



## **GUYS AND GIRLS, Part 1** God Speaks Both Languages

July 29, 2023

### **1 PREPARING**

#### **A. THE SOURCE**

**Genesis 2:23 (NIV)** • “The man said, ‘This is now bone of my bones and flesh of my flesh; she shall be called “woman [the Hebrew for *woman* sounds like the Hebrew for *man*],” for she was taken out of man.’”

**Genesis 1:26 (NIV)** • “Then God said, ‘Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground.’”

**Ephesians 2:10 (NIV)** • “For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.”

**Ephesians 4:24 (NIV)** • “And to put on the new self, created to be like God in true righteousness and holiness.”

**Genesis 5:2 (NIV)** • “He created them male and female and blessed them. And he named them ‘Mankind’ when they were created.”

**1 Corinthians 11:12 (NIV)** • “For as woman came from man, so also man is born of woman. But everything comes from God.”

**1 Samuel 25:3 (NIV)** • “His name was Nabal and his wife’s name was Abigail. She was an intelligent and beautiful woman, but her husband was surly and mean in his dealings—he was a Calebite.”

(See additional passages in student material.)

#### **B. WHAT’S TO BE SAID ABOUT “GUYS AND GIRLS, Part 1”**

Guys and girls are different! This should come as no surprise to anyone teaching this lesson this week. However, how do we transfer knowledge of the differences to young people in an appropriate developmental way when they are very insecure about themselves? We do this by balancing the differences with the similarities and by creating a secure and positive environment from which each gender can express themselves and feel positive about their own development. It is also important to affirm to each gender that God has specific roles for each of them, according to how they have been gifted.

It is also important to note that the interplay between guys and girls is essential to the development of a positive understanding of relationships. While we will deal with relationships specifically in the next lesson, this week will lay the foundation for that discussion.

#### **C. WHERE WE’RE GOING WITH “GUYS AND GIRLS, Part 1”**

As a result of this lesson we would like the

students to be able to:

1. Understand that it is the differences between the genders that make us important to one another.
2. Have a better understanding of how to communicate effectively with the other gender.
3. See biblically that God has a role for each of us, regardless of gender.

#### D. MATERIALS NEEDED

**Beginning** • (Activity A) poster board, pens, white/chalkboard, markers/chalk, gender-specific questions.

**Connecting** • Bibles, student lessons, pens or pencils.

**Applying** • Friday's section of the student lesson, handout, white/chalkboard, markers/chalk.

## 2 BRIDGING

### A. THE WEEK IN REVIEW

**Allow 10 minutes at the beginning of class for students to:**

1. Share anything that was meaningful to them in this lesson.
2. Engage in a discussion about the topic of the lesson in connection to the belief highlighted this week.
3. Say the Bible memory text either individually or in a group.

### B. OTHER SABBATH SCHOOL COMPONENTS

- >> Song service
- >> Mission emphasis (find a link for Adventist *Mission* for youth and adults at [www.realtimefaith.net](http://www.realtimefaith.net))
- >> Service projects reports

## 3 BEGINNING

**NOTE TO TEACHER:** Put together your own program with options from the categories below—Beginning, Connecting, Applying, and Closing. Please keep in mind, however, that the students need to have an opportunity to be interactive (participate actively *and* with one another) and to study from the Word.

### A. BEGINNING ACTIVITY

**Get ready** • Prepare a set of gender-specific questions to use in a quiz/game format. As the students arrive, have them separated by gender—guys on one side of the room, girls on the other. *Do not let them sit together.*

**Get set** • When Sabbath School begins, tell them they will be playing a game, guys against the girls. What they do not know is that the questions will have a polarizing effect on the class.

**Go** • You will be the scorekeeper. It helps to keep things neutral. Begin to ask the questions. The questions for the girls should be questions that more than likely a guy could answer (sports, cars, etc.). Do the same thing for the guys (shoes, clothing, etc.). Obviously we are generalizing horrendously, but that is part of the point!

