our neighbors, they become open to the message of Christ.
7. You both can add to a full life for your families through loving one another.
8. It demonstrates the results of choosing to following Jesus.
9. It is a testimony of God's love and our commitment to Him.

Divide into small groups. Instruct the small groups to read Matthew 25:31-46 and Philippians 2:1-11. Answer the following questions.

B. In the verses in Matthew, what actions did Jesus say the righteous did that caused them to be blessed by the Father? Or that the unrighteous did NOT do that caused them to be cursed by the Father?

1. Feed the hungry
2. Give drink to the thirsty
3. Take in the stranger
4. Cloth the one in need of clothing
5. Care for the sick
6. Visit those in prison

C. Why did Jesus say that caring for others was like caring for Him?

We are all created in His image.

D. In the verses in Philippians, what attitude does Jesus want us to have with others?

1. Loving
2. United
3. Not selfish
4. Not conceited

Love Your Neighbors

5. Humble
 6. Consider the interest of others
 7. The attitude of Christ in saving us by sacrificing Himself
- E. What attitude will you have and in what practical ways will you love (help) your neighbor this week?**
- F. Think about your community's needs. What practical ways you can love your community (be the greatest help)?**
1. Pray for your neighbors' specific needs.
 2. Share your skills and new things you learn with your neighbor.
 3. Welcome new neighbors when they first move in.
 4. Organize help for local seniors in times of stress, such as bad weather, illness, disasters.
 5. Have a party and invite your neighbors who live around you.
 6. Learn how to involve your neighbors in community/neighborhood activities - see *further reading ideas under references*.
 7. Invite other believers to a pray together for the neighborhood.

IV. Conclusions (Optional) (5 min)

Discuss together.

- A.** What did you discover in this lesson?
- B.** What new things did you learn about your community?
- C.** Who could you share it with?
- D.** What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E.** Pray together.

References:

- NIV Bible: Luke 10:25-37; Matthew 25:31-46; Mark 12:28-31; Philippians 2:1-11
- For further reading:
 - Abundant Community by John McKnight and Peter Block
 - Abundant Community Edmonton: Guide and handbook for engaging neighbors

Love Your Neighbors

STARTER:

Story: *The Parable of the Good Samaritan: Luke 10:25-37 (NIV)*

*Read or have a participant read the story. If desired, have participants act out the parable (in **bold**) as it is being read.*

²⁵ On one occasion an expert in the law stood up to test Jesus. “Teacher,” he asked, “what must I do to inherit eternal life?”

²⁶ “What is written in the Law?” he replied. “How do you read it?”

²⁷ He answered, “‘Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind’^[a]; and, ‘Love your neighbor as yourself.’^[b]”

²⁸ “You have answered correctly,” Jesus replied. “Do this and you will live.”

²⁹ But he wanted to justify himself, so he asked Jesus, “And who is my neighbor?”

³⁰ **In reply Jesus said: “A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. ³¹ A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. ³² So too, a Levite, when he came to the place and saw him, passed by on the other side. ³³ But a Samaritan, as he traveled, came where the man was; and when he saw him, he took pity on him. ³⁴ He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. ³⁵ The next day he took out two denarii^[c] and gave them to the innkeeper. ‘Look after him,’ he said, ‘and when I return, I will reimburse you for any extra expense you may have.’**

³⁶ “Which of these three do you think was a neighbor to the man who fell into the hands of robbers?”

³⁷ The expert in the law replied, “The one who had mercy on him.” Jesus told him, “Go and do likewise.”

Making Disciples Following Jesus

Knowledge Attitude Practice After working through this lesson, participants will be able to:

1. Describe how much God loves us.
2. Explain how we can love God and others.
3. Put into practice the important work that God want us to do with Him.

Overview This is the Lesson 23 in the *Men Matter: Healthy Families* series. In this lesson we see that God's grace translated from the Hebrew word, "Hesed" is: **When a person from whom I have a right to expect nothing gives me everything.** This is what God in Christ has done for us; he wants us to share it with everyone, everywhere.

Materials Collect these items before beginning the lesson:

- Poster-size paper, markers, and masking tape
- Role play: *New Life in Jesus*
- Bible

LESSON

60 minutes

STARTER: *New Life in Jesus* (5 min)
Use the attached Role play.

Ask SHOWD Questions:

What did you **S**ee?

What was **H**appening?

Does this happen in **O**ur place?

Why does this happen?

What will we **D**o about it?

I. **God's Great Love for us** (10 min)

Read John 3:16-17.

A. How much does God love us?

He gave his son to save us.

B. Does He love us because we are good (or good enough)?

Read Romans 5:6-11.

1. NO, He loved us when we were ungodly (v6).
2. NO, He loved us when we were sinners (v8).
3. NO, He loved us when we were his enemies (v10).

When we were God's enemies, we were saved through Christ's death. How much more, having been reconciled, shall we be saved through his life?!

4. We are completely secure.

II. **Responding to God's Love** (30 min)

Read Matthew 22:36-40. Divide into small groups to discuss the following questions.

A. What are the greatest commandments?

1. Love the Lord your God with all your heart and with all your soul and with all your mind.
2. The second is like it: Love your neighbor as yourself.

B. Why do you think Jesus says these are the greatest commandments?

1. It is what God has been teaching us from the beginning of time.

Making Disciples

2. It is the foundation of all the commandments God has given us; Matt 22:40: All the Law and the Prophets hang on these two commandments.

C. What did Jesus say are reasons to love others?

Read John 13:34-35.

1. Follow Jesus' example of loving people
2. Love others in the way He loves me
3. To show people we are Jesus' disciples

D. What do you think are the visible signs that we love God?

1. We spend time with God in prayer and listen for what he is teaching us.
2. We give God glory, praise, and honor for who he is and what he has done for us.
3. We follow Jesus' example in every aspect of life.
4. We seek to please God in everything we do.
5. We don't do things that would displease God.
6. Also, we love God by doing what Jesus did (caring for the whole person).
 - a. Jesus came to seek and save the lost. (We can't save anyone, but we can point people to Jesus who can.)
 - b. Jesus cared for people's spiritual, emotional, mental, and physical needs.
 - c. We love God when we love others as ourselves.

E. What do you think are the visible signs that we love others?

Read Matthew 11:5; Matthew 25:31-46.

We follow Jesus' example

- a. Using what we have, to help other people with the problems they face whether physical, emotional /social, cultural, or spiritual.
- b. We can visit them when they are sick.
- c. We can give aid to the orphans, the old and lonely.
- d. We share the most important news we have: that Jesus came to save the lost and not to condemn us.
- e. We treat them like we want to be treated.
- f. We care for the whole person: spiritual, emotional, mental, social and physical needs.

III. Loving God by obeying the Great Commission (5 min)

Read Matthew 28:18-20.

