

*Dating*  
**WITHOUT  
DETONATING**

Teacher's Manual

by

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## Teacher's Manual

**Printing Instructions:** This manual was intended to be printed front and back on 8½ x 11 sheets of paper. This will allow the teacher to punch holes along the left margin of each page for placement in a binder.

### **A NOTE about the length of this study:**

The book chapters are different lengths, and the number of questions differs for each chapter. Those factors, along with the review at the beginning of each class and the discussion that is generated by the questions, will make it difficult to anticipate how many classes will need to be devoted to each chapter when proceeding “organically” through the material (i.e., not rushing/trying to keep a schedule). However, the following scenarios will help the teacher to pace himself if he is limited in time.

Roughly 26 classes (in addition to outside-class activities) are recommended to cover the material in the book. This would translate to 12-13 pages of the book being covered in each class. (Roughly one-half to two-thirds of each class would be devoted to reading the book together, and the rest of the class devoted to discussion and reading relevant Bible passages.) [Note: It is recommended that the book be read aloud by the teacher in class, since it is unlikely that all of the students will do so on their own at home.] This manual is written with the assumption that 26 classes will be able to be devoted to this study.

- **Scenario 1: a 2-quarter (26-week) study, with one class each week.** The teacher would need to cover 12-13 pages of the book each week in class.
- **Scenario 2: a 1-quarter (13-week) study, with two classes each week** (e.g., Sunday and Wednesday). The teacher would again need to cover 12-13 pages each class and roughly 25 pages of the book each week.
- **Scenario 3 (not recommended): a 1-quarter (13 week) study, with one class each week.** Roughly 25 pages of material will need to be covered each class. For this scenario, the teacher will have to adjust the format of the manual, removing the bulk of the in-class reading, and bearing more of the responsibility for being able to

summarize for the students the content in the section. The students will need to be assigned before class to read the relevant upcoming sections of the book (e.g., the next 25 pages) on their own (which, unfortunately, will probably not happen in many cases). In each of the places in the manual where the teacher is instructed to read with the class, sections of the book (usually highlighted with blue fonts), the teacher will instead need to be prepared to summarize those groups of pages for the students in preparation for the class discussion questions.

**NOTE:** A note will be placed in the margin of the manual when a recommended approximate stopping point for each class has been reached. This will be relevant for those using Scenario 1 or 2 above.

**\*\*\*RECOMMENDATION: It's recommended that the parents of the teens be notified that there will be sensitive topics discussed in the book (particularly chapters 13-14). For example, the words "sex" and "pornography" are used, though not defined. On particularly sensitive subjects (e.g., detailed discussions about lustful/lewd behavior and immodest dress in dating), the guys and girls will be split into separate classes, but the subjects will still be covered. If the parents are concerned about what might be covered, it is recommended that they read ahead in the book to see if there are sections they want their children to skip until they decide to cover the material themselves.**

## Foreword

- *Ensure that each student has a copy of the book.*
- *It is recommended that a spiral notebook be purchased and given to each of the students for notes as you go through the book.*
- *Ensure that each student has a writing utensil (and, if so desired, a highlighter). Encourage the students to take notes and make notations/asterisks/underlining's in the book as you go through the class.*
  - Have a student read Proverbs 22:3. Discuss its meaning and give examples of its application in real life scenarios.
  - Have a student read Jeremiah 6:16. Discuss its meaning and why it's true.
- *Read the Foreword together in class.*
  - Discuss: What is the objective of the book?
  - Discuss: According to the author, what is the difference between “courting” and “dating” today?

[NOTE: Recommend that the teens watch any/all of the following movies prior to the next class if they have never seen them (many of the males may not have seen them): Disney’s “Sleeping Beauty,” “Snow White,” “Cinderella,” and “Frozen.” Consider watching “Sleeping Beauty” with them as a teen activity.]

[NOTE: For teaching purposes, it is recommended that you switch Chapters 1 and 2.]

## Chapter 2: A World at War

**Teacher note:** At the beginning of each chapter’s teacher guide, a brief overview of the chapter will be given for the teacher’s benefit. The overview will help the teacher keep track of the “big picture” of the book and where the chapter fits in that big picture. The teacher should be sure to remind the students of the big picture at the beginning and end of each chapter.

It is recommended that, at the beginning of each class period (and at the end of each chapter), a brief summary of the material that will have been covered to that point be given to the students, keeping in mind that some students won’t be present for every class. The chapter summaries will be valuable to that end.

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*Chapter 2 Overview: What would be and has been Satan’s most effective plan for causing in our country a mass rejection of biblical Christianity and, therefore, salvation? His plan has been to attack and dismantle the biblical home as it was designed by God, knowing that by doing so, he’d poison the very nucleus of the Church and society. The saved are those who live a life of obedient faith in pursuit of the virtues God expects His followers to possess. His virtuous followers, however, tend to be those who were reared in a biblical manner. Those reared in a biblical manner tend to be those whose parents had a biblical marriage, and those parents who had a biblical marriage began their relationship on the dating field—making the dating process of paramount importance to the future of the Church. The “who,” “what,” “when,” “where,” “why,” and “how” of dating often has eternal implications for a couple and their posterity.*

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[NOTE: You’ll be reading the book to the students. However, throughout the book, when you get to a verse that’s spelled out in the text, stop and have the teens, one-by-one, read aloud the passage for you. This will help keep the students engaged.]

[NOTE: It is recommended that you mark an asterisk in your copy of the book at each of the places where you’ll pause for discussion/comment.]

- *Read together pp. 5-9, stopping at the top of p. 10 after the first paragraph.*
  - Read Ephesians 6:11. What are some common “traps” that Satan uses to take teens captive? [e.g., desire for acceptance; peer pressure; lust; drugs/alcohol; etc.]
  - Help the teens memorize Proverbs 22:3 using repetition. Define “prudent” (i.e., careful).
- *Continue reading, stopping at the end of the first paragraph at the top of p. 11.*

- Have each of the teens list 1-2 “devices” that Satan could use (or has used) to great effect, causing spiritual mistakes in their personal life.
- Discuss some of the “weapons of mass destruction” Satan has used to cause the spiritual decline in America.

➤ *Continue reading to the end of the chapter.*

- Discuss how the success of each of the “weapons of mass destruction” discussed above can all be traced in some way to something lacking in the American home that, if fixed, would all but cure the spiritual cancer that America has.
- Discuss why it is the case that the quality of a person’s upbringing and the health of a marriage can be traced back to dating customs.
- Have the students repeat with you again several times Proverbs 22:3, the thematic verse of this study.