After the guys or the girls have missed the question, give the opposing team a chance to answer. You will see that the more “guy-centric” or “girl-centric” you can be, the more noisy the teams become. The other team will not believe that the team to which the question was posed could not answer it.

**Debriefing • Ask: What did you think of the activity? Did you notice anything strange? Why do you think it was harder for one team to answer certain questions than for the other?** (The point here is that there are differences between what is important to guys and to girls.)

## B. BEGINNING ACTIVITY

**Get ready** • Have guys seated on one side and girls on the other. Ask for two to four volunteers from each side. Let them know they will be role-playing.

**Get set** • Give both the guy volunteers and the girl volunteers this scenario: A (guy or girl, respectively) walks into the classroom visibly upset. His/her eyes are red and puffy, and he/she has obviously been crying. What do you do?

**Go** • Ask the guys to leave the room and prepare their role play. Have the girls stay in the room and prepare their role play quickly and then perform it. When the girls have finished, have the guy team come in and perform theirs.

A typical reaction will be that the girls will show concern and gather around their upset friend. For the guys, usually, just the opposite will happen. Rather than circling around their friend, the guys will just leave them alone. You might have more sensitive guys in your class, but encourage them to be honest about what they would do in this situation. Don't let them give you what they think you would want; rather, have them give you what would really happen.

**Debriefing • Ask: Why was there a difference in the way these two groups reacted?** (An answer you could suggest is that girls show respect by sharing, and guys show respect by giving someone space, sharing only when they are asked.)

Ask why the students think girls and guys react so differently. Talk about gender roles and ask them what men are supposed to be (character traits) and what women are expected to be. List these items on a chalkboard or flipchart so they can see in print the differences they see in guys and girls.

## C. BEGINNING ILLUSTRATION

**In your own words, tell the following story:**

A newlywed couple moves out of the town where their families live. The husband has to

go to graduate school, so the wife works. This is a great setup, but after a month the wife comes home from her job and complains about the relationship with her boss. The husband is honored that the wife would confide in him and ask for his advice. So, being a good husband, he offers her suggestions usually beginning with the phrase "What you should do is . . ." Another month goes by, and the husband realizes that the wife is no longer telling him what happens at work. He begins to get curious about why she doesn't share with him anymore. So one day he asks her.

"Well," she says, "you are always telling me what to do about my relationship with my boss. It's as if you don't think I can handle it myself!"

The husband is shocked. He can't believe what she is accusing him of. He becomes defensive and lashes out at his wife, saying, "Apparently you *can't* deal with the situation; you keep asking me what you should do!"

She laughs incredulously, "I never once asked you for advice; you just kept giving it!"

He is simply amazed. "What do you mean? You came home for a month telling me what was wrong with your relationship with your boss. Why did you tell me those things if you didn't want my advice?"

"I was sharing with you!"

"Sharing with me?" he says. "What am I supposed to do about it when you tell me?"

"Nothing. Just listen."

This is a foreign concept to the young husband. He has grown up in a home with three brothers and a dad, but no mom. Because of this, he has learned how to communicate only like a guy would. Guys typically tell each other things only when they are in need of advice. In fact, the husband feels honored when someone asks for advice about a situation they are in.

On the other hand, the wife has grown up in a home with two sisters and a mom, no dad. This means she never learned to communicate with guys effectively. She thought that by telling her husband about her day he could empathize with her. However, when he would continually give her advice, which is what he thought she wanted, she began to fear that he

thought she couldn't handle the situation.

After much communication the husband and wife learned that they were not really angry at each other; they were simply speaking different languages!

**Debriefing • Ask:** What similar thing has happened to you? How might you, as young people, be able to communicate better with the other gender than this couple did? How is it possible for two people to say the same words but mean something completely different? Give some examples.