A. What did Jesus command His followers to do?

1. Go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit
2. Teaching them to obey everything I have commanded you.

B. What does Jesus say those who are discipled are to do?

The same as us – obey everything He commanded us to do

IV. Conclusions and Take-Away (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

References:

Bible (NIV) John 3:16-17; Romans 5:6-11; Matthew 22:34-40; John 13:34-35; Matthew 11:5; Matthew 25:31-46; Matthew 28:18-20

Making Disciples

STARTER Role play: New life in Jesus

Two people talking:

1st: Since I have put my trust in Jesus, I am so happy knowing that I will live with him forever after I die.

2nd: Yes, knowing Jesus and being forgiven for all my sins gives me great joy too. How can we express our love for God?

1st: You know: Study God's word, pray and go to church.

2nd: Yes, those things are important, but is that all there is to this new life in Jesus?

Two people talking:

1st: Since I have put my trust in Jesus, I am so happy knowing that I will live with him forever after I die.

2nd: Yes, knowing Jesus and being forgiven for all my sins gives me great joy too. How can we express our love for God?

1st: You know: Study God's word, pray and go to church.

2nd: Yes, those things are important, but is that all there is to this new life in Jesus?

Men and Pornography

The Unintended Hurt

- Knowledge Attitude Practice** *After working through this lesson, participants will be able to:*
1. Describe how pornography hurts not just the people directly involved, but also the children and families of people who view pornography.
 2. Evaluate the sinfulness of pornography.
 3. Discuss ways to break free from a pornography addiction.
 4. Express a desire to remain or become free from pornography.
- Overview** *This is Lesson 24 in the Men Matter: Healthy Family series. This is a very sensitive subject and care should be taken in presenting the information. This includes information in the handout, as internet searches are easily a sexual temptation trap.*
- Materials** *Collect these items before beginning the lesson:*
- Poster-size paper, markers, and masking tape
 - Story: *An Open Letter to my Father Looking at Porn*
 - Handout: *Facts about Pornography*

LESSON

75 minutes

STARTER: *An Open Letter to my Father Looking at Porn* (10 min)
Use the attached story.

Ask SHOWD Questions:

*What did you **S**ee?*

*What was **H**appening?*

*Does this happen in **O**ur place?*

***W**hy does this happen?*

*What will we **D**o about it?*

I. **Pornography: Additional Story Review Questions** (20 min)

Discuss in the large group or break into small groups and have each group answer the following questions about the opening story.

A. **How did her father's pornography affect her life and the lives of her family?**

1. In order to be beautiful, she felt she needed to look like the women in the pornography.
2. Dislike and distrust of men.
3. Anger over her father's hypocrisy.
4. Having to have conversations about pornography with her husband and little boy.

B. **How did her father's pornography affect her friends?**

She feared that her friends might be part of his fantasies.

C. **How did her father's pornography affect her view and relationship with men?**

1. She thought men valued her only for her looks.
2. Created distrust and dislike of men.
3. Caused her to believe all men have a wandering eye.
4. Her father was supposed to be protecting her, but she couldn't trust him because of the pornography.

D. **How did her father's pornography affect her relationship with her husband?**

1. She distrusted men and even her husband at a very deep level.

Men and Pornography

2. One of the first things she asked him about was if he was addicted to pornography.
3. She had long term struggles due to distrust of men.

E. How was her father's credibility as a parent damaged by his viewing of pornography?

1. He told her to be careful about what she watched, but he wasn't careful.
2. He told her about modesty, but he looked at pornography.

F. Why was it hard for her father to teach her about values?

1. He was a hypocrite, saying one thing and doing the opposite.
2. She saw him as not trustworthy.

G. What does our culture teach about women and beauty?

Possible answers (depends on your culture):

1. Youth or maturity
2. Sexy
3. Hair style
4. Facial features
5. Skin color
6. Body type- thin or plump, short or tall
7. Jewelry
8. Make-up
9. Style of clothing

H. What does God's word say about a woman's real beauty?

Read Proverbs 31:10-31, focusing especially on verse 30

(See "Women's Cycle of Life" lesson on "Beauty and God's Word" for more information.)

II. Pornography: Sin and Damage (15 min)

Read Proverbs 6:25; 1 Corinthians 7:2-5; 2 Timothy 2:22; Luke 6:3; Matthew 22:39

A. Is viewing pornography sin?

1. Yes
2. We are told to flee evil desires of youth.
3. We are to treat one another the way we would want to be treated. Using someone for your own pleasure is not treating them the way you would want to be treated.
4. Using someone for your own pleasure is not loving them as you love yourself.

Distribute "Facts about Pornography" handout. Discuss the following question in small groups.

B. How is viewing pornography damaging?

1. Poor sexual health
2. Anxiety and fear related to sex
3. Increased sexual violence and violence against women
4. Increased sexual addiction and preoccupation with sex
5. Affects how men see women, gender, and power and more likely to result in physical and verbal aggression being associated with sexual pleasure
6. Affects the person's brain
7. Increased risk of divorce and marital unfaithfulness
8. Less satisfied with their sex life
9. Requires more graphic material to get aroused and can also lead to erectile dysfunction (inability to get aroused)

III. Breaking the Generational Damage of Pornography (10 min)

A. What do you think the daughter who wrote the letter will teach her sons about pornography? What will you teach your children about pornography?

Men and Pornography

1. It will hurt your relationships.
2. It will consume you more and more as you view it.
3. It will make sexual relationships less satisfying.
4. It hurts others directly and indirectly.
5. It is sinful which always separates us from God.

B. How did God's grace help her with the struggles that resulted from her father's pornography?

1. Healing of emotions
2. Helped her to forgive her father
3. Trusting men though it is still hard

IV. Dealing with Pornography (20 min)

In small groups, answer these questions and report to large group.

A. Do you or other people you know struggle with pornography?

B. How has pornography affected the lives of people you know?

C. What can men and boys who are struggling with pornography addiction do to get free from this addiction?

1. Prepare yourself to run into pornography even when you are not looking for it. You must decide now that you will not view pornography and will flee from it. *2 Timothy 2:22*
2. Replace pornography by renewing your mind and living holy lives. *Romans 12:1-2*.
What does this mean and what practical ways can you live it out?
 - a. By pursuing righteousness, faith, love, and peace with others *2 Timothy 2:22*
 - b. Tell yourself the truth; women are not objects to be lusted after but are co-heirs made in God's image and are to be treated with respect and love.
3. Expect a struggle in stopping; these feelings will lessen as time goes on.
 - a. Mood swings
 - b. Depression
 - c. Insomnia
 - d. Feeling lonely
4. Avoid replacing a pornography addiction with another addiction.
5. Deal with the underlying issues that are the root of addiction.
6. Focus your attention on protecting girls and women. See and think of them as your daughters, not objects to be used.
7. Focus on following Jesus. Live to honor him.
8. Don't do it alone. Be accountable to a counselor or other trusted person. Many men find help with counselors, support groups and/or addiction recovery programs.

V. Conclusions (Optional) (5 min)

Discuss together.

- A.** What did you discover in this lesson?
- B.** What new things did you learn about your community?
- C.** Who could you share it with?
- D.** What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E.** Pray together.

