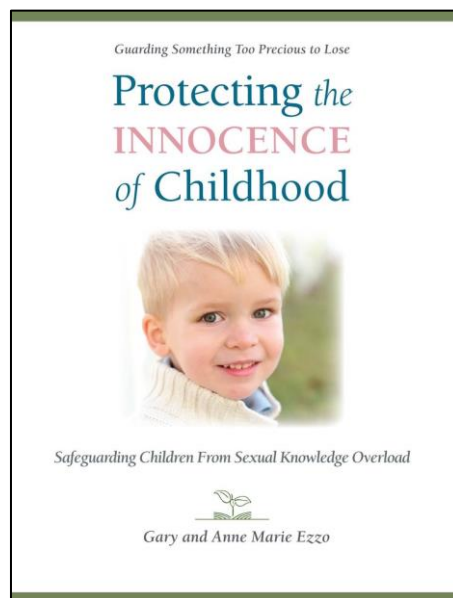


*Leader's Guide*

*For*

*Protecting the Innocence*

*of Childhood*



GrowingFamilies.*Life*

*The worldwide mission of Growing Families, through its staff and ministry partners, is to provide families with parenting and family resources that will help instil, encourage, and perpetuate the passing on of biblical values from one generation to the next.*

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## Course Version Number

Course Title	Version / Date
Protecting the Innocence of Childhood	2018

## Points of Contact

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# WELCOME!

This Leader's Guide has been put together with the aim of encouraging you as class leaders. So, congratulations on your commitment and faith to share in the journey of parenting with others. We believe that as leaders of Growing Families courses you have both an awesome opportunity and big responsibility to speak into the lives of the parents who join you in your classes.

Time and effort will be required to establish and maintain relationships, to encourage and reassure parents, and to humbly share your journey – both your successes and mistakes. So, we hope that this manual will help you share your insights, as well as extract the most out of the course material. We hope that you will bless each family you share your journey with.

Please use this resource in conjunction with the Leader's Guide introduction found at [www.growingfamiliesleaders.life](http://www.growingfamiliesleaders.life)

Finally, we would like to share some scripture when God spoke to Moses as an encouragement. *"Who gave man his mouth? Who makes him deaf or mute? Who gives him sight or makes him blind? Is it not I, the Lord? Now go; I will help you speak and will teach you what to say."* Exodus 4:11 (NIV)

May the Lord bless you in your ministry.

Geoff & Alicia Bongers.

## A note from Gary and Anne Marie Ezzo

We are continually grateful for the partnership and leadership of our international Growing Families Team and especially Geoff and Alicia Bongers in preparing a Leaders Guide to compliment Protecting the Innocence of Childhood.

As leaders dealing with such an important and sometimes difficult subject, you will find this resource contains direction and guidance in laying down a solid foundation based on God's truth and also provides practical and life giving suggestions as to how to apply the information contained within each visit.

We are also grateful for each faithful leader who continues to be obedient to the call given by Jesus to all those who follow Him; "Go therefore and make disciples of all the nations... teaching them to observe all things that I have commanded you..." and thereby helping others who are coming behind to understand that it is the 'wise man who builds his house on the rock', the solid foundation of God's Word. Matthew 7:24

May we all remember Who we serve and may His name be glorified through the efforts of all involved with this process.

Blessings

Gary & Anne Marie Ezzo

# Protecting the Innocence of Childhood

## Safeguarding Children From Sexual Knowledge Overload

This new edition (formerly *Reflections of Moral Innocence*) was produced specifically for those parents who are unwilling to allow outside voices the freedom to dictate *what* sexual knowledge their children will hear, *how* they will hear it, and *when* they hear it. Any strategy to help children develop healthy and protective attitudes relating to their future generative powers, requires sexual knowledge to be transferred:

1. Gradually,
2. Sequentially, (line upon line, precept upon precept)
3. Subject to the child's moral, emotional and intellectual age and capacity.

These are three good reasons why this specific area of training cannot be satisfied by a book, given over to the schools or transferred to youth-group leader. Only parents can create the right home environment conducive to satisfying the three learning criteria.

*Protecting the Innocence of Childhood* is a four part video series that can help any parent effectively communicate sexual knowledge to their children, in a timely manner, without overwhelming a child's senses, or undervaluing his or her emotions.