## 4 CONNECTING

### A. CONNECTING TO THE KINGDOM

**Present the following ideas in your own words:**

If God made us this way, different and interesting, then there must be something we need to learn from one another. Girls and guys look at things differently for a reason. Our job, as citizens of the kingdom, is to find out how God made the other gender think. Sounds weird? Maybe it is, but you will find that the more you listen, the better you understand what they are saying. God has asked us to listen to Him, and He tells us that we are wonderfully made for a purpose. Not only were we made for a purpose, but we were made just the way He wanted us made—it's on purpose that men and women are different.

### B. CONNECTING TO THE LESSON ILLUSTRATION

**Ask someone beforehand to read or tell the story from Sabbath's section of the lesson.**

**Ask:** Have any of you ever been in a similar situation? How has miscommunication between a guy and a girl caused problems, either for you or one of your friends? How do you think that having a relationship with God could help with understanding the other

gender better?

### C. CONNECTING TO LIFE

**Pose the following scenario:**

Your friend (of the other gender) asks you to do something as a couple, not with a whole group of friends. (Teacher, ask your students for an example of what activity this might be in your cultural setting.) You don't know what to make of the invitation. You and this person are good friends, but this seems as though it might be different. You ask your other friends and family members what they think, and you get a broad scope of different answers. In the end, you are just as confused as before.

**Ask:** What should you do? And exactly what words would you use? Would you use different words depending on whether you would be interested in dating this person? How would that change the dynamic of the relationship you have?

## 5 APPLYING

### A. APPLICATION ACTIVITY

Be sure each student has a copy of the Friday section of the student lesson. (If you do not have the student lessons at Sabbath School, you could use the *Guide* magazine for this week, or download the student lesson from <http://realtimefaith.net> and photocopy it.) Have students mingle and ask other students a few of the questions, making sure to ask one boy and one girl each question. Bring the students back to order and debrief as a group. On a chalkboard or flipchart, make two columns, one for boys and one for girls. Write the numbers 1-3 vertically under each column (or 1-6 if you choose to use all the questions). In an orderly fashion, have students call out the answers they got for each item, including any answers they got from friends before they came to Sabbath School. Jot them in the appropriate place to be able to visualize trends.

Students should be somewhat comfortable sharing, since they are sharing someone else's answers, not their own.

**Debriefing • Ask:** How did the answers given by guys and girls compare? Were there more differences among guys and among girls, or more differences between guys and girls? What patterns did you find? What conclusions, if any, might we draw from these comparisons?

## B. APPLICATION QUESTIONS

1. What is the most interesting thing you learned today about the other gender?
2. Were you surprised by any information, results, or answers in what we've done today?
3. What questions would you like to have answered by the guys or the girls?
4. Why do you think guys and girls are so different? Do you think it is because we are told from the earliest years what we are supposed to like and dislike? And what we are supposed to be?
5. What do you think God is calling girls in today's society to do? (go to work, work at home, raise families, preach the gospel, etc.) What do you think God is calling boys in today's society to do? (go to work, work at home, raise families, preach the gospel, etc.)
6. How many of you think you are ready to start this guy/girl thing (exclusive relationship)? Are there benefits to starting early? What are the benefits of waiting? (You will touch much more on this next week during the lesson. This is just to get them thinking.)

## 6 CLOSING

### SUMMARY

**In your own words, conclude with the following ideas:**

Girls and guys are different. That is something we have said again and again. But in the Bible, God is willing to use both guys and girls to get His business done (see 1 Samuel 25 and the story of Abigail). God even has things to say about relationships between guys and girls. This week we took a specific look at some of the communication issues that guys and girls have. We also stressed the importance of learning to communicate with the other gender and being open-minded about the way they think. Next week we plan to take this one step further and deal with the specific issues of appropriate relationships between guys and girls.