Men and Pornography

References:

Letter available from: <http://www.faithit.com/an-open-letter-to-the-dad-looking-at-porn/#.VluSFi-Dpvo.facebook>

Pornography handout information available at:

<https://aifs.gov.au/publications/effects-pornography-children-and-young-people-snapshot#:~:text=Pornography%20is%20also%20associated%20with,sexual%20dissatisfaction%2C%20anxiety%20and%20fear.>

<https://www.bbc.com/future/article/20170926-is-porn-harmful-the-evidence-the-myths-and-the-unknowns>

Overall education on pornography addiction:

<https://trafalgarresidence.com/blog/porn-addiction-recovery/>

Bible - Romans 1:23-25; 13:13; 1 Corinthians 7:2-5; *Proverbs* 6:25; 2 *Timothy* 2:22.

Men and Pornography

STARTER: *An Open Letter to my Father Looking at Porn*

Dear Dad,

I want to let you know first of all, that I love you and forgive you for what this has done in my life. I also wanted to let you know exactly what your porn use has done to my life. You may think that this affects only you, or even your and Mom's relationships. But it has had a profound impact on me and all of my siblings as well.

I found your porn on the computer somewhere around the age of 12 or so, just when I was starting to become a young woman. First of all, it seemed very hypocritical to me that you were trying to teach me the value of what to let into my mind in terms of movies, yet here you were entertaining your mind with this junk on a regular basis. Your talks to me about being careful with what I watched meant virtually nothing.

Because of pornography, I was aware that mom was not the only woman you were looking at. I became acutely aware of your wandering eye when we were out and about. This taught me that all men have a wandering eye and can't be trusted. I learned to distrust and even dislike men for the way they perceived women in this way.

As far as modesty goes, you tried to talk with me about how my dress affects those around me and how I should value myself for what I am on the inside. Your actions however told me that I would only ever truly be beautiful and accepted if I looked like the women on magazine covers or in porn. Your talks with me meant nothing and in fact, just made me angry.

As I grew older, I only had this message reinforced by the culture we live in. That beauty is something that can only be achieved if you look like "them." I also learned to trust you less and less as what you told me didn't line up with what you did. I wondered more and more if I would ever find a man who would accept me and love me for me and not just a pretty face.

When I had friends over, I wondered how you perceived them. Did you see them as my friends, or did you see them as a pretty face in one of your fantasies? No girl should ever have to wonder that about the man who is supposed to be protecting her and other women in her life.

I did meet a man. One of the first things I asked him about was his struggle with pornography. I'm thankful to God that it is something that hasn't had a grip on his life. We still have had struggles because of the deep-rooted distrust in my heart for men. Yes, your porn watching has affected my relationship with my husband years later.

If I could tell you one thing, it would be this: Porn didn't just affect your life; it affected everyone around you in ways I don't think you can ever realize. It still affects me to this day as I realize the hold that it has on our society. I dread the day when I have to talk with my sweet little boy about pornography and its far-reaching greedy hands. When I tell him about how pornography, like most sins, affects far more than just us.

Like, I said, I have forgiven you. I am so thankful for the work that God has done in my life in this area. It is an area that I still struggle with from time to time, but I am thankful for God's grace and also my husband's. I do pray that you are past this and that the many men who struggle with this will have their eyes opened.

Love, Your Daughter

HANDOUT: *Facts about Pornography*

Social and Sexual Problems:

- Pornography is associated with:
 - unsafe sexual health
 - "sexual uncertainty" about sexual beliefs and values
 - sexual dissatisfaction, anxiety, and fear
- The content of pornography may reinforce double standards for men and women.
- Adolescent pornography use is associated with stronger beliefs in gender stereotypes. Male adolescents who view pornography frequently are more likely to view women as sex objects. This encourages attitudes that support sexual violence and violence against women.
- Adolescents who consumed violent pornography were six times more likely to be sexually aggressive compared to those who viewed ... no pornography.
- Sexual preoccupation
- Sexual "addiction"
- Pornography contains messages and behaviors about sex, gender, power, and pleasure that are *deeply* problematic. In particular, the physical aggression (slapping, choking, gagging, hair pulling) and verbal aggression such as name calling, that is predominantly done by men to their female partners.

<https://aifs.gov.au/publications/effects-pornography-children-and-young-people-snapshot#:~:text=Pornography%20is%20also%20associated%20with,sexual%20dissatisfaction%2C%20anxiety%20and%20fear.>

Physical Effects:

- The striatum, a part of the brain that makes up the reward system, was smaller in those who watched a lot of porn – meaning they might require more graphic material to get aroused.
- Erectile dysfunction (inability to have or maintain an erection) is often blamed on desensitization through viewing pornography.
- A published study recently found that starting to watch porn can sometimes be a predictor of divorce.
- Research that found men who watched more porn were less satisfied with their sex lives.
- One study from the University of Cambridge likened porn addiction to drug addiction, after finding that they both trigger the brain in a similar way.
- Pornography leads to unfaithful marital relationships.

<https://www.bbc.com/future/article/20170926-is-porn-harmful-the-evidence-the-myths-and-the-unknowns>

Human Trafficking

Used for Profit

- Knowledge Attitude Practice** *After working through this lesson, participants will be able to:*
1. Describe what human trafficking is.
 2. Explain what can happen to someone who has been trafficked.
 3. Discuss how everyone involved in trafficking gets hurt.
 4. Identify what they can do to be part of the solution.

Overview This is Lesson #25 in the *Men Matter Healthy Families* (MMHF) series. This a difficult subject but very important to be shared. Instead of facilitating Sections I – IV, a possible option is to show the 8-minute video on human trafficking, the *Priceless Cube* at: www.pricelesscube.com. If desired, this lesson can be divided into two lessons after Section IV, the Effects of Trafficking. For more information look in the Global CHE Network for more Trafficking lessons.

- Materials** *Collect these items before beginning the lesson:*
- Poster-size paper, markers, and masking tape
 - Starter: *Toha's Story*
 - If available, *Priceless Cube* or *Priceless Cube* video

LESSON

90 minutes

STARTER: *Toha's Story* (10 min)
Use the attached story.

Ask SHOWD Questions:
What did you See?
What was Happening?
Does this happen in Our place?
Why does this happen?
What will we Do about it?

I. **Human Trafficking** (15 min)

A. **What is Human Trafficking?**

The business of stealing someone's freedom for profit

Divide into 4 small groups. Give each group one of the following questions. Discuss these topics and report back to the large group.