End Class 1



➤ *Summarize for the students what was covered in the chapter.*

## Chapter 1: Modern Dating: A Portrait

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*Chapter 1 Overview: Chapter 1 is designed to describe the modern dating paradigm as depicted by modern movies and television shows and which is enacted by perhaps most young people in the dating years. The objective is to begin thinking critically about the paradigm.*

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➤ *Read Chapter 1 together in class.*

- Does this depiction of a date reflect your understanding of what a date looks like today? What differences/adjustments/additions would you make to the depiction?
- What movies/television shows portray dating in the manner discussed in the chapter?
- Describe other dating patterns that you've seen depicted on TV/in movies, or that you've seen or heard others use in real life (e.g., social media "dating") that seem to reflect how many teens date today. Are there common general trends between the various dating styles that reveal a pattern that characterizes modern dating?
- Is there sometimes a difference today between the meaning of "dating" and "going on a date"?

➤ *Summarize for the students what was covered in the chapter.*

[NOTE: Remind the teens to watch any/all of the following movies prior to the next class if they have never seen them (many of the males may not have seen them): Disney's "Sleeping Beauty," "Snow White," "Cinderella," and "Frozen." Consider watching "Sleeping Beauty" with them as a teen activity.]



## Chapter 3: What Is “Dating”?

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*Chapter 3 Overview: This chapter attempts to determine the origin of the modern dating paradigm, considering the most malleable individuals in society (children) and the most pervasive societal influences in their young, malleable lives (Disney movies). Upon careful consideration of many of the timeless, classic Disney movies, several common, dangerous themes emerge that have, no doubt, played a powerful role in shaping the dating practices of the last few generations.*

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[NOTE: Ask the students if they watched the Disney movies recommended. If not, consider showing to the students at the beginning of the class a few of the pertinent clips referenced in this chapter.]

- *Read together pp. 13-14, stopping at the end of the section.*
  - Discuss examples of how children have been targeted in society by those wishing to effect change.
  - Read together Deuteronomy 6:6-7. Since God wants us to “diligently” teach His Word, day-in and day-out—in a sense, “brainwashing” them to be His disciples—what makes God’s way right and Satan’s way wrong?
- *Continue reading to p. 17, stopping at the end of the paragraph that begins with “Amy Desai.”*
  - Discuss why the effects Desai listed might be associated with the children from a broken home.
- *Continue reading to the end of p. 18.*
  - Ask the teens for their thoughts on the importance of marriage selections with regard to their own experiences or circumstances they’ve witnessed (e.g., with divorce; discord in the home; etc. and their causes).
  - Discuss the statistics that were given in this section (pp. 15-17) and how they illustrate that Satan’s plan of restructuring the dating and marriage aspects of the American family is working.
  - How is that restructuring allowing him to recruit souls for his army in the war?
- *Continue reading to the end of the section on p. 22.*
- *Continue reading to the end of the first paragraph on p. 27.*
  - Discuss the common themes of the *Disney* romance cartoon movies in this chapter. How do those themes seem to be playing a major role in shaping American minds with regard to dating and marriage?

End Class 2

➤ *Continue reading to the end of the chapter.*

- Do you suppose that it should be a significant parental consideration to know that Walt Disney intentionally kept references to God and biblical thinking out of his movies (for fear of offending non-Christians) and, instead, promoted magic and “fate” as the driving powers in one’s life? Why would that be an important realization?
- Discuss: If you wanted to quietly restructure the American home from what God intended for it, without society noticing your adjustments until it was too late, what, do you suppose, would be the most effective way of doing so?

➤ *Summarize for the students what was covered in the chapter.*

[NOTE: Acquire a copy of the movies, “The Quiet man” (John Wayne), “Sense & Sensibility” (the 1995 version with Emma Thompson), and “Seven Brides for Seven Brothers,” and watch them with the teens prior to covering the material that begins on p. 41 and p. 49, respectively. The teens can also be encouraged to watch on their own the A&E 1995 TV mini-series version of “Pride & Prejudice.”]

End Class 3



## Chapter 4: What Was “Dating”?

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*Chapter 4 Overview: While Chapter 3 portrayed what dating is today, Chapter 4 describes how dating was conducted in the past in America and the western cultures that influenced American dating. The goal is to consider whether there was value and wisdom in customs from the past, with aspects that could still be useful today. While modern Americans would consider arranged marriages to be antiquated and tyrannical, it is clear that the majority of marriages world-wide today are still arranged and, no doubt, with various good reasons in support of the custom. Many Western cultures abandoned the practice in favor of courting/dating and, instead, incorporated several useful etiquettes in their courting process to help ensure that a couple remains pure and rational while selecting a wise marriage candidate. Is there anything from the past that we can learn and utilize in our dating practices?*

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- *Read together the first section, “A’int What She Used to Be.”*
  - Have one of the teens read Jeremiah 6:16 and discuss why “the old paths” would often be better paths.
  - Why might a desire to completely overhaul a system that has worked to great effect by many civilizations for long periods of time, in favor of a supposed “new” and “better” system, often betray an arrogant spirit? Have one of the teens read Ecclesiastes 1:9-11. Discuss what sorts of things likely happen that play a role in one generation forgetting the “old paths.”
- *Read together the second section of the chapter, “Before Dating Became Popular.”*
  - Discuss what is an arranged marriage.
  - Discuss the pros and cons of “arranged marriage” and why it would be the case that most marriages in history have likely been arranged.

[NOTE: They should have watched “The Quiet Man” before beginning the next section.]

- *Begin reading together the next section of the chapter, stopping at the end of the quote at the top of p. 43.*
  - What are some difficulties that could arise by dating someone from a very different culture?
  - Discuss what was the purpose and value of a “matchmaker” in Ireland (and other) cultures?
  - Why was it valuable for a father (or the male head of the family) to grant permission for a daughter to date?
- *Finish reading p. 43.*

- Have the students read aloud each of the passages listed on the page.

➤ *Read to the end of the paragraph at the top of p. 45.*

- What is a dowry, and why was it important in Irish (and other) cultures?
- What would be a danger of the dowry system? [e.g., one might be tempted to marry purely for money if the girl is wealthy]

➤ *Continue reading to the end of the section at the top of p. 47.*

- Why might a girl who didn't follow the dating etiquette be branded as loose (i.e., willing to engage in pre-marital sexual activity)? Why would the boy be in trouble with a girl's father/brothers, in particular, if he failed to follow the proper dating etiquette?
- Why would the dating process last for months or years?
- Discuss how their deviations from established dating customs betrayed a lack of wisdom on the part of Sean and Mary Kate.

[NOTE: They should have watched "Sense & Sensibility" before beginning the next section (and preferably "Pride & Prejudice" as well).]