## STUDENT LESSON

### **GUYS AND GIRLS, Part 1** God Speaks Both Languages

July 29, 2023

#### Sabbath **FOR STUDY**

- » **Memory Text:** “He created them male and female, and blessed them and called them Mankind in the day they were created” (Genesis 5:2, NKJV).
- » **Our Beliefs, no. 6, Creation:** “The first man and woman were made in the image of God as the crowning work of Creation, given dominion over the world, and charged with responsibility to care for it.”
- » Ellen G. White, *Thoughts From the Mount of Blessing*, pp. 76-78

#### **GOD SPEAKS BOTH LANGUAGES**

“What are you talking about?”

Tim was 15 years old and had just started “dating.” (Of course, this “dating” consisted primarily of talking on the phone and telling his girlfriend that he really liked her.)

One particular time when Tim’s girlfriend was telling him about her day, in the greatest detail, he sort of—well—fell asleep on the phone with her. You can imagine how upset she was when she found out that he had fallen asleep. How had she found out? He had started to snore! He tried to explain to her that he didn’t need to hear about her day in quite so much detail, but she just couldn’t understand it at all.

Men and women, or guys and girls, speak a

different language from one another. Anyone who has had Tim’s and his girlfriend’s experience can probably testify that this is a pretty valid idea: However, a Christian can add something to this idea: “God speaks both languages!”

While none of you are planning marriage any time soon, here is some advice: God can help you understand the other gender! Why would He want to do that? Simply because God loves it when people communicate, and especially when they get around to communicating about Him and His love for them.

When you begin to look for that person with whom you would like to spend a great deal of time, it is important that the relationship with God that you both have be a prominent part of your relationship. In fact, some really good advice is that you should be able to pray with the person with whom you want to have a long-lasting relationship. It probably won’t solve all the miscommunications, but it surely will help!

#### Sunday **RESPONDING**

- » Read Genesis 2:15-24.
- » First, think about how girls would react to this situation. Then think how a group of guys would react: You’re sitting in class, and your friend (of the same gender) walks in. You know that your friend has been talking with someone of the opposite gender. They are visibly upset, red eyes, splotchy face,



etc. You are concerned, and you look to your group of friends who are all around you. Since the teacher has not yet entered into the classroom, you have some time to react. You are a girl; what do you do? You are a guy; what do you do?

- » It will be interesting to see if the answers are the same for both.

### Monday

## BIBLE ANSWERS ON CREATION

- » Isaiah 45:12; Colossians 1:16.
- » Everything was created by God. Men, women, and the things that make them different. Even though men and women are unique, they are each made in God's image. And all of us are to live our lives to bring glory and honor to the One who created us.
- » Describe the different ways (features, characteristics, traits, qualities) human beings reflect the image of God.

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- » What are some things you do to bring honor and glory to God?

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- » Fill in the blanks. The verse is from the New King James Version.

"Then God said, 'Let Us \_\_\_\_\_ man in Our \_\_\_\_\_, according to Our \_\_\_\_\_; let them have \_\_\_\_\_ over the \_\_\_\_\_ of the sea, over the \_\_\_\_\_ of the air, and over the \_\_\_\_\_, over all the earth and over every \_\_\_\_\_ that creeps on the earth.' So God \_\_\_\_\_ man in His own image; in the \_\_\_\_\_ He created him; \_\_\_\_\_ and \_\_\_\_\_ He \_\_\_\_\_

them. Then God \_\_\_\_\_ them, and God said to them, 'Be \_\_\_\_\_ and \_\_\_\_\_; \_\_\_\_\_ the earth and \_\_\_\_\_ it; have \_\_\_\_\_ over the fish of the sea, over the birds of the air, and over every \_\_\_\_\_ thing that moves on the \_\_\_\_\_' " (Genesis 1:26-28).