B. **What is Sex Trafficking?**

1. Includes commercial sex work such as prostitution
2. Pornography
3. Exotic dancing
4. Stripping
5. Live or recorded sex shows
6. Mail-order brides
7. Military prostitution
8. Sexual tourism

Human Trafficking

C. What are 'Baby Factories' also known as 'baby harvesting' and 'baby farming'?

1. A place where pregnant girls are kept with or without their consent
2. A place where young girls or women are encouraged or forced to become pregnant for the purpose of giving birth to babies that are sold
3. Usually keep a woman or girl against her will
4. Sell or illegally adopt out the baby
5. Often appear to be reputable organizations such as a hospital, maternity home, rehab center, orphanage or other

D. What is Labor Trafficking?

1. Modern day slavery – forced labor
2. Tricking / forcing young girls and boys to move to a distant town or city supposedly for a 'good' job to help their family or for a better education
3. Forcing the person to work to pay off their transportation and accommodation debt in factories, farms, or homes of the wealthy - debt bondage
4. Often work in unsafe, inhumane conditions (often forced)
5. Unable to leave or return home (no money, travel documents taken by others, or other situations)

E. What is Child Soldier Trafficking and how does it happen?

1. Forcing children to become soldiers (as young as 8 years old)
2. Often are enslaved after their families are killed in front of them
3. Control children by their fear of being killed, drugs, 'brainwashing'
4. Done by local warlords in many places around the world
5. Often become fighters, sex slaves, spies and even human shields

II. Trafficking Statistics (5 min)

If this will be meaningful to your group, present these statistics.

A. How many people are enslaved by traffickers?

Ask someone to read these statistics to the group.

- Worldwide -- **20 to 40 million are enslaved (2020)**
- Each year it is estimated **600,000 to 800,000 victims** are trafficked across international borders.
- After being enslaved, a person lives **7 years**, on average.
- The average **age of entry** into sex trafficking is **12 years** old
- This happens in **every country**. Most are **children** and **women**, but it also happens to many **boys** and **men**.
- *The United Nations and human rights groups estimate there are 250,000 child soldiers today.*

III. Recruitment (15 min)

In a large group discuss the following two questions.

A. What situations make someone vulnerable to trafficking?

B. How do traffickers use those vulnerabilities to recruit their victims?

Human Trafficking

What situation makes someone vulnerable to trafficking?	How traffickers use people's vulnerabilities to recruit them?
Lonely, lacking strong relationships	Seduction and romance
Rural areas that don't have enough jobs, poverty	False job advertisements
Lack of knowledge or experience	Lies about educational or travel opportunities
Extended family connections in far-away places	Using an 'auntie' in another city to 'care' for them but may be lying or untrustworthy
Broken families and poverty	Money for being sold by family
False friendships	Recruitment through former slaves
Displacement or Refugee	Abduction
Cultural practices	Abuse of religious beliefs
Desire for a better life	False promise of a better life
Someone in the family with a drug problem	Promise relief from the drugs in the family
Abusive family relationships	Promise to help protect a child from the abuse

Have someone read the information below aloud to the group.

Traffickers might use violence, manipulation, or false promises of well-paying jobs or romantic relationships to lure victims into trafficking situations. Language barriers, fear of their traffickers, and/or fear of law enforcement frequently keep victims from seeking help, making human trafficking a hidden crime.

Human trafficking can happen in any community, and victims can be any age, race, gender, or nationality. As long as trafficking remains profitable, difficult to detect, and hard to punish, traffickers will create new ways to exploit their victims.

IV. Effects of Trafficking (10 min)

In large group, list who is affected in what ways (See categories in chart).

Persons/Group	Hurts Suffered				
	Mental Trauma	Physical Trauma	Rejection by Community	Isolation	Spiritual Distress
Person Trafficked					
Trafficker					
Community of Person Trafficked					
The Person Rescued from Trafficking					
The whole country					

Human Trafficking

- (M) Mental Trauma** – guilt, shame, fear, depression, anxiety, poor relationships with self and others, feeling of being less than human
- (P) Physical Trauma** – raped, beaten, abused, pregnancy, sexually transmitted infections, illnesses from poor living conditions, dangerous working conditions
- (R) Rejection** by community – (family, friends and/or culture)
- (I) Isolation** – if in a foreign country a person cannot speak the language, may be undocumented, cannot find supportive resources, or get an education, or live independently
- (S) Spiritual Distress** – anger at God for letting this happen; lack of communion with other believers; feelings of hopelessness

V. Trafficking Prevention (10 min)

Discuss in large group.

A. **What can we do to prevent our families from becoming victims of trafficking?**

1. Make sure each family member knows they are loved, valued and accepted.
2. Protect your family by watching out what is going on and who our children are associating with.
3. Talk to your children about sexual abuse and different types of trafficking.
4. Be “present”, involved with your family in daily life activities.
5. Take care of your family to reduce their vulnerability to trafficking.
6. Work with others in your community (using CHE) to improve education and job opportunities.
7. Beware of offers of work or education in a distant place even if offered by a relative or religious leader.
8. Never give up your travel documents to a potential helper/employer.

VI. Helping with Recovery from Trafficking (10 min)

Discuss in large group.

A. **What can we do when someone escapes after being trafficked?**

1. We can understand that they are victims.
2. We can accept them into our church and community.
3. We can be sensitive to their hurt and give love and acceptance.
4. We can help restore them in the community. Romans 15:5-7, Galatians 6:2
 - a. Provide a safe home.
 - b. Help them find a job.
 - c. Be a friend to them.
 - d. Listen to their story with compassion.
 - e. Include them in a small supportive group.
 - f. Help them get medical care.
 - g. Assist them in finding help with recovery from the trauma they've had.
 - h. Pray for and with them.
 - i. Help them to know how much God loves them.

VII. Anti-Trafficking Efforts (10 min)

A. **What can we do to stop human trafficking?**

1. We can pray for God to intervene in the trafficking problem.

Human Trafficking

2. Put pressure on the government to strengthen anti-trafficking laws.
3. Find ways to prevent businesses and individuals from exploiting the vulnerable.
 - a. Working with/pressuring airline companies on trafficking prevention
 - b. Changing labor laws that make trafficking easy
4. Present opportunities for learning how to have better marriages and parenting skills.
5. Develop community resources to prevent abuse in families and provide help when needed.
6. Create social environment that disapproves of sex outside of marriage.
7. **Make sure that we are NOT part of the problem by engaging in pornography or sexual activity outside of our marriage. If there was no demand, there would be no trafficking.**

VIII. **Conclusions** (Optional) (5 min) *Discuss together.*

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

References:

Bible (NIV) Luke 4:18; Romans 15:5-7; Galatians 6:2

<http://www.cnn.com/interactive/2013/12/world/cambodia-child-sex-trade/>

<http://www.cnn.com/2007/WORLD/africa/02/12/child.soldiers/>

<https://theexodusroad.com/> U.S. Department of State

<https://www.hrw.org/report/2019/08/27/you-pray-death/trafficking-women-and-girls-nigeria#>

<https://www.traffickinginstitute.org/the-root-cause-of-trafficking-is-traffickers/>

<https://www.highspeedtraining.co.uk/hub/methods-of-human-trafficking/>

YouTube version of UNOC of Affected for Life

<https://www.youtube.com/watch?v=FBean0xhqK8>

Explaining Trafficking in short video or with cube as a tactile visual aid: [Priceless Cube:](http://www.pricelesscube.com)

www.pricelesscube.com

Human Trafficking

STARTER:

Toha's Story



Toha grew up in her family's houseboat on the river, connected to the shore via a haphazard walkway of planks that dip beneath the water with each footstep. It is a very poor community that survives by catching fish in their nets lowered from the houseboats into the river.