### First Night Leader Alerts

- Review the First Class section in the Leader's Guide Introduction available at [www.growingfamiliesleaders.com](http://www.growingfamiliesleaders.com).
- Please adapt this information to suit your leadership style, class format and style.

### Follow-up & Next Course

- Following up parents helps to stay connected. This is a ministry of relationship building.
- Encourage parents to connect to your local, regional and national Growing Families communities via [www.growingfamilies.life](http://www.growingfamilies.life) or social media.
- Remind them to call you if they are struggling or call a Contact Mum.
- Parenting from the Tree of Life or Growing Kids God's Way for ages 3 years to pre-teens expands on some of the principles taught here. You may like to encourage parents to either complete (if they have not completed) or do a refresher course.

## Visit One

# The Challenge of Protecting the Innocence of Childhood

Duration: 44 minutes

## General Summary

Sexual knowledge is not innocent knowledge, because it cannot be separated from moral knowledge need to regulate and manage the associated emotions, desires and responses. Any passing on of sexual knowledge to children requires that a moral foundation be in place that is equal to or greater than the knowledge being presented. Too often age appropriate protections are missing. Once the innocence of childhood is lost, it can never be regained.

The challenge then, is how do we satisfy giving our children age appropriate sexual knowledge whilst protecting the innocence of their childhood without compromising the integrity of either. The way forward will not be easy – it will be counter-cultural.

## Key Principles

- There are some things that are too heavy for children to carry - the Corrie Ten Boom story
- Sexual knowledge is not innocent knowledge, because it cannot be separated from moral knowledge
- Sexual knowledge should be transferred:
  - Gradually
  - Sequentially
  - Subject to the specific child's moral, emotional and intellectual age and capacity to understand.
- Protecting the sexual innocence of children involves taking steps to prevent and minimize unsuitable knowledge, until they are old enough and wise enough.
- Indirect teaching methods are best suited for personal, emotional and moral implications.

## Suggested Session Outline

	Flipped	Traditional	
Open in Prayer and introduction	✓	✓	Start by introducing yourself as a leader; refer to the First Class section in the Leaders Introduction found at <a href="http://www.growingfamiliesleaders.life">www.growingfamiliesleaders.life</a> .
Sharing Time	✓	✓	Ask each couple to introduce themselves and what their expectations are of this course.
Video		✓	Duration: 44 mins – Visit Summary page 13.
Refreshments		✓	Being the first class this may not last long if your group doesn't really know each other, but this time can merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.



### Please Note

When using the email templates, you may want to set a reminder to do this either straight after the class or the next day, so the class participants know when to expect them.

## Visit One

### Summary Points

- 1. While the fears and concerns of the past generation were legitimate, they pale compared to the multifaceted challenges parents are facing in this present digital age.
- 2. Children today have mobile devices that can provide instant access to everything and anything. From the palms of their hands, they can gather and store a world of knowledge—along with the World’s knowledge.
- 3. Even if parents could remove all digital devices from their child’s world, they would still be challenged by a morally-relativistic culture that removes all boundaries regarding sexual conduct by redefining the traditional meanings of love and romance.
- 4. Sex is marketed as a commodity. The internet exploits it; advertisers profit by it; young girls are told they can become glamorous by flaunting it, and boys can become popular by pursuing it.
- 5. Sexual knowledge is not innocent knowledge, because it cannot be separated from the moral knowledge necessary to help regulate it.
- 6. Any strategy to help children develop healthy and protective attitudes relating to their future generative powers requires that sexual knowledge be transferred:
  - a. Gradually,
  - b. Sequentially (line upon line, precept upon precept),
  - c. Subject to the specific child’s moral, emotional and intellectual age and capacity to understand.
- 7. Ultimately, a child’s developing perspective on love, romance and sexuality has more to do with the “subtle impressions” gained within the home environment over the first ten years of his or her life than with the communication of actual reproductive facts.
- 8. Protecting the sexual innocence of children involves taking steps to prevent or at least minimize the intrusion of unsuitable knowledge, until they are old enough and wise enough to possess and manage their own self-protective strategies.
- 9. The goal of Sex Education should not be to teach children how to have “safe sex” or to keep predators away from their door or computer screens. Rather, the goal should be to instill within your children self-respecting, God-honoring attitudes that recognize sexual boundaries and serve a moral purpose that can help safeguard future relationships.
- 10. Parents need two leadership qualities:
  - a. A vision of what they hope to achieve. What will the finished product look like?
  - b. The knowledge of how all the pieces of the puzzle fit together.