### Tuesday

## REFLECTING

- » Read Isaiah 45:18.
- » You are coming to a time in your life that you have to make decisions concerning what you want out of your relationships with other people, male or female. God has set some boundaries that can guide us when it comes to relationships with the other gender. Not only this, but it is also important to try to understand the differences God created in guys and girls. Not only do these differences make us sometimes difficult for each other, but also they make us curious about each other. Cultivating great friendships is a fun thing to do, and it also helps us when we decide to become closer with someone of the other gender!
- » Your job in the next few years is to begin to create an idea of what you are looking for in someone you will choose to spend your life with. The more you understand the differences between guys and girls, the better off you will be when you begin that long search of finding someone whom you can truly understand and who can understand you.

Wednesday  
**BIBLE INSIGHTS**

» Look up the following texts and write a brief description for each person.

	Person	Text	Brief Description
1.	Abram (Abraham)	Genesis 12:1-6	
2.	Eve	Genesis 2:19-24	
3.	Isaac	Genesis 22:1-11; Genesis 25:25-28	
4.	Sarai (Sarah)	Genesis 11:28-31; Genesis 12:10-15; Genesis 16:1-6; Genesis 18:11-14	
5.	Jacob	Genesis 25:26-34	
6.	Rebekah	Genesis 24:12-20; Genesis 24:61-66	
7.	Esau	Genesis 25:25-34	
8.	Rachel	Genesis 29:5-7; Genesis 29:16-18	
9.	Joseph	Genesis 37:2-4; Genesis 39:1-3; Genesis 39:6	
10.	Ruth	Ruth 1:15-17; Ruth 2:16-18	
11.	David	1 Samuel 16:23; 1 Samuel 16:12	
12.	Esther	Esther 2:6-8; Esther 2:14-18; Esther 4:14-16	
13.	Nabal	1 Samuel 25:9-11	
14.	Abigail	1 Samuel 25:3 1 Samuel 25:14-31	
15.	James	Mark 3:16-18	
16.	Jezebel	1 Kings 21:23-26; 2 Kings 9:30-35	
17.	John	Mark 3:16-18; John 20:1-8	
18.	Dorcas	Acts 9:36	
19.	Peter	Matthew 14:27-31; Matthew 16:16-19; Matthew 26:72-75	
20.	Eunice	2 Timothy 1:5	



## Thursday CONNECTING

- » Read Ephesians 2:10.
- » Review the memory text.
- » Where are you when it comes to relationships with the other gender? Are you interested? too busy? annoyed? Remember, as you head into your teen years, this is the time to learn how young Christians relate to the other gender in positive, affirming, and respectful ways. The truth is, we are all created in God's image, and He loves each one of us, regardless of what gender we are. In fact, He's the one who made us who we are!

## Friday APPLYING

- » Read Psalm 148:5.
- » Text, phone, or chat with two people, one guy and one girl, and ask them each the following questions. Make sure to write down their responses in the space given so you have a great view of the differences between guys and girls.

1. What is your favorite type of outdoor game?  
a. Guy \_\_\_\_\_  
b. Girl \_\_\_\_\_

2. What do you like to do in your free time?  
a. Guy \_\_\_\_\_  
b. Girl \_\_\_\_\_
  3. What do the words "I like you" mean to you?  
a. Guy \_\_\_\_\_  
b. Girl \_\_\_\_\_
  4. What is the first thing that attracts you to someone?  
a. Guy \_\_\_\_\_  
b. Girl \_\_\_\_\_
  5. How much time do you spend on your cell phone or on social media each day talking to friends?  
a. Guy \_\_\_\_\_  
b. Girl \_\_\_\_\_
  6. Why do you think it is important that young people wait until they are mature and have prepared for adult life before they start dating and courting? In what ways are girls and boys prepared for a responsible love relationship with someone of the opposite gender?  
a. Guy \_\_\_\_\_  
b. Girl \_\_\_\_\_
- » As you think about and find answers to these questions, remember you are created in the image of God. You want to be sure that when it comes time to finding a husband or wife that you ask the questions that will help you to determine what their relationship with God is like.