The second of eight children, none of whom attend school, Toha was sold for sex by her mother when she was 14. The transaction followed the not uncommon procedures of the community: First a medical exam certifying her virginity, then sent to a hotel, where she was raped over several days.

About two weeks after she returned home, she says, the man who had bought her virginity began calling, requesting to see her again. Her mother urged her to go. The pressure drove her to despair.

"I went to the bathroom and cut my arms. I cut my wrists because I wanted to kill myself," Toha says. A friend broke down the door to the bathroom and saved her life.

"Virginity selling" was widespread in the community, and her mother saw it as a legitimate option to make some income. "They think it is normal," she says. "I told her, your dad is sick and can't work... Do you agree to do that job to contribute to your parents?"

"I know that I did wrong so I feel regret about it, but what can I do?" she says. "We cannot move back to the past." We needed the money for food and to pay the loan sharks we borrowed money from to fix our home that was damaged in the last storm.

The news of Toha mother's betrayal of her daughter has drawn mixed responses from others in the neighborhood, she says. Some mock her for offering up her daughter, others sympathize with her plight. Some see nothing wrong with what she did at all.

"Some people say, 'It's OK -- just bring your daughter (to the traffickers) so you can pay off the debt and feel better,'" says her mother.

Not long after her suicide attempt, Toha was sent to a brothel 400 kilometers away. She endured more than 20 days there, before she managed to get access to a phone, and called a friend. She was eventually rescued from the brothel. But she never moved home to live with her family. She lives in a safehouse provided by the Christians that rescued her from the brothel. Now she earns money by weaving bracelets and is going to school to learn to be a social worker because she wants to help other girls who are trafficked.

Men, Things and Relationships

Life Priorities

Knowledge Attitude Practice After working through this lesson, participants will be able to:

1. Explain why relationships are more important than material things.
2. Demonstrate an attitude of self-sacrificing.
3. Put into practice developing healthy relationships with God, others, self, and the world.

Overview This is the Lesson 26 in the *Men Matter: Healthy Families (MMHF)* series. It is part of a three-lesson mini-series within *MMHF* focused on family finances, understanding the principles of budgeting within a family context, and creating a simple budget. This lesson needs to be done before *MMHF* Lessons 27 and 28. The lessons in the mini-series are: “Men, Things and Relationships: Life Priorities”, “Family Money Management: Our Attitude Toward Money”, and “Family Money Management: Budgeting” (*MMHF Lessons 26-28*).

Materials Collect these items before beginning the lesson:

- Poster-size paper, markers, and masking tape
- Story: *The Parable of the Rich Man*
- Bible

LESSON

60 minutes

STARTER: *The Greedy Brother and the Parable of the Rich Man (Luke 12:13-21)* (5 min)
Use the attached story.

Ask SHOWD Questions:

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

I. **The request** (5 min)

Discuss the starter story as large group.

A. What is this man wanting (v13)?

1. Material things
2. His share of the inheritance

B. What does his request reveal about his values? (v15)

1. He values things more than his relationship with his brother.
2. He is greedy.
3. His life is focused on material things he has and wants.

II. **The Answer** (15 min)

Discuss in small groups then share with large group.

A. What was the material status of the man in the parable? (v16-17)

1. He was wealthy.
2. He was materially successful beyond what he could use.

B. Read James 1:17. Who gave the man in the parable his material wealth?

God gives every good gift.

Men, Things and Relationships

C. What was the man's attitude and what did he plan to do with his material blessing? (v18-19)

1. He was not going to share, although he had surplus wealth.
2. He planned to keep it for himself.
3. He was going to spend everything for his own pleasure.
4. He was self-centered.

D. Did his plans include using his wealth for God in serving and helping others?

1. He did not consider others in his plan.
2. He did not care for the poor.
3. He was not rich toward God; in other words, he did not focus on knowing and serving God.

III. Principles from the parable: What is Life to be About? (30 min)

Discuss in small groups then share with large group.

A. What do you think it means to be rich toward God?

1. Healthy relationship with God, knowing God
2. Healthy relationship with others, considering how you might care for them
3. Healthy relationship with self, humbly caring for self but not to the exclusion of others
4. Healthy relationship with our work and world, working to care for others

B. What does God expect our relationship, attitude, and actions to be toward others, especially the poor? (Matthew 25:31-46)

1. Care for others
2. Help others
3. Not keep things for ourselves, but work to share with those in need (Ephesians 4:28)

C. What kind of life did King Jesus live in terms of wealth, comfort, earthly position and what he spent his time doing?

1. He didn't have a home (Matthew 8:19-20)
2. He came to serve not to be served (Matthew 20:26-28)
3. He came to seek and to save the lost (Luke 19:10)
4. He gave himself as a sacrifice to rescue us (Galatians 1:3-5)
5. He healed the sick (Matthew 11:4-5)

D. Do you think God cares about both our spiritual and physical life? Why?

1. Jesus came to save sinners and give eternal life. (I Timothy 1:15)
2. Jesus came to heal the sick and share the good news. (Matthew 11:4-5)

E. What does God want our lives to be about?

1. Relationships: because things wear out and are very temporary. (Luke 12:22-34)
2. If we are focused on getting things, that is where our hearts will be.
3. Relationships last forever, things do not.

IV. Conclusions (Optional) (5 min)

Discuss together.

A. What did you discover in this lesson?

B. What new things did you learn about your community?

C. Who could you share it with?

D. What will you do with what you discovered in this lesson?

1. When?
2. What do you expect to happen?
3. How will you know if it happened?

E. Pray together.

References: Bible passages referenced (NIV): Luke 12:13-21; James 1:17; Matthew 25:31-46; Ephesians 4:28; Matthew 8:19-20; Matthew 20:26-28; Luke 19:10; Galatians 1:3-5; I Timothy 1:15; Matthew 11:4-5; Luke 12:22-31

STARTER Story: *The Parable of the Rich Fool*

Have someone read the following: Luke 12:13-21 (NIV)

¹³ Someone in the crowd said to him, “Teacher, tell my brother to divide the inheritance with me.”

¹⁴ Jesus replied, “Man, who appointed me a judge or an arbiter between you?” ¹⁵ Then he said to them, “Watch out! Be on your guard against all kinds of greed; life does not consist in an abundance of possessions.”

¹⁶ And he told them this parable: “The ground of a certain rich man yielded an abundant harvest. ¹⁷ He thought to himself, ‘What shall I do? I have no place to store my crops.’

¹⁸ “Then he said, ‘This is what I’ll do. I will tear down my barns and build bigger ones, and there I will store my surplus grain. ¹⁹ And I’ll say to myself, “You have plenty of grain laid up for many years. Take life easy; eat, drink and be merry.”’

²⁰ “But God said to him, ‘You fool! This very night your life will be demanded from you. Then who will get what you have prepared for yourself?’

²¹ “This is how it will be with whoever stores up things for themselves but is not rich toward God.”

Family Money Management

Our Attitude Toward Money

Knowledge Attitude Practice *After working through this lesson, participants will be able to:*

1. Describe the importance of managing their family finances.
2. Put into practice Biblical and marriage principles of good finances.