- 11. When it comes to the protection side of sex education, parents cannot afford to have gaps in their training.
- 12. Some of the “protective cautions” that will help keep a child’s heart and mind safe and prepared include:
  - a. Creating a Life-Giving Home Environment
  - b. Setting Appropriate Screen-Time Boundaries
  - c. Providing a Doorway of Escape
  - d. Waiting Until They Are Ready: Tablets, Phones and Internet
  - e. Addressing the Challenge of Cyber Predators
  - f. Remembering that “Bad Company Corrupts Good Morals
- 13. There are two methods of transferring such knowledge to children: the Direct Method and the Indirect Method.
- 14. Studies relating to sensual knowledge continue to demonstrate that when parents are the source of input, parental values have a greater influence on children than friends or teachers. However, if sensual knowledge is primarily communicated through friends or a teacher, then their influence becomes more dominant and persuasive than that of the parents. In this case, others are defining morality for your children instead of Mom and Dad.



## Possible Discussion Topics

*Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this visit.*

*This section may include discussion questions (•) and reminder points (❖). Use your discretion on how to use these in your class.*

- **Did anyone have a key take-away from this visit that they would like to share?**  
You may like to first read over the summary points of the visit to help this discussion. As a leader take note of these answers because they are a great conversational starting point for the next visit. For example, a mum may state: “I really appreciated being reminded of the importance of my personal quiet time.” When the class meets again, you might ask her: “How did you do this week with your personal devotions?” The more you are able to reach back to their personal comments, the more conversational the entire class becomes.
- **Do you think that there were times a “Corrie Ten Boom” answer could have protected the innocence of your child?**  
The Corrie Ten Boom response was about an answer being ‘too heavy’ for a child to carry, it was not yet age appropriate.
- **How does a ‘Life-Giving’ home environment help protect the innocence of your child?**  
A Life-Giving home actively avoids language, attitudes and behaviours that assault or detract from Gods character. The character of God reflects total virtue, and virtue carries the DNA of Life. The Life message embeds protective properties within children.
- **Discuss the protective cautions covered in the visit.**  
Creating a Life-Giving Home Environment  
Setting Appropriate Screen-Time Boundaries  
Providing a Doorway of Escape  
Waiting Until They Are Ready: Tablets, Phones and Internet  
Addressing the Challenge of Cyber Predators  
Remembering that “Bad Company Corrupts Good Morals



### Please Note

There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at [www.growingfamiliesleaders.life](http://www.growingfamiliesleaders.life).

Encouraging discussion via homework is an effective way for class members to see how others are applying the principles

## Homework Assignment

*Highlight the key activities listed below to encourage class members to apply the principles covered.*

*Remind the class members to be prepared to share their insights and experiences as appropriate.*

- 1. Read Chapter 1 “Understanding the Challenge,” and Appendix A “The History of Modern Day Sex Education.”**
- 2. Review and consider developing a moral vision for your children?**  
 What vision do you have for your children?  
 What will the finished “puzzle” look like?  
 What must you start doing now to make that vision a reality?

## Supplemental Resources

### Online

Parenting from the Tree of Life - Visit 5



Homework Sheet



Class Email Template



[growingfamilies.life](http://growingfamilies.life)

[growingfamiliesleaders.life](http://growingfamiliesleaders.life)

### Title

### Author

### ISBN

Parenting from the Tree of Life

Gary & Anne Marie Ezzo

978-1-883035-35-8

Cyber Parenting

James & Simone Boswell

978-1-922000-87-3

## Visit Two

# The Preparation Side of Sex Education

Duration: 24 minutes

## General Summary

The visit covers guidelines and influences governing the preparation side of moral and sexual development. What home life influences can help a child properly manage the challenges associated with sensual knowledge? From toddler through to pre-school years children begin forming their understanding of sexually-related concepts through the many subtle impressions created by parental example, attitudes and emphases. These impressions become the filters by which children interpret all future sexual knowledge.

## Key Principles

- Every day, in a number of ways, parents are communicating sexual messages and values to their children.
- What children see and hear will often translate into attitudes they will adopt.
- When it comes to children, communicating sexual and biological details it needs to fit into a relational and moral context if it is to have any real meaning and lasting protective value.
- Parents should take steps that help cultivate within the child's mind a healthy, respectful attitude about the privacy of their bodies and that of others.
- Innocence is a form of protection.

## Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 24 mins – Visit Summary page 29
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

## Visit Two

### Summary Points

- 1. Everyday, in a number of ways, parents are communicating sexual messages and values to their sons and daughters.
- 2. The level of parental modesty displayed and what is acceptable television viewing will ultimately provide your child a frame of reference for what is acceptable, normal and expected.
- 3. Genesis 3:21 tells us that God made clothes for Adam and Eve from the skin of animals. By clothing the man and woman, God imparted a visible sign of an awakened sensitivity to their own nakedness and the accompanying sense of shame.
- 4. When we take into consideration the Genesis account, we believe there are only three occasions in which the nakedness between the sexes is acceptable.
  - a. Between a husband and wife within the confines of marriage
  - b. In the context of medical services
  - c. Between a parent and child. However, this is one way.
- 5. Instilling a healthy sense of modesty into your children's thinking provides them with a necessary moral asset. It is the modesty message that provides the foundation on which the future purity message will attach itself.
- 6. Point your children toward what you want them to do or to embrace, instead of what they should not do.
- 7. As parents, you have private places that need to be respected.
- 8. Between the ages of four and six, (earlier for the girls, later for boys), a natural desire for privacy and even modesty begins to emerge. This is healthy and should be encouraged.
- 9. When a child comes home with a word or concept that is inappropriate or morally offensive, parents need to respond, but their response should depend on the word or phrase used, the age of the child and the context in which the word is used.
- 10. Except for a few modern translations, the original Bible language refers to various parts and functions of the human anatomy by their exact names, except those body parts that are associated with sexual activity. The genital region and the act of marriage itself is the only part of the human body and activity that God refers to in general, poetic and metaphoric language.
- 11. Children will learn the proper medical terminology as they grow older and as they are able to process such adult terminology. But for now, we believe the use of innocent, non-descript terminology is most appropriate for children.

- 12. There are words and terms that are closely associated with sexuality. In this advanced age of neuroscience, researchers have come to realize that words immediately tied to or strongly connected to sensual behavior, can trigger the same reward circuits in the brain that are activated during pleasurable activities.

## Possible Discussion Topics

*Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.*

*This section may include discussion questions (•) and reminder points (❖). Use your discretion on how to use these in your class.*

- **Did anyone have a key take-away from this visit that they would like to share?**  
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.

- **What messages are you impressing onto your children with your viewing habits (TV, movies or any screen time), the words you speak and the clothes you wear?**  
What is acceptable television (or other screen) viewing will ultimately provide your child a frame of reference for what is acceptable, normal and expected.

The purity message conveyed by our words defines and widens the parameters of what types of sexual messages are permissible.

The level of parental modesty displayed or not displayed carries a message that shapes attitudes and provides children a gauge to measure the value of sexual knowledge. The bible clearly encourages a level of self-respect or modesty. (Thess 4:4. "That each of you know how to possess his own vessel (body) in sanctification and honour).

- **Discuss the four elements of the Privacy Message?**  
The place of privacy  
The practice of privacy  
Inappropriate language  
Body-part terminology
- **How does modesty or the lack of it impact our children?**  
Modesty forms a protective layer to prepare them for future events. The basic training in modesty early helps protect them later. The process of covering up after a bath to leave the bathroom establishes a pattern that extends to clothes a teen may wear out.

One catch phrase you may wish to use for older children is "When people look at you, what is the first thing they see? Do they see your legs, makeup, butt or midriff – or is the first thing they see your heart for Jesus? What is more important for you?"

## Homework Assignment

*Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.*

1. **Read Chapter 2 “The Parent Factor”**
2. **Assess and discuss what sexual messages you are impressing onto your children with your viewing habits (TV, movies or any screen time), the words you speak and the clothes you wear. Discuss if there are any changes you feel need to be made.**

## Supplemental Resources

### Online

[growingfamilies.life](http://growingfamilies.life)   [growingfamiliesleaders.life](http://growingfamiliesleaders.life)

Homework Sheet



Class Email Template



## Visit Three

# Making the Indirect Method Work for You

Duration: 29 minutes

### General Summary

We now look at the indirect method of sex education using the flower as a morally neutral object as the foundation. This visit takes us through the information, curious, readiness and comprehensive phases that our children will progress through as they mature.

### Key Principles

- When you get asked ‘the big questions,’ find out what they actually want to know and then measure your response against their age readiness, need to know and capacity to understand.
- The indirect method of sex education uses a morally neutral object – the flower.
- There are four phases of transferring sexual knowledge:
  - Information phase
  - Curious phase
  - Readiness phase
  - Comprehensive phase

### Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 29 mins – Visit Summary page 43
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.



## Visit Three

### Summary Points

- 1. One of the repeated precepts of this series, speaks to the progressive nature in which sensually-related truth can and should be communicated to children.
- 2. Sometimes, little people have big questions that need answers. The challenge for parents centers on what information can be shared, how detailed should you get, and when do you cross the line and give too much information.
- 3. Some practical guidelines when it comes to answering big questions:
  - a. Consider the child's age
  - b. Provide answers based on the child's need to know and capacity to understand.
  - c. Make sure you understand the question being asked.
- 4. The concept of "proactive indirect" learning is the key to its success, because it allows parents to teach their children everything they need to know without giving them too much, or too little information.
  - a. Pro-Active" implies that parent initiate the transfer of biological knowledge that over time will lead to sensual understanding.
  - b. "Indirect" means all learning comes by way of taking knowledge gained through a morally-neutral object or example, and then allowing the child to transfer that knowledge to himself or herself as needed.
- 5. Parents create a morally-innocent fact file that will be stored in their child's memory. The child will have access to those facts anytime he or she needs them.
- 6. The facts shared have two notable characteristics:
  - a. they have no action attached to them;
  - b. they do not stimulate or put sexual emotions on alert.
- 7. Historically, sex education was always communicated through objects of nature: the birth of puppies, kittens and baby lambs. However, the most morally neutral and yet biologically comprehensive example of reproduction is the blossom of the flower. In fact, for young children, the most basic questions of life can be answered by using the "flower analogy."
- 8. When you use the flower, the story of reproductive life is told without any sexual images being induced. The flower itself becomes the morally-neutral object that a parent can keep going back to as the child grows older and his or her questions becomes more involved.

- 9. The Indirect Method is made up of four phases. Each phase is related to the child's age and moral and intellectual level of comprehension. They include the:
  - a. Information Phase: The goal of this phase is to simply start creating a morally neutral fact file that has some general biological facts, but no human sexual implications.
  - b. Curious Phase: You will know your child has advanced to the curiosity phase when they begin to ask those honest, innocent questions, such as: "Mommy, how does the baby get into your tummy?"
  - c. Readiness Phase: "Readiness" refers to actual biological facts needed to help guide your child through the bodily changes that come with puberty.
  - d. Comprehensive Phase: Phase Four comes after matters of puberty are settled, and deals with the subtle and not-so-subtle messages associated with a teen's generative powers. However, here in phase four parents are no longer the primary initiators of conversations, as was the case in the first three phases, but rather take on a resource role. Now you become a responder to their questions.

## Possible Discussion Topics

*Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.*

*This section may include discussion questions (•) and reminder points (❖). Use your discretion on how to use these in your class.*

- **Did anyone have a key take-away from this visit that they would like to share?**  
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.
- **Are there any issues you would like to discuss relating to the indirect method of sex education?**  
Use personal experience here if appropriate.
- **Would you be comfortable using the indirect method to share sex education with our children? Why/Why not?**  
This is a personal evaluation – remind them that they may want to practise some of the talks and conversations first.
- **“You cannot teach the biological without the spiritual – the physical with the moral”. What does this mean and why is it important in relation to protecting the innocence of children?**  
The practical and spiritual aspects go hand in hand – moral innocence is a whole of life issue. If this linkage is not well explained, we will miss God’s intent for the use of our bodies.
- ❖ **Memorise and teach your children Proverbs 4:23 “Above all else guard your heart for it is the well spring of life.”**
- ❖ **Once you have laid the foundations of the flower, you have a morally neutral point to come back to when asked those questions or a starting point to ask questions to measure your child understanding.**

## Homework Assignment

*Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.*

- 1. Read Chapter 3 “The Indirect Method of Sex Education,” Chapter 4 “The “Talk”” and Appendix B “The Power of Imagination”**
- 2. Take a “walk” and have an informative talk with your young child based on the reproduction of the flower. You may want to practice on your spouse first!**
- 3. Discuss together at what phase (information, curious, readiness and comprehensive phase) each of your children are at in their moral sexual understanding. Then make a plan to cover each of the following:**
  - a. What do the two of you need to do now?
  - b. Who is going to do it?
  - c. How are you going to do it?
  - d. When and where are you going to do it?
- 4. If you would like to read ahead to prepare for the next Visit, read chapters 6,7,& 8.**

## Supplemental Resources

### Online

Homework Sheet

Class Email Template

[growingfamilies.life](http://growingfamilies.life)

[growingfamiliesleaders.life](http://growingfamiliesleaders.life)



### Title

The Princess and the Kiss

The Squire and the Scroll

Life Lessons from The Princess and the Kiss

Life Lessons from The Squire and the Scroll

The Miracle of Life

The Miracle of Change

The Mission: Boy to Man

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## Visit Four

# Topic Pool and Beyond

Duration: 39 minutes

### General Summary

Due to the content covered in this visit, it is divided into two categories. The first category deals with more general commonly asked questions tied to the first three visits. The second category deals with statements and questions relating to homosexuality and transgenderism.

### Key Principles

- There are no key principles for this visit.



#### Leader Note

The second category is not covered on the online streamed version making the length of the video 23 minutes.

### Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 39 mins – Visit Summary page 68
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities as if they were coming back for another visit. If they have any further questions encourage them to call you or a Contact Mum in the area. Encourage them to refresh themselves or complete Parenting from the Tree of Life or Growing Kids God's Way.

## Visit Four

### Summary Points

#### General Questions

- 1. Regarding the use of the flower, do you begin with the Information Stage and then just wait for the second stage to happen, or should you prompt some discussion leading to the curious stage?
- 2. What if we have already said too much to our child, or allowed our child to sit through public school sponsored sex-education classes? As a parent, how do we offset the sexual knowledge that our child is already familiar with?
- 3. In Visit Two you mentioned that there are safeguards built into a child's moral innocence. Can you provide an example of how that works?
- 4. If we keep our children morally protected by withholding sexual knowledge from them, how do we protect them from those who might seek to take advantage of their naivete?
- 5. When and how do we explain sexual slang words to our children? Or do we not say anything and just wait for our children bring something to us?
- 6. We just found out that our kid's school will be introducing sex education classes. We're not sure we want our children to participate in that type of group discussion. Any suggestion on how to make the best decision for our kids?
- 7. How do you explain to a young child why a single girl is pregnant? My daughter knows that the girl is not married, so how do we resolve this conflict in her mind?
- 8. When reading the Scriptures to your younger children, how do you deal with passages that have sexual content?

#### Statements and Questions Relating to Homosexuality and Transgenderism

- 9. The unspoken goal of political correctness is to change the way people think through required speech codes that supposedly can bring about a new, open and tolerant society. However, as used here, *tolerance* is not virtue, but a political ideology that seeks to control

what people say, but also what they think and believe. It teaches a child how a particular action or behaviour is viewed, whether it is a minor infraction or a serious offence.

- 10. A school friend introduced my six-year-old to the word "Gay: and told my son, it means two boys kissing like they are married. Fortunately my son shared this with me. I told him we would talk about it. Please help. What do I say?
- 11. While our four-year-old son enjoys playing with his trucks and doing other traditional boy things, he also seems to enjoy playing with his sister's dolls and is willing to dress up as their visiting girl cousin. With all the discussion of gender confusion, how do we encourage him in his boyhood? Do I tell him to stop playing dress-up or with dolls?
- 12. We just received an invitation from our niece who is getting married. Unfortunately, she is marrying another woman. Our first impulse was not to go. But now we are having second thoughts. Do we attend or not?
- 13. I have a close friend coming to town who wants to stop by with her lesbian partner and spend the night. I love my friend, but I love my children more, and do not want them exposed to her life style. To say, "You're not invited," seems crass and unloving, but not to say anything condones the behavior. Help?
- 14. How do we explain to our children that their favorite Aunt Barbie is undergoing treatment to become Uncle Brad without getting into the details of transgenderism?
- 15. My nine-year-old was invited by his friend on an adventure into the girl's bathroom and was told by his friend that if they get caught they will each say "Today I fell like a girl." Fortunately, my son didn't join his friend, but how do I explain what seems to becoming a public school trend?
- 16. How do we teach our preteens and teens to take a stand at school when confronted with homosexuality wrapped up in political correctness? We do not want our children to take on the role of being bullies, but neither do I want them to be bullied with politically-correct speech codes.

## Possible Discussion Topics

*Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.*

*This section may include discussion questions (•) and reminder points (❖). Use your discretion on how to use these in your class.*

- **Did anyone have a key take-away from this visit that they would like to share?**  
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for any following up.
- **Discuss any of the questions from the visit summary further.**
- ❖ **Remind each couple to constantly check where they are at with their parenting – couch time, love languages, family identity.... encourage parents to get those PTOL or GKGW books back out to review or enrol in a class.**



## Homework Assignment

*Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.*

1. **Read Chapter 5 “Common Questions,” Chapter 6 “Self-Sexual Stimulation and Pornography,” Chapter 7 “Understanding Homosexuality,” Chapter 8 “Transgenderism,” Chapter 9 “Answering Common Questions” and Appendix C “How to Make a Wise Decision.”**
2. **Discuss any of the questions that this course has raised that you still need to ‘work through’.**
3. **Review as a couple where you are at with your parenting – couch time, love languages, family identity.... don’t be afraid to get our those PTOL or GKGW books back out or enrol in a class.**

## Supplemental Resources

### Online

Homework Sheet

Class Email Template

[growingfamilies.life](http://growingfamilies.life)   [growingfamiliesleaders.life](http://growingfamiliesleaders.life)



Appendix  
Homework Sheet

## **Protecting the Innocence of Childhood – Homework**

*There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.*

### **Visit 1 – The Challenge of Protecting the Innocence of Childhood**

1. Read Chapter 1 “Understanding the Challenge,” and Appendix A “The History of Modern Day Sex Education.”
2. Review and consider developing a moral vision for your children?  
What vision do you have for your children?  
What will the finished “puzzle” look like?  
What must you start doing now to make that vision a reality?

### **Visit 2 – The Preparation Side of Sex Education**

1. Read Chapter 2 “The Parent Factor.”
2. Assess and discuss what sexual messages you are impressing onto your children with your viewing habits (TV, movies or any screen time), the words you speak and the clothes you wear. Discuss if there are any changes you feel need to be made.

### **Visit 3 – Making the Indirect Method Work for You**

1. Read Chapter 3 “The Indirect Method of Sex Education,” Chapter 4 “The ‘Talk’” and Appendix B “The Power of Imagination”
2. Take a “walk” and have an informative talk with your young child based on the reproduction of the flower. You may want to practice on your spouse first!
3. Discuss together at what phase (information, curious, readiness and comprehensive phase) each of your children are at in their moral sexual understanding. Then make a plan to cover each of the following:
  - a. What do the two of you need to do now?
  - b. Who is going to do it?
  - c. How are you going to do it?
  - d. When and where are you going to do it?

### **Visit 4 – Topic Pool and Beyond**

1. Read Chapter 5 “Common Questions,” Chapter 6 “Self-Sexual Stimulation and Pornography,” Chapter 7 “Understanding Homosexuality,” Chapter 8 “Transgenderism,” Chapter 9 “Answering Common Questions” and Appendix C “How to Make a Wise Decision.”
2. Discuss any of the questions that this course has raised that you still need to ‘work through’.
3. Review as a couple where you are at with your parenting – couch time, love languages, family identity -don’t be afraid to get our those PTOL or GKGW books out or enrol in a class.