➤ *Read together the next section which ends on p. 48.*

- Discuss what distinguished Maryanne and Elinor and the ways in which Maryanne's behavior was unwise.

[NOTE: They should have watched "Seven Brides for Seven Brothers" before beginning the next section.]

➤ *Read together the beginning of the next section, stopping at the end of the first paragraph on p. 52.*

- While movies dramatize relationships (e.g., most people wouldn't actually want to marry one another after only a few minutes), how does the movie's depiction of Adam and Millie's "courting" process accurately portray modern dating in many cases?
- What modern terminology would be used to describe what causes Adam and Millie to be attracted to each other (i.e., what does Millie see in Adam and vice versa)?

➤ *Finish reading together the section ending on p. 53.*

- What are some things one should know about another person before choosing to date him/her?
- What are some things one should know about another person before getting serious with him/her?

➤ *Ask the class if they know why a couple customarily kisses one another at the end of the marriage ceremony, then read the beginning of the next section, ending after the bullets on p. 54.*

End Class 5



- Correlation doesn't imply causation (i.e., just because one thing happens after another thing happens, it doesn't necessarily mean that the first thing caused the second thing). However, why is it reasonable to conclude that the statistics on p. 54 were at least partially the effect of a relaxation of dating etiquette in American society.

➤ *Finish reading together the section ending on p. 56.*

- Discuss the pros and cons of the dating customs portrayed in the movies discussed in this chapter.

➤ *Summarize for the students what was covered in the chapter.*

## Chapter 5: Why Do We Date?

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*Chapter 5 Overview: While many American youth date simply for the pleasure and fun that it affords, the inherent passion that accompanies romance in the teenage years (with fresh hormones that set the teenager emotionally ablaze), coupled with the imprudence of the modern dating paradigm, makes dating “for fun” a dangerous and unwise approach.*

*This approach often leads to inappropriate physical contact and pre-marital sexual immorality, or premature marriage. Accelerated by intimate physical contact and verbal revelations about one’s feelings, a couple can quickly find themselves in the highly emotional and irrational phase of dating, which is often accompanied by a lack of self-control—the “Cloud.” While society defines the phase as being “in love,” in truth, the phase is only a temporary phase in the romantic adventure, lasting from roughly 18 months to three years, and yet life-changing mistakes and decisions are often made in this phase because of the intensity of the feelings a couple has during this phase, regardless of wise counsel and one’s godly parental training. Instead of dating for fun, the wise teenager should date cautiously, ever mindful of the ultimate objective of the process: marriage. His purpose in dating is to find a suitable mate that will help him and his future children get to heaven.*

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- *Read the first section of the chapter which ends on p. 62.*
  - Discuss what is the objective of modern dating.
  - Discuss the pros and cons of the modern dating paradigm in light of that objective.
  - Discuss what might be the rationale for the previous dating paradigm which had as its objective to find a spouse.
- *Read the next section, ending at the top of p. 64.*
  - What usually initiates Phase 1 of a romantic relationship today?
  - What is the objective of Phase 1 of a modern romantic relationship?
  - Discuss what Phase 1 of a romantic relationship looks like, using “Seven Brides for Seven Brothers” as an example.
- *Read to the end of p. 65.*
  - Discuss other songs which seem to describe Phase 2 of a romantic relationship.
  - Have they witnessed any individuals who seemed to be in Phase 2? Discuss.
- *Read to the end of p. 67.*

End Class 6



- Why would a couple in Phase 2 oftentimes not have discussed serious, potentially controversial topics?
- Read together Proverbs 12:15. Why might a couple in Phase 2 oftentimes be unwilling to hear counsel from others?
- *Read to the end of p. 69.*
  - Describe the nature and effects of the “Cloud.”
  - Read again the final paragraph on p. 69 and discuss the meaning and significance of the Harvard scientists’ discoveries about the “Cloud.”
- *Read to the end of the section on p. 71.*
  - Can the students name any well-known famous individuals (e.g., actors, singers, etc.) whose marriages ended after a relatively brief time?
- *Read to the end of the section on p. 74.*
  - Can the students name individuals/scenarios from their lives (including themselves) or from movies who seemed to be exhibiting the symptoms of being in Phase 2—the “Cloud.” Discuss.
- *Read the first paragraph of the next section (on Phase 3).*
  - What does the author mean by saying that a full-length Christian marriage would last 20-25 times the period of the “Cloud”?
  - Have the students compare and discuss the differences in interaction between newlyweds and couples who’ve been married 25-50 years.
- *Read to the end of the first paragraph on p. 77.*
  - Logically, humbly, and prudently, what should be the reason/purpose of our dating and why?
- *Read to the end of the chapter.*
  - Is the argument that one should “practice” dating before dating seriously a legitimate reason to date for “fun” instead of for marriage? Discuss.
  - As a review, what does the author mean by the statement, “Respect the Cloud”?
  - In light of the dangers of the Cloud, what should be the goal of the first phase of dating (i.e., what should you be trying to do before Phase 2 arrives)?
- *Summarize for the students what was covered in the chapter.*

## Chapter 6: When Do We Date?

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*Chapter 6 Overview: If the purpose of dating is to select a suitable spouse, then obviously one would not begin the dating process until he would be able to get married if the situation called for it. The wise teenager, therefore, should consider what knowledge and training he/she should have before entering into marriage and devote himself/herself to preparing for that eventuality before beginning the dating process.*

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➤ *Read to the top of p. 80.*

- Why is it logical to conclude that, as a general rule, one shouldn't begin the dating process until the possibility of entering into marriage is on the horizon?
- Discuss reasons for why it is probably the case that marriages entered into by those who are younger than 18 years old are, statistically, highly likely to end in divorce.

➤ *Read to the end of the checklist on p. 82.*

- Discuss why the items on the provided checklist would be important items to be prepared for prior to marriage.
- What other items could be added to the list?

➤ *Read the next paragraph.*

- Read together the passages at the end of the paragraph and discuss their relevance in regard to the importance of preparing for the future.

➤ *Read to the end of the chapter.*

➤ *Summarize for the students what was covered in the chapter.*

End Class 7





## Chapter 7: Who Shouldn't We Date?

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*Chapter 7 Overview: Though an unpopular concept, the observable evidence has shown conclusively that choosing to date a non-Christian leads to temporary or permanent unfaithfulness, and typically reduced faithfulness even in those cases where the Christian returned to the Church. A Christian should humbly take every precaution necessary to ensure that he only dates those candidates who would help him to heaven, not pull him away from it.*

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- *Read to the end of p. 86.*
  - Why would the idea that one should only date Christians be an unpopular concept?
- *Read to the end of the bullet list on p. 92.*
  - When considering the commonalities in the stories related in the chapter, why do you suppose those commonalities caused the outcomes that they did?
- *Read to the end of the chapter.*
  - Do you know anyone like those in this chapter who made similar unwise decisions in dating? How did those decisions affect them and their lives?
  - When considering the fact that virtually all of the individuals described in the chapter agreed that dating a non-Christian wasn't a wise choice, and then considering the fact that they all succumbed to the temptation to do so when the opportunity arose, what safeguards could they have put in place in their lives to ensure that they only dated Christians?
- *Summarize for the students what was covered in the chapter.*

## Chapter 8: Who Should We Date?

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*Chapter 8 Overview: Though some decisions/behaviors aren't inherently sinful, that doesn't make them prudent/wise/safe decisions (1 Corinthians 10:23). Several biblical principles speak to the fact that marrying (and, hence, dating, since we marry who we date) a person who isn't a Christian (as the Bible defines the term) is an extremely unwise and even dangerous decision. It often betrays a covetous spirit, is likely to lead to increased temptation and a compromising of our beliefs, is highly likely to lead to one falling away from the Church, statistically speaking, and betrays a pride that one is stronger than many great people of Scripture who failed in such situations. The prudent man foresees danger and hides himself from it!*

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[NOTE: At the beginning of class, ensure that the students have their spiral notebooks (or hand out a piece of notebook paper) and a writing utensil. They'll need them shortly.]

➤ *Read to the end of the bullet list at the top of p. 96.*

- According to the Bible, how does one become a “Christian”?
- How does that plan differ from what the bulk of Christendom believes regarding how to be saved? Does the difference matter in God's sight? Why?
- A Christian “disciple” is, by definition, a committed follower of Christ. So, if a person rejects a teaching of Christ (e.g., that baptism saves us, Mk. 16:16, Jn. 3:5; or that man-made worship practices constitute unacceptable, vain worship to Him, Matt. 15:8-9), is he a follower/disciple of Christ? In light of that truth, what does Acts 11:26 imply about that person's status in God's sight?
- Virtually every “Christian” group/denomination in the religious world has rejected the Bible's teaching on various doctrinal positions. Should a New Testament Christian become romantically involved with such a person? Discuss.

➤ *Read to the end of the section that ends on p. 97.*

- Read together Matthew 7:21-23 and Luke 6:46. Discuss the passages' relevance with regard to typical denominational teaching about “faith only” salvation and a rejection of baptism for the remission of sins.

➤ *Read up to number one on p. 98.*

- How do we know that it can't be inherently sinful to marry a non-Christian?

End Class 8



- Read together Proverbs 22:3. Why would a Christian marrying a non-Christian tend to betray a lack of prudence and wisdom on the part of the Christian?
- *Read to the end of point #5 on p. 108 and, as you read through the chapter, have the students make a list of the 6 reasons given in this chapter for why a Christian should only date Christians.*
- Draw 100 marks on the board and cross out 91 of them to emphasize the percentage of Christians who fall away when they don't marry a Christian.
- *Read to the end of the first bullet on p. 109.*
- *Read to the end of the Samson section on p. 111.*
- Read together the story of Samson in Judges 13-16. Discuss how his dating/marriage selections affected his life and how his life (and death), no doubt, would've been much different if he'd been more prudent in his romantic decisions.
- *Read to the end of the chapter.*
- Read together 1 Corinthians 15:33 and discuss who (i.e., what groups) would be included in Paul's designation of "evil companions."
- Discuss the relevance of the Bible examples in regard to whether a Christian should date/marry a non-Christian.
- *Summarize for the students what was covered in the chapter.*

## Chapter 9: Who **Should** We Date? (Part 2)

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*Chapter 9 Overview: Adding to the first six reasons for why a Christian shouldn't date/marry a non-Christian, ten others are discussed in this chapter. The Old Testament, "written for our learning" (Romans 15:4), speaks decisively about the spiritual dangers of developing strong ties with non-disciples. Further, self-preservation warns against such unions, because of the regular torture that will be felt over the realization of the spouse's spiritual condition in God's sight. Also, in a real sense, a Christian developing close ties with a non-Christian is like embracing idolaters. Such unions also fail to acknowledge and live by the meaning of life in God's sight; fail to recognize the whole reason for God's creation of a spouse and the marriage institution in the first place; calls into question whether a Christian has been letting his light shine in front of the non-Christian; and very possibly indicates that he is willing to be an enemy of God by his marital decisions. Bottom line: such unions betray a serious lack of prudence on a Christian's part and even a self-centeredness, since the Christian is failing to consider the likely future ramifications of his decisions on his children. Add to these points the fact that there are practical issues that will inevitably arise in such unions, and surely one sees the patent spiritual absurdity of a Christian dating/marrying a non-Christian. The prudent Christian must guard himself from the dangers of such a marital union by not even dating such a person.*

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[NOTE: At the beginning of class, again ensure that the students have their spiral notebooks (or hand out a piece of notebook paper) and a writing utensil. They'll need them as before. Again, as you read through the chapter, have the students continue making their list of the reasons for why a Christian should only date Christians.]

➤ *Read to the end of point 7 on p. 118.*

- Read together Colossians 2:14,20, discussing the fact that Christians are not under the Old Law/Testament. BUT:
- Have the students read Romans 15:4; 2 Timothy 3:16-17; and 1 Corinthians 10:11. Discuss the implications of these verses in regard to the continued value today in studying the Old Testament. What is the implication of that truth when we study dating/marriage examples from the Old Testament?

➤ *Read to the end of point 9 on p. 120*

- Read together Colossians 3:5. Use a smart device to look up modern definitions of idolatry, highlighting how some definitions capture what Paul is getting at in Colossians 3:5.

➤ *Read to the end of point 10 on p. 121.*



➤ *Read to the end of point 13 on p. 127.*

- Read together Matthew 5:6 and 7:7-8. Discuss why such passages imply that anyone who genuinely wants to know the truth/is searching for the truth will be able to find it.
- Based upon that fact, what are the two possibilities for why a person isn't a Christian? [Answer: either he isn't really searching for the truth (and, therefore, isn't interested in pursuing God), or he hasn't found it yet, though he's searching for it (and, therefore, would readily convert upon being taught the truth).]
- Read together Psalm 15:1-4. Based on verse 4, who are the opposite of "those who fear the Lord"? Today, in the Christian "age," who would be "those who fear the Lord"? Based on verse 4, what would a Christian be doing by dating/marrying a non-Christian?

➤ *Read to the end of point 14 on p. 128.*

- Ask the students if they remember what the word "prudent" means [i.e., careful/cautious].

➤ *Read to the end of the chapter.*

- Can they think of any other practical living issues that might arise if a Christian and non-Christian married?
- Discuss with the students if any of the first 16 points have resonated with them, either as a point they'd never thought of, or a point that made them realize they might have some changes to make in their lives.

End Class 11



➤ *Summarize for the students what was covered in the chapter.*

## Chapter 10: Who **Should** We Date? (Part 3)

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*Chapter 10 Overview: Many objections to the idea that Christians should only date/marry Christians have been raised over the years. Some arrogantly imply, for example, that they are stronger than others spiritually and, therefore, able to withstand the temptation to change/fall away. Others presumptuously believe that they will have the power to convert another person, where even Christ Himself failed. Some naively argue that their relationship “isn’t serious,” and therefore, presumably, isn’t a danger, disregarding the fact that a serious relationship begins as a non-serious one, and the mark of the transition from one to the other is difficult to pinpoint. Others justify their decision to date/marry a non-Christian by suggesting that a “Christian” in the broad sense is basically the same as a Christian in the biblical sense and, therefore, is acceptable, failing to acknowledge that God defines what constitutes a Christian, not humans, and those who fail to obey God’s plan of salvation and fail to conform their lives (including their worship) to the biblical pattern aren’t counted by Him as faithful Christians. Others argue that they know Christians who married, and sometimes even converted, non-Christians, not realizing that in many cases those marriages are not what they appear to be and failing to realize that the reason they know of such cases is because the couple stuck around, unlike the many, many others who didn’t (i.e., they’re counting the rare exception as the rule). In truth, such individuals are proving themselves to be “ignorant” of Satan’s “devices” (2 Corinthians 2:10-11), since convincing God’s true disciples to intermarry with non-disciples has always been one of his most effective tools for swelling the ranks of those who’ll be joining him in Hell. And even if none of the many arguments presented in these three chapters were sufficient enough to prove the case, the faithful follower of God knows that, in order to live his life by faith, his decisions must be authorized by God (Romans 14:23; Colossians 3:17). Can the Christian who wishes to date a non-Christian come up with biblical authority for his unwise decision? While a Christian should have basic relationships with non-Christians in order to influence and evangelize the world, it is clear that developing close relationships with such individuals is strongly discouraged in Scripture.*

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[NOTE: At the beginning of class, again ensure that the students have their spiral notebooks (or hand out a piece of notebook paper) and a writing utensil. They’ll need them as before. Again, as you read through the chapter, have the students continue their list with the reasons given in this chapter for why a Christian should only date Christians.]

➤ *Read to the end of objection #1 on p. 138.*



- Have the students summarize the response to the first objection.
- Why is it virtually certain that every Christian who dates a non-Christian makes this objection?
- *Read to the end of objection #2 on p. 139.*
  - Again, have the students summarize the objection and the response.
- *Read to the end of objection #3 on p. 141.*
  - Have the students summarize the objection and the response.
  - Why is it the case that this objection is likely the real, underlying reason for any Christian who dates a non-Christian.
- *Read to the end of objection #4 on p. 142.*
  - Have the students summarize the objection and the response.
- *Read to the end of objection #5 on p. 145.*
  - Have the students summarize the objection and the response.
  - What sin is a person almost certainly guilty of if he makes this argument?
  - Read together 1 Corinthians 3:3-8. Discuss its relevance with regard to this objection.
- *Read to the end of objection #6 on p. 146.*
  - Have the students summarize the objection and the response.
- *Read to the end of objection #7 on p. 148.*
  - Have the students summarize the objection and the response.
- *Read to the end of objection #8 on p. 151.*
  - Have the students summarize the objection and the response.
  - Can you think of any other objections which have been (or could be) raised against the idea that a Christian shouldn't date/marry a non-Christian? How would God likely respond, based on what Scripture teaches?
  - Did any of those objections resonate in some way with the students?
- *Read to the end of the chapter.*
  - Discuss further with the students the meaning of Romans 14:23 to make sure they understand its implications regarding choosing to date a non-Christian.
  - Read together Colossians 3:17, Acts 4:7, and Deuteronomy 18:21-22, explaining how Acts 4:7 and Deuteronomy 18:21-22 define the phrase "in the name of" in Colossians 3:17. Again, make sure they understand the implications of Colossians 3:17 in their dating choices.

- Read together Psalm 101:6, discussing the meaning of “faithful” in the verse.
  - Can the students think of any other points, in addition to the 19 covered in the last three chapters, which should discourage Christians from dating/marrying non-Christians?
- *Summarize for the students what was covered in the chapter.*



## Chapter 11: Who? A Faithful Christian

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*Chapter 11 Overview: Marrying a New Testament Christian is essential, but not sufficient, because most Christians are lukewarm, rather than zealous—unwilling to truly commit their lives to Christ. When the pressures of life enter the picture, such individuals will prove themselves to be virtually as unspiritually minded as the world. Lukewarm Christians will be spewed from God’s mouth (Revelation 3:15-16). How can a person determine if a Christian is a genuine, faithful Christian before pursuing him/her as a marriage candidate? Nothing can take the place of sufficient time to observe individuals, especially how they respond to the hard knocks of life; counsel from wise, spiritually minded individuals; the testimony of reliable witnesses of the candidate; patient prayer, trusting in God’s Providence to provide you with whom you need when you need him/her; and observation of key fruits that will speak to the faithfulness of the candidate. Does the person exhibit a zeal for God? Is the person committed to a life of selflessness and humility? Would the candidate be good for your future family—his example, personality, and life baggage? Does he/she understand and accept her role in the home as God defines it? Would the candidate be good for **you**, in particular—able to help you with your areas of spiritual weakness, helping you reach Heaven?*

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End Class 13



- Read to the end of the first section, which ends at the bottom of p. 160.
- Read to the end of the section at the top of p. 162.
  - Read together Matthew 13:3-9,18-23. Which of the four soils are referring to Christians?
  - Why is time necessary to determine if a person is a faithful Christian?
  - Read together Matthew 19:9. Based on this passage, why would it be important to allow enough time to pass before marrying a new Christian.
- Read to the end of the section on p. 164.
  - Why is counsel highly recommended to determine if a person is a faithful Christian?
  - Have the students name some good options and bad options for wise counsel in dating matters.
- Read to the end of the section on p. 165.
  - Why are witnesses/references useful in determining a potential dating candidate?
  - Discuss with the students specifics about who could provide good, trustworthy witness testimony.

- *Read to the end of point one on p. 167.*
- *Read together Appendix 1: The Zealous Fruits Checklist.*

- Why, do you suppose, the particular questions in this list would highlight zeal/genuine Christianity?

[NOTE: As an **assignment** to do at home, have the students go through the Zealous Fruits Checklist, assessing themselves to determine if they're the spiritually zealous individuals they should be. Also have them use the checklist to assess their closest friends followed by those of the opposite gender in the youth group and those outside of the youth group who they're attracted to (if anyone).]

End Class 14

- *Read point two starting on p. 167, stopping at the end of that point on p. 169.*
- *Read together Appendix 2: The Agape Fruits Checklist.*

- Do the students feel that they are as selfless/unselfish as they should be? How do they need to improve?
- Do they know of individuals (old or young, single or married) who strongly exhibit *agape* love.

[NOTE: As an **assignment** to do at home, have the students go through the *Agape* Fruits Checklist, assessing themselves to determine if they're the selfless individuals they should be. Also have them use the checklist to assess their closest friends followed by those of the opposite gender in the youth group and those outside of the youth group who they're attracted to (if anyone).]

End Class 15

- *Read together, starting at p. 169 where you left off, to the top of p. 172 (the end of the checkmark from p. 171).*

- Are there certain sins that they'd have trouble knowing how to help a spouse with or wouldn't want to have to help with?

- *Read to the end of the checklist at the bottom of p. 172.*

- What other "baggage" might a person bring into a marriage that could cause troubles?

- *Read the next section that ends at the bottom of p. 175.*

- Do they understand what their role in the home entails, biblically speaking?
- Do they agree with the description of the role?
- Are they willing to fulfill that role in the home?
- Do they feel that they are prepared for that role?

- *Read together p. 281 to the end of p. 285 of Appendix 3: How Can I Know if He'd Be a Good Leader/Head of the Home? The appendix was written with girls in mind, in particular. So, as you*

End Class 16



*read, have the guys view the appendix from the perspective of whether or not they are working to be good leaders/heads of their future homes.*

- *Finish reading Appendix 4. Recall that the appendix was written with girls in mind, in particular. So, as you read, have the guys view the appendix from the perspective of whether or not they are working to be good leaders/heads of their future homes.*
- *Read the question number four section (p. 175), ending at the bottom of p. 176.*
  - Take a moment to let the students assess their own spiritual weaknesses (though they don't need to publicly state them) and consider what kind of person would be necessary to help them grow spiritually in those areas.

End Class 17



- *Read together pp. 289-299 of Appendix 4: The Dating Questionnaire. As you read the questions beginning on p. 295, have the students assess themselves, how they'd answer the questions. [Don't stop to discuss the questions very much (except to explain the meaning of the questions where necessary), else the list will take too long to read.]*
- *Read together the rest of Appendix 4. Again, as you read the questions, have the students assess themselves, how they'd answer the questions. [Don't stop to discuss the questions very much (except to explain the meaning of the questions where necessary), else the list will take too long to read.]*
  - What other questions might they add to the list that would be important to them, individually, in each of the sections?

[NOTE: As an **assignment** to do at home (to practice the procedure before they begin the dating process in the future), have the students go through the Dating Questionnaire to assess those of the opposite gender in the youth group and those outside of the youth group who they're attracted to (if anyone).]

End Class 18



- *Starting back at p. 176, read to the end of the section at the top of p. 179.*
- *Read together Appendix 5: How Will I Know if He/She Is "The One"?*
  - Ask the students if they've been praying that God will prepare someone for them and prepare them for someone, and that He'll make His will known when the time is right?
  - Lead such a prayer with the students about their future spouses and homes, demonstrating for them the type of prayers they should regularly be composing to God.
  - Discuss/highlight again the final paragraph of Appendix 5, emphasizing that having an enduring marriage and *agape* love are **decisions**, not contingent upon **feelings** as to whether or not they will last.
- *Starting back at p. 179, read to the end of the chapter.*
  - Knowing that they will not find a marriage candidate who is perfect (we're all flawed), ask them what the chief characteristics are that they should be looking for in a dating/marriage



candidate. [Answer: a proven, genuine, zealous Christian (i.e., who “fears the Lord”) who puts the kingdom first, exhibits humility/a willingness to learn/improve, and selflessness.]

*Summarize for the students what was covered in the chapter.*

## Chapter 12: Where to Date

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*Chapter 12 Overview: If we're waiting to date until we're prepared to seriously consider marriage, then our dating will begin to take place in late high school and beyond—especially the college years. Where we choose to go to college/work, therefore, is essential, since we'll be more likely to develop interest in individuals that we regularly interact with during those years. The prudent, single Christian doesn't make his future career his top priority without spiritual considerations. His soul and that of his future children are paramount, prompting him to be very selective about where he chooses to be during those key years, taking advantage of the opportunities he has to be around other single, faithful Christians.*

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- *Read p. 183, ending after the third paragraph.*
  - In light of Chapter 6, if we're being prudent in our dating practices, when will we begin the dating process?
  - In light of the answer to that question, where will prudent dating typically take place?
- *Read to the end of the second paragraph on p. 184.*
  - In light of eternity, what should be the primary concern when choosing where we go to college?
- *Read to the end of the chapter.*
  - Read and discuss the following passages in light of the message conveyed in this chapter: Matthew 6:25-34; Proverbs 3:5-6; Psalm 37:25; 1 Peter 5:7; 2 Corinthians 5:7; Philippians 4:6-7.
- *Summarize for the students what was covered in the chapter.*

## Chapter 13: How to Date—Principles

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*Chapter 13 Overview: If a person is ready for marriage and has found a proper dating candidate, it's time to begin the dating process. It's important that the process not be rushed, else a person may find himself married to someone who wouldn't be best for him, married sooner than would be wise, or engaging in ungodly pre-marital behaviors. An important objective of dating, therefore, is to keep the "Cloud" phase of dating at bay for months, so that the daters can think clearly and make wise decisions at this important time in their lives. Several biblical principles are helpful to a godly couple to that end, as they develop a procedure that will allow them to date safely. Scripture highlights the importance of a Christian's reputation, of being a person of integrity, of men honoring women (rather than taking advantage of them), of fleeing lust, of behaving and dressing modestly, of humbly recognizing our vulnerability to temptation, fleeing it when it appears, exercising prudence to help anticipate Satan's devices, and seeking wise counsel. Implementing these biblical principles in dating will, no doubt, lead to godly dating protocols and a spiritually safer dating experience.*

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**\*\*\*RECOMMENDATION:** Ensure that the parents are aware of the material to be studied and discussed in this chapter to give them the option of having their children sit out of the classes for this chapter.

- *Read the first two paragraphs on p. 191.*
  - See if they can answer the final question of the second paragraph (without yet reading ahead).
- *Read to the end of the "Reputation" section on p. 194.*
  - Can the students think of anyone they know or anyone in movies whose reputation was hurt by their doing things that looked bad to others?
  - What are some of the things that a person could do on a date that would look bad, likely hurting his/her reputation?
- *Read to the end of the "Honor" section on p. 195.*
  - Have the students describe what they know of the knight's code of conduct as it related to women.

[NOTE: It is recommended that, due to the sensitive/embarrassing nature of the material in this session, male and female teens be separated for this class.]

- *Read the section entitled "Lust" found on pp. 195-200.*

- Discuss with the students the differences between males and females.
  - Did any of the differences surprise the students?
  - Had they been led to believe that girls and boys were fundamentally the same and, therefore, think and perform the same in life?
- *Read to the end of the paragraph at the bottom of p. 201.*
- Have the students list types of modern clothes that would be inappropriate to wear in public, based on the passages in the preceding paragraphs.
- *Read to the end of the paragraph at the bottom of p. 203.*
- Do the experiences of the students support the statistics discussed in the preceding paragraph?
  - Does it make sense that God would address ladies with regard to modesty in 1 Timothy 2:9-10?
- *Read to the end of the second paragraph on p. 207.*
- [NOTE: It is recommended that, once again, due to the sensitive/embarrassing nature of the material in this session, male and female teens be separated for this class.]
- *Read to the end of the paragraph at the top of p. 209.*
- Read together 2 Samuel 13:1-20, and discuss the effects of letting sexual desire control one's dating/marriage choices.
- *Read to the end of the second paragraph (that begins with "Bottom line") on p. 210.*
- Read together Proverbs 7:10. Ensure that they know what a "harlot" is. Discuss what the attire of a harlot today probably looks like. Are the clothes that many girls wear in public today becoming more like that of a harlot, making it difficult for a guy to distinguish between harlots and non-harlots?
- *Read to the end of p. 210.*
- Read together Song of Solomon 2:7. When would it be appropriate to "awaken" the sexual love being referred to in the passage?
- *Read to the end of the chapter.*
- In what phase of dating should we try to remain prior to marriage? Why?
  - Have the students list the biblical principles (covered in this chapter) that should govern our dating practices, which would help us keep the "Cloud" at bay and make wise dating/marriage decisions.
  - Can they think of any other biblical principles, not covered in the chapter, which would be helpful in practicing prudent dating.

- Summarize for the students what was covered in the chapter.

## Chapter 14: How to Date—Proprieties

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*Chapter 14 Overview: To ensure that the biblical principles of Chapter 13 are followed while dating, to keep a couple from entering the “Cloud” too early, and to help ensure that the couple are using their heads instead of their emotions as their relationship progresses, proprieties were once followed by the bulk of American society and the Christian oriented western societies of the world. These proprieties included the following 12: meeting and receiving permission from the parents to date; including the family in the relationship growth; spending appropriate amounts of time together (rather than obsessive amounts); spending time together in public places; having chaperones present when the couple goes places together away from the family; never being alone together in a house; not entering a bedroom alone together; not staying out late at night together; sleeping in very separate places in overnight situations (e.g., separate houses); dressing modestly; engaging in appropriate conversation; and limiting physical contact. Such proprieties were effective at keeping couples pure while they dated and leading to marriages that last. While not all of the proprieties can necessarily, realistically, be followed in American society as it is today, variations of the proprieties can generally be followed that will achieve the same positive effects.*

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\*\*\***RECOMMENDATION:** Ensure that the parents are aware of the material to be studied and discussed in this chapter to give them the option of having their children sit out of the classes for this chapter.

- *Read to the bottom of p. 216.*
- Read together Deuteronomy 22:16; Exodus 22:16-17; Genesis 24:1-9; and Judges 14:1-5. Discuss why it would be important for a godly father to be involved in the dating/marriage process.
- *Read to the end of point one on p. 219.*
- Discuss the statistics from the preceding paragraph, ensuring that the students understand their significance.
- *Read to the end of point three on p. 221.*
- Discuss what would be reasonable time limits a couple should spend together each week to keep the relationship from progressing too quickly. Discuss what would be the likely cause of a



couple's unwillingness to implement such constraints against wise counsel (e.g., covetousness, lust, passion, etc.).

[NOTE: It is recommended that, once again, due to the sensitive/embarrassing nature of the material in this session, male and female teens be separated for this class.]

➤ *Read to the end of the first paragraph on p. 222.*

- Read together Romans 13:14. Discuss ways in which a dating couple, if not careful, might “make provision for the flesh.”

➤ *Read to the end of p. 223.*

- Discuss what would be the reasons a couple would have for not wanting a chaperone on a date. Are such reasons worth the spiritual risk of impurity and bruised reputations?
- Read together Genesis 39:1-20.

➤ *Read to the end of point eight on p. 228.*

- Discuss the final paragraph of point eight to make sure the point sinks in.

➤ *Read to the end of point 10 on p. 233.*

[NOTE: It is recommended that, once again, due to the sensitive/embarrassing nature of the material in this session, male and female teens be separated for this class.]

➤ *Read to the end of the first paragraph at the top of p. 237.*

- Read together (using NKJV) Romans 13:13; 1 Thessalonians 4:3-5; and Galatians 5:24. Read together (using NKJV) 2 Corinthians 12:21; Galatians 5:19; Ephesians 4:19; and 1 Peter 4:3, noting the term “lewdness.” [According to Dictionary.com, “lewd” means “inclined to, characterized by, or inciting to lust or lechery; lascivious.”] Highlight that, based on these passages, just because a couple doesn't engage in sexual intercourse, it doesn't mean that they're not in sin, due to their lustful passions and lust-inducing behavior or apparel.

➤ *Read to the top of p. 238.*

- Discuss with the students: if they were married **today**, what physical actions/behaviors would they be comfortable with their spouse engaging in with others of the opposite gender. Why wouldn't they be comfortable with more activity than that?
- What physical activity between their **future** spouse and other members of the opposite gender would the students be okay with having occurred when finding out he/she had engaged in those activities (i.e., if they were engaged and their fiancé confessed to them all of the physical activity he/she had engaged in with others previously, what physical activity would bother them)?

- Would it likely bother them, threaten them (since they'd feel compared to other, previous people), or make them feel that they were less special/important to their fiancé to discover that their fiancé had engaged in other romantic, intimate, physical activity with others before them (e.g., if their fiancé had already done **with others** many intimate things, why would the student be special to their fiancé)?

➤ *Read to the end of the chapter.*

- Do they see the rationale for these proprieties? Were these proprieties unreasonable/overboard? Or did they show wisdom and prudence?
- Are there other proprieties they can think of that might be helpful?
- Discuss the proprieties as they relate to the movies discussed in Chapters 3 and 4. What proprieties weren't followed, and what was the result? Were the results realistic?
- Discuss individuals they've known or they've seen in movies that didn't abide by the proprieties. What were the results?

➤ *Summarize for the students what was covered in the chapter.*

[NOTE: As an **assignment** to do at home (or as a youth group activity), have the students watch the movie "Old Fashioned," making note of the proprieties followed in the movie by the daters.]

End Class 24



## Conclusion: Dating Without Detonating

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***Conclusion Overview:** Life on Earth is, first and foremost, a battle between the forces of Satan and the forces of God. It's Satan's desire to slay or take captive as many of the Lord's forces as he can before Judgment Day. He learned early on that an extremely effective way to do so was through marriage and sexual temptation outside of marriage. Thus, in America—in many ways, the headquarters of the Lord's Church today—he needed to impact that dating process because, in America, the dating process is what ultimately determines who a person marries and, where the passions of romance exist, the likelihood of sexual immorality is heightened significantly. By altering the what, why, when, who, where, and how of dating, his ranks have swelled. A faithful, prudent, single Christian seeks to thwart Satan's plan in his life so that he doesn't fall on the spiritual battlefield like so many around him. The lives of countless others will likely be affected by his decisions. Will you choose to date in such a way that you won't detonate the mines Satan has placed in the field of life before you?*

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- *Read the Conclusion, being sure to stop and read together the cited passages.*
  - Read together 2 Corinthians 2:11; 2 Timothy 2:26; and Ephesians 6:11. What are some of the devices, traps, and snares that the Devil uses to take people spiritually captive today?
  - Does the modern dating paradigm play into Satan's hands in the spiritual war between him and the Church? In what ways? What specific aspects of the modern dating paradigm would likely please Satan?
  - Read together Genesis 6:1-2. In light of that passage, why are our dating protocols so important?
- *Summarize for the students what was covered in the Conclusion.*

**Note:** The Conclusion will likely only require a half class, allowing one and a half class sessions for the following review or, if necessary, to catch up if the class is behind.

## Review: *Dating Without Detonating*

- Since the home forms the nucleus of a society, if Satan can cause a society to reject God's plan for the home, he can quickly cause a society to join his ranks. What are the three "theaters" in his war strategy, and which one would be the first theater, sequentially, that will affect one's home?
- *Read aloud the Chapter 2 overview.*
- Ask the students, what does modern dating look like? What's the objective of and what happens on a date?
- *Read aloud the Chapter 1 overview.*
- Given that dating in western societies (e.g., America) used to be much different than it is today, what effective tool has Satan used to cause the change to the new system of dating?
- What messages are taught in many popular children's movies that have, no doubt, contributed to the change in dating paradigm?
- *Read aloud the Chapter 3 overview.*
- What was dating like in the past in American society and in other cultures? What were some of the common practices that are rarely seen in modern society?
- Are there any aspects of previous dating paradigms that would be useful to implement today?
- *Read aloud the Chapter 4 overview.*
- If we're being prudent in our dating, what should be the reason/purpose for our dating? Why?
- What are the three basic phases of a romantic relationship?
- What are the characteristics of the "Cloud," and why can that phase be dangerous if we're not prepared for it?
- *Read aloud the Chapter 5 overview.*
- Given the purpose of dating, logically, when would it make sense to begin the dating process?
- What things should a Christian be doing as he/she waits to begin the dating process?
- *Read aloud the Chapter 6 overview.*
- According to society, who should we date?
- According to the statistics, who **shouldn't** a Christian date?
- Based on the survey conducted by the congregation in Florida, what percentage of Christians who married non-Christians fell away from the Church?

➤ *Read aloud the Chapter 7 overview.*

- According to the Bible, how does one become a New Testament Christian?
- Why do we know it can't be inherently sinful to marry a non-Christian? Does that fact make it wise to do so?
- Have the students list the first six reasons from the book that warn a Christian against dating/marrying a non-Christian. (They can consult their spiral.) Have them summarize the meaning of each point.
- Who were some of the individuals in the Bible whose marriage/close friend choices caused them to be out of favor with God?

➤ *Read aloud the Chapter 8 overview.*

- Have the students list the 7<sup>th</sup>-16<sup>th</sup> reasons from the book that warn a Christian against dating/marrying a non-Christian. (They can consult their spiral.) Have them summarize the meaning of each point.
- What are some of the practical issues that would arise if a Christian married a non-Christian?

➤ *Read aloud the Chapter 9 overview.*

- What are some of the typical "objections" that are raised against the idea that a Christian shouldn't date/marry a non-Christian? What are the logical responses to those objections?
- Have the students list the 18<sup>th</sup> and 19<sup>th</sup> reasons from the book that warn a Christian against dating/marrying a non-Christian. (They can consult their spiral.) Have them summarize the meaning of each point.
- Since a Christian shouldn't develop close relationships with non-Christians, should he refrain from having any relationships at all with non-Christians? Discuss.
- How should a Christian select candidates for close friendships?

➤ *Read aloud the Chapter 10 overview.*

- It's important that a Christian date Christians, but is that the only criteria a prudent Christian should consider in his dating choices?
- What are the four recommendations discussed in the book that can be used to help determine who are the faithful Christians?
- What are some of the "fruits" we should be looking for in locating faithful Christian dating candidates?
- What are some of the "fruits" to be looking for to determine if someone is spiritually zealous?

- What are some of the “fruits” to be looking for to determine if someone is a truly loving person, biblically speaking?

➤ *Read aloud the Chapter 11 overview.*

- If a Christian is going to be sure to only date/marry a faithful Christian, what are the kinds of places he should go to find potential candidates?
- Should dating candidate selection play a role in where a person goes to college? Discuss.

➤ *Read aloud the Chapter 12 overview.*

- Why is it important to keep the “Cloud” at bay while dating?
- What can cause a person to enter the Cloud phase too quickly?
- List the **biblical** principles that should govern our dating practices, which can help to keep us from becoming too passionate or becoming impure in our dating practices. [See Chapter 13 overview.]

➤ *Read aloud the Chapter 13 overview.*

- What are the “proprieties” that were followed during the dating process that helped to keep a couple rational and pure while dating and helped them to find suitable spouses? [12 were discussed in class. See Chapter 14 overview.]

➤ *Read aloud the Chapter 14 overview.*

- Why does the Bible describe the Christian life as a war?
- How does the way a Christian dates play a role in the war?

➤ *Read aloud the Conclusion overview.*

End Classes  
25-26