Overview This is lesson #27 in the *Men Matter Healthy Family (MMHF)* series. It is part of a three-lesson mini-series within MMHF focused on family finances, having the right attitude toward money, and including your wife's needs and desires. This lesson should be done before *MMHF* Lesson 28 and after *MMHF* Lesson 26. The lessons in the mini-series are: "Men, Things and Relationships: Life Priorities", "Family Money Management: Our Attitude Toward Money", and "Family Money Management: Budgeting" (*MMHF Lessons 26-28*).

Materials *Collect these items before beginning the lesson:*

- Poster-size paper, markers, and masking tape
- Role play: *Always Arguing About Money*
- Handout:
 - *Money Goals Worksheet*
 - *Money Goals of the Husband and Wife*
- Bibles for each small group

LESSON

60 minutes

STARTER: *Always Arguing About Money* (5 min)
Use the attached Role play.

Ask SHOWD Questions:
*What did you **S**ee?*
*What was **H**appening?*
*Does this happen in **O**ur place?*
***W**hy does this happen?*
*What will we **D**o about it?*

I. **What is Money Used For** (10 min)

Discuss as large group.

Why is money important to us?

1. We use money for our 'Health' Physical / Cultural / Mental / Spiritual wellbeing
2. We use money to buy the necessities of life - food, shelter, medicines.
3. We use money to pay for emergencies in our family.
4. We use money to share with needy people.
5. We use money to share God's love...

II. **Healthy Attitude Toward Money** (20 min)

Read Luke 3:10-14. Discuss in a large group

A. What did John the Baptist teach people about wealth and money?

1. To the crowd?

Anyone who has two shirts should share with the one who has none, and anyone who has food should do the same.

2. To the tax collector?

Don't collect any more than you are required to.

Family Money Management: Our Attitude Toward Money

3. To the soldiers?

Don't extort money and don't accuse people falsely—be content with your pay.

B. What did Jesus teach about wealth and money?

Have someone read these scriptures aloud. Any others to mention?

1. Matthew 6:19-24 – 'You cannot serve both God and money'
2. Luke 14:28-30 – Plan ahead
3. Matthew 7:9-10 – Give what your family needs

C. What are healthy attitudes to have about material wealth and money?

Read James 1:17, Matthew 7:9-10, John 13:34-35

1. **Relationship with God? James 1:17** - Every good and perfect gift is from above, coming down from the Father of the heavenly lights, who does not change like shifting shadows.
2. **Relationship within the family? Matthew 7:9-10** – Give good gifts.
3. **Relationship with others? John 13:34-35** – Love one another.
4. **In general:** Money is a tool to be used in love toward others.

III. Material Wealth Goals (20 min)

Divide into small groups. Distribute the handout "Money Goals Worksheet". Each group will answer the three questions on the worksheet. Then they will fill in the table using ideas from each person and then report back to the large group. The purpose of this exercise is to discover what their money and material wealth goals are and what they think their wife's money goals are.

IV. Family discussion about money and material wealth goals

Distribute the handout "Money Goals of the Husband and Wife" (may have it printed on the back of the Money Goals Worksheet). Instruct participants to take this home. They are to do the Husband's goal chart and give the Wife's goal chart to their wife. After they are done, they are to talk with each other about their answers. They are not to judge their wives' opinions but listen and understand their desires and goals.

V. Conclusions (Optional) (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

Bible References (NIV): Luke 3:10-14; Matthew 6:19-24; Luke 14:28-30; Matthew 7:9-10; Matthew 23:23

STARTER

Role play: *The Unexpected Expense*

Two men talking.

1st: How are you doing.

2nd : Ok I guess

1st: What's the matter?

2nd : Well, it seems my wife and I are always arguing about money!

1st: What is the problem?

2nd : You know – I think my wife spends too much on clothes and gifts for the children and family and she complains about me spending money on smoking.

1st: How will you solve the argument?

Two men talking.

1st: How are you doing.

2nd : Ok I guess

1st: What's the matter?

2nd : Well, it seems my wife and I are always arguing about money!

1st: What is the problem?

2nd : You know – I think my wife spends too much on clothes and gifts for the children and family and she complains about me spending money on smoking.

1st: How will you solve the argument?

Family Money Management: Our Attitude Toward Money

Handout: *Money Goals Worksheet*

The purpose of this exercise is to discover both husbands' (men) and wives' (women) money goals. As a small group discuss and answer the 3 questions below and then fill in Table 1. Report back to the large group.

- A. Do you consider your wife's opinion in money matters?**
- B. What happens if you don't think about your wife's feelings about how your family spends money?**
- C. What are your family's money goals?**

Table 1: Small Group Discussion

	Goals
1. Husband's money goals?	
2. What do you think your wife's money goals are?	
3. What money goals do you think you share with your wife?	

Handout: Money Goals of the Husband and Wife

Each spouse is to fill out their chart below separately. Then, use your answers to communicate your money goals with each other. Don't judge your spouse's opinions but listen and understand their desires and goals. Try to agree on some common money goals.

Table 1: Husband's Goals

	Goals
Husband's money goals?	
What do you think your wife's money goals are?	
What are the money goals you share with your wife?	

Table 2: Wife's Goals

	Goals
Wife's money goals?	
What do you think your husband's money goals are?	
What are the money goals you share with your husband?	

Family Money Management

Budgeting

Knowledge After working through this lesson, participants will be able to:
Attitude 1. Describe how having a budget can help them reach their financial goals.
Practice 2. Make a budget.

Overview This is lesson #28 in the *Men Matter Healthy Family* series. It is part of a three-lesson mini-series within *MMHF* focused on family finances, understanding the principles of budgeting within a family context, and creating a simple budget. This lesson needs to be done after *MMHF* Lessons 26 and 27. The lessons in the mini-series are: “Men, Things and Relationships: Life Priorities”, “Family Money Management: Our Attitude Toward Money”, and “Family Money Management: Budgeting” (*MMHF* Lessons 26-28).

Materials Collect these items before beginning the lesson:

- Poster-size paper, markers, and masking tape
- Role play: *Unexpected Expenses*
- Handouts:
 - *Budget Worksheet Example*
 - *Personal Budget Worksheet*
- Bible

LESSON

60 minutes

STARTER: *Unexpected Expenses* (5 min)
Use the attached role play.

Ask SHOWD Questions:

What did you **S**ee?

What was **H**appening?

Does this happen in **O**ur place?

Why does this happen?

What will we **D**o about it?

I. **Biblical Example of Budgeting** (10 min)

Read *Genesis 41:28-40*. Discuss as a large group.

How did Joseph plan for the coming drought and loss of food production?

1. He put into place a budget for the years of plenty and a savings plan for the years of shortage.
2. When the drought came, he was able to have resources to feed not only Egypt but the whole world.

II. **Budgeting Basics** (15 min)

Discuss in the large group or break into small groups.

A. **What is an expense?**

An expense is money you spend.

B. **What is income?**

Income is money you make.

Family Financial Management: Budgeting

C. What is a budget?

1. A budget shows you your income and expenses.
2. A budget is a plan you write down to decide how you will spend your money each month.
3. A budget helps you make sure you will have enough money every month. Without a budget, you might run out of money before you get more.

D. Why do you need a budget?

1. It helps you understand what you are spending money on.
2. It helps you to decide what and how much money to spend on things in the future.
3. It helps you to prioritize what to and not to spend your money on.
4. It allows your family to honor God and be generous to others with what you have.
5. Your budget can help you save money for the future expenses.

E. Why should you save some money each month?

1. You might need money for an emergency.
2. Every family has unexpected expenses that come up from time to time.
3. You also might need to buy something more expensive, like a roof or animals, or pay for a wedding.

F. What are some ideas to help you save money?

1. For one month, write down everything you spend. Small expenses, like a cup of coffee or a cola, can add up to a lot of money. When you know where you are spending your money, you can decide what you might **not** want to buy.
2. Pay your bills when they are due. That way, you will not owe late fees or other charges.
3. Keep the money you are saving separate from the money you spend.
4. Consider opening a savings account in a bank or savings club.
5. If you keep cash at home, keep the money you are saving separate from your spending money. Keep all your cash some place safe.

G. How do you handle irregular income and expenses? What if you don't have money coming in every month?

Some people do not get paid every month. If you expect things to be like they were last year, do this:

- Add up all the money you earned last year.
- Divide that number by 12. This is about how much money you will have for each month.
- For example

Last year my income added up to \$3,000.

$$\$3,000 \div 12 = \$250$$

I had about \$250 each month.

- Do the same for irregular expenses and for saving for future large expenses. The monthly amount is what you need to set aside each month to pay for these expenses.

H. How do you start a budget?

1. Start a budget by listing your income and expenses.
2. Think about how you spend money, besides paying your basic living expenses.
3. Write down your income: how much money you make.
4. Write down your expenses: how money you spend.
5. Subtract your expenses from your income.

Family Financial Management: Budgeting

6. If the number is less than zero, you are spending more money than you make. Look for way to reduce spending. Maybe stop spending money on things that have little value or that are not needed. Or find a way to spend less on it.
7. If the number is greater than zero, you will be able to save some money for emergencies and to reach your money goals.

III. **Practice Budget** (30 min)

*Distribute the handout "Budget Worksheet Example" to the small groups. Give them time to work on the example to practice building a budget. Discuss in the large group. Answers are in **bold**.*

TOTAL YOUR MONTHLY INCOME.	Amount
Income (Pay) from employer	250
Variable income 500/2months *See II.E	250
Income from micro-business	100
Other Income	0
Total Amount of income	600

ADD UP WHAT YOU SPEND ON FIXED EXPENSES (These do not change from month to month).

House Rent or Mortgage	200
Insurance	10
Utilities: Water, Electricity	50
Internet and Phone	50
Taxes	10
Total Fixed Expenses	320

ADD UP WHAT YOU SPEND ON MONTHLY VARIABLE COSTS (Expenses that change from month to month).

Food	30
Transportation	50
Medicine	20
Doctor / Clinic	30
Total Variable Expenses	130

ADD UP WHAT YOU INTEND TO SAVE FOR FUTURE LARGE EXPENSES. Write the total cost of each expense, and the number of months you have to save for it in the left column. Divide the total amount needed for each item by the number of months needed to save for it. Enter the amount needed to be saved per month in the right column.

Education: \$2000 in 5 years (60 months)	33.33 (2000/60)
New Roof: \$1000 in 10 years (120)	8.33 (1000/120)
Wedding: \$3000 in 6 years (72)	41.66 (3000/72)
Savings for Emergencies \$1000/year (12)	83.33 (1000/12)
Total Large Future Expenses	166.66

ADD UP YOUR DISCRETIONARY SPENDING (Expenses that you can most easily decrease by making less expensive choices, such as eating at home rather than eating out).

Clothes and Shoes	10
Hair care	5
Eating in a Restaurant	20
Total Discretionary Expenses	35

SUBTRACT

Enter Income Total	600
Enter Total of all Expenses	651.66
Subtract Expenses from Income	-51.66

Family Financial Management: Budgeting

Was there enough income to cover the expenses? No, they are short \$51.66 this month. As a group solve how you will cover the expenses and save an additional \$50/month?

Distribute the handout "Personal Budget Worksheet" to each participant to do a budget at home with his wife, taking into account the common money goals they discovered from the last lesson.

A. How do you use your budget?

1. You can use your budget every month:
 - a. At the beginning of the month, make a plan for how you will spend your money that month. Write what you think you will earn and spend.
 - b. Write down what you spend. Try to do this every day.
 - c. At the end of the month, see if you spent what you planned.
 - d. Use the information to help you plan the next month's budget.

IV. Conclusion (Optional) (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

Bible References (NIV): *Genesis 41:28-40*

STARTER Role play: *The Unexpected Expense*
Two men continue their conversation from Lesson 26.

1st: How do people ever have enough money to cover the expenses for the things we all want?

2nd: You have a steady job. Why don't you have enough money? What do you do with your money?

1st: I work, and anytime we have a little bit more money it seems something unexpected comes up and we have no money again.

2nd: What kind of things come up?

1st: Well, the roof leaked, and we had to buy more metal. Another time the school supplies cost more than last year. Then one time my wife and my son got sick, and we had to pay for medical care to the clinic. At planting season, I had to buy seed. If I have a little money saved up, then one of my relatives needs the money. It is always something.

2nd: I see what you mean. But what can you do to have enough money when you need it?

Family Financial Management: Budgeting

HANDOUT: *Budget Worksheet Example*

Use this worksheet to see if this family will be able to reach their money goals by staying in their budget.

There are 6 steps in creating a budget?

TOTAL YOUR MONTHLY INCOME	Amount
Income (Pay) from employer	250
Variable income 500/2months *See II.E	250
Income from micro-business	100
Other Income	0
Total Amount of income	

ADD UP WHAT YOU SPEND ON FIXED EXPENSES: These do not change from month to month

House Rent or Mortgage	200
Insurance	10
Utilities: Water, Electricity	50
Internet and Phone	50
Taxes	10
Total Fixed Expenses	

ADD UP WHAT YOU SPEND ON MONTHLY VARIABLE COSTS: Expenses that change from month to month

Food	30
Transportation	50
Medicine	20
Doctor / Clinic	30
Total Variable Expenses	

ADD UP WHAT YOU INTEND TO SAVE FOR FUTURE LARGE EXPENSES. Write each expense with the total cost and the number of months you have to save for it in the left column. Enter the amount you need to save per month in the right column.

Education: \$2000 in 5 years (60 months)	
New Roof: \$1000 in 10 years	
Wedding: \$3000 in 6 years	
Savings for Emergencies \$1000/ year	
Total Large Future Expenses	

ADD UP YOUR DISCRETIONARY SPENDING (Expenses that you can most easily decrease by making less expensive choices, such as eating at home rather than eating out).

Clothes and Shoes	10
Hair care	5
Eating in a Restaurant	20
Total Discretionary Expenses	

SUBTRACT

Enter Income Total	
Enter Total of all Expenses	
Subtract Expenses from Income	

Was there enough income to cover the expenses?

As a group solve how you will cover the expenses and save an additional \$50/month?

Family Financial Management: Budgeting

HANDOUT: *Personal Budget Worksheet*

Use this worksheet (with your wife if you're married) to create your own budget.

1. TOTAL YOUR MONTHLY INCOME.

Total Amount of income	

2. ADD UP WHAT YOU SPEND ON FIXED EXPENSES (These do not change from month to month).

Total Fixed Expenses	

3. ADD UP WHAT YOU SPEND ON MONTHLY VARIABLE COSTS (Expenses that change from month to month).

Total Variable Expenses	

4. ADD UP WHAT YOU INTEND TO SAVE FOR FUTURE LARGE EXPENSES. (Write each expense with the total cost and the number of months you have to save for it in the left column. Enter the amount you need to save per month in the right column.)

Total Large Future Expenses	

5. ADD UP YOUR DISCRETIONARY SPENDING (Expenses that you can most easily decrease by making less expensive choices, such as eating at home rather than eating out).

Total Discretionary Expenses	

6. SUBTRACT

Enter Income Total	
Enter Total of all Expenses	
Subtract Expenses from Income	

Then, use this month's information to help you plan next month's budget. Follow your budget plan each month and adjust as things change.

Servant Leadership

Men Leading Like Jesus

Knowledge	<i>After working through this lesson, participants will be able to:</i>
Attitude	1. Describe how the “greatest of all” is the one who serves.
Practice	2. Explain that Jesus gave us an example of serving. 3. Demonstrate that we love our families and communities by serving them. 4. Put into practice serving others as Jesus did.

Overview This is Lesson #29 in *Men Matter: Healthy Families (MMHF)* series.

Materials *Collect these items before beginning the lesson:*

- Poster-size paper, markers, and masking tape
- Role play: *I’m the Greatest!*
- Handout: *Self-evaluation*
- *Bibles*
 - *There are nine scripture references. If desired, give one reference each to nine of the participants to look up ahead of time and have ready to read aloud as they come up in the lesson.*

LESSON

65 minutes

STARTER: *Who is the Greatest?* (5 min)
Use the attached Role play.

Ask SHOWD Questions:

*What did you **S**ee?*

*What was **H**appening?*

*Does this happen in **O**ur place?*

***W**hy does this happen?*

*What will we **D**o about it?*

I. **Who is the greatest?** (10 min)

Read Luke 22:25-27. Discuss as large group.

A. **Who did the disciples think was the greatest or most important?**

1. The king
2. The one in charge
3. The one in authority

B. **Who did Jesus consider to be the greatest or most important?**

1. The youngest - humble
2. The one who serves

C. **Why is the humble servant considered the greatest or most important?**

Because they are following Jesus’ example

Read Matthew 20:25-28 and Matthew 23:1-12

D. **What does Jesus teach about what leaders should do?**

1. To be a leader means you are to be a servant.
2. **If you want to be in power, you serve; serving is where you have power.**
3. We are not to be like bosses, kings and authorities in the world.

Read Philippians 2:3-11

E. **Even though Jesus was God and had all authority, what were his attitudes and actions like?**

Servant Leadership

1. Humble
2. Died on the cross
3. Serving

F. In our Role play, who would Jesus say was the greatest or most important?

The third one, the one who served the others.

II. **Community Leaders** (10 min)

Divide into small groups. Have someone read James 4:6 aloud. Have questions written on poster paper or give each group a copy of the questions they are to answer. All groups will discuss the same questions.

Think about community leaders, such as government leaders, pastors, teachers, and bosses. In the community:

- A. How do **you** feel about arrogant leaders (government leaders, pastors, teachers, bosses)?
- B. How do **you** feel about humble leaders?
- C. Which type of leader would **you** rather follow?
- D. What does God say about people who are proud?

III. **Family Leaders** (15 min)

Stay in the same small groups. Have questions written on poster paper or give each group a copy of the questions they are to answer. All groups will discuss the same questions.

Read Matthew 20:26-28; Ephesians 5:1-2 and Ephesians 5:25-30, Ephesians 6:4.

In most families around the world the man is the leader in family. Now think about your family. In the family:

- A. How does a wife and children feel about a man who leads his family with arrogance or oppression?
- B. How does a wife and children feel about a man who leads his family as a humble servant?
- C. What attitude does the Bible say a man should have in leading his family?

IV. **Leading in the family and in the community** (15 min)

Return to the same small groups, and after discussing the questions report to large group.

- A. **What attitudes, actions and projects are examples of a humble servant leader in the church, workplace and community?**
 1. By example-serving
 2. Building up others to serve
 3. The first to serve
 4. Allowing others to use their gifts
 5. Not overly controlling
 6. Make sure your attitude and motives are pure for God's glory not your pride.
- B. **What attitudes and actions are examples of a humble servant leader in the family?**
 1. By example-serving
 2. Building up others to serve
 3. The first to serve
 4. Allowing others to use their gifts
 5. Not overly controlling
 6. Make sure your attitude and motives are pure for God's glory not your pride.
- C. **How are the attitudes of humble servant-leadership different in the community and family?**

They aren't different.

Servant Leadership

V. **Self-Reflection** (10 min)

Distribute self-reflection to each participant.

Take time to carefully evaluate your own underlying motives. Sometimes we do things to build our family, church, or community, but it is really about our pride.

VI. **Conclusions and Take-Away** (Optional) (5 min)

Discuss together.

- A. What did you discover in this lesson?
- B. What new things did you learn about your community?
- C. Who could you share it with?
- D. What will you do with what you discovered in this lesson?
 1. When?
 2. What do you expect to happen?
 3. How will you know if it happened?
- E. Pray together.

References:

Luke 22:25-27

Matthew 20:25-28 and Matthew 23:1-12

Philippians 2:3-11

James 4:6;

Matthew 20:26-28; Ephesians 5:1-2 and Ephesians 5:25-30, Ephesians 6:4

STARTER: Role play: *I'm the Greatest!*

Three brothers

1st: (soccer star): bragging about how good he is at soccer, he's the best in the league, makes the most goals and more.

2nd: (mathematical genius): bragging about how smart he is. He's the smartest student in the school, can do any math problem anyone gives him, and more.

3rd: Comes in, brings 1st brother food for energy, or brings him his soccer shoes, telling him he cleaned them, or some other service.

Then he brings his other brother some pencils and paper, tells him he sharpened them for him, and some paper, or some other service.

Servant Leadership

Handout: *Servant Leadership Self-evaluation*

Take time to carefully evaluate your own underlying motives. Sometimes we do things to build our family, church, or community, but it is really about our pride.

As needed-

Confess: I have been prideful in:

Repent and ask for forgiveness: I will ask forgiveness of those I have bossed around:

Commit: I will be a servant and give up being the boss in:

Actions: My plan of how I will be a servant: