

ALL IN GOD'S FAMILY



CROSSROADS
PRISON MINISTRIES

ANSWER KEY

Cover artwork by Richard M., former Crossroads student

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ANSWER KEY

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ALL IN GOD'S FAMILY

Introduction

MENTORS:

Though the Lord called David “a man after my own heart,” David’s family life was not exactly a model for success. Adulterous affairs, rebellious children and tragic deaths plagued David’s life and inspired much of the pain-filled poetry we read in his psalms. Yet, in the midst of deep sorrow, David knew where to find hope and comfort. As he wrote in Psalm 27:10, “Though my father and mother forsake me, the Lord will receive me.”

Many prisoners also carry great pain because of their family situations. In fact, family is perhaps the most sensitive of all topics for Crossroads students. For you, as a Crossroads mentor, coming alongside students with care and compassion has never been more important.

First, keep in mind that your student may experience guilt or shame as he or she completes lessons. We know from statistics that many prisoners have come from fatherless homes or abusive situations. Other students might be longing for reconciliation, but may be cut off from their family while behind bars. Whatever the situation, always err on the side of grace, never judgment; if a student is focused too much on past mistakes, redirect him or her to the hope of a restored future.

Second, remember to ask the Holy Spirit for an attitude of patience as you earn your student’s trust. While some students open up easily, others are mistrustful because of painful past experiences. If your student appears guarded, don’t give up! These are the moments when consistency and enthusiasm are needed more than ever. The Lord makes all things beautiful in His time, and the Holy Spirit might be working behind the scenes more than you even realize.

Lastly, in a situation where students do not have any family, reassure them that God has already received them into His family. Remind your student that the lessons in this course also apply to their relationships within the body of Christ, of which they are a part.

Journeying with students through a difficult subject might require an extra measure of sensitivity and intentionality on your part, but remember that true comfort can only come from the Lord. Just as David turned to the Lord in his sorrow, always point your student back to God and the beautiful truth that no family is beyond the redemptive power of His love.

We have also provided students with a course introduction in order to help them prepare for this course. Please take time to read through this introduction yourself in order to help you as you review your student’s lessons.

ALL IN GOD'S FAMILY

Discovering Healthy Family Relationships

Introduction

Welcome to This Course!

In the Bible, God gives us guiding principles for how to have healthy relationships. His desire is for us to experience peace and love in all our relationships, but especially within our families. This course will guide you through ten biblical principles for doing family God's way.

There are ten lessons in this course. Every lesson unfolds from one of ten principles for success in the family:

Lesson 1: Trust God's Plan

Lesson 6: Speak the Truth in Love

Lesson 2: Husbands, Love Your Wives

Lesson 7: Weep with Those Who Weep

Lesson 3: Wives, Respect Your Husbands

Lesson 8: Create Order in Your House

Lesson 4: Make Your Home a House of Prayer

Lesson 9: Parents, Disciple Your Children

Lesson 5: Make Your Home a Safety Zone

Lesson 10: Build a Quality Home

At the onset of this course you may be feeling nervous. The topic of family and marriage is a sore subject for many people. It can stir up heartbreak, embarrassment, depression and even anger. This course may uncover family matters that you have swept under the rug for years. Remember that sometimes God uses pain to force us to examine ourselves; this process leads to healing and growth.

If the thought of picking up the broken pieces of your family life seems like too much work—or if it seems impossible—don't be discouraged. Your situation may seem hopeless to you, but nothing is impossible with God!

Important Reminders: The Four P's

As you complete this course, listen for the Holy Spirit's guidance. To make the most of your time, remember the following steps.

Pray: As you begin, pray for the Holy Spirit to help you understand what God has to teach you and for wisdom to apply what you have learned.

Pace: Take your time and don't rush through the lessons. Remember that you are completing the lesson not for your mentor, but for God.

Ponder: After each lesson, continue to reflect on the truths you discovered about God's Word and about yourself.

Practice: The ten principles can be applied to all kinds of relationships. Even if you are not able to practice what you learn in this course with your family members, practice the principles with others you interact with each day, including friends, roommates and coworkers.

May God bless you as you study His Word and as you strengthen your relationships with family members and others. Let your mentor know if you have any additional questions or comments about this course and the biblical truths that are taught. We at Crossroads are praying for you.

LESSON 1 ANSWER KEY

ALL IN GOD'S FAMILY

PRAYER

Pray for both yourself and the student. Consider using this adaptation of an old Puritan prayer:

“O God the Holy Spirit, keep us humble disciples in the school of Christ, learning daily that we are fallen sinful creatures. Let us never lose sight of our need of a Savior, or forget that apart from Him we are nothing, and can do nothing. Open our understanding to know the Holy Scriptures, and teach us to draw near to Christ with a pure heart, steadfastly persuaded of His love, in the full assurance of faith. Let us never falter in this way. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ✓ biblical understanding
- ✓ creative ways to encourage the student in his or her spiritual walk
- ✓ the ability to identify with the student's current family situation

LESSON FOCUS

Principle #1: Trust God's Plan

CORE TRUTHS

- ✓ God's intention is for the family to thrive.
- ✓ A thriving family follows God's perfect plan.
- ✓ God created us to live in relationship with one another.
- ✓ There's no such thing as a perfect family, but families can be redeemed through Christ Jesus.

LESSON ANSWERS

✓ Check to see which translation of the Bible the student is using to complete the course (it should be listed at the end of the introduction). Gently, and one time only, remind students not using the NIV that they can write to Crossroads and request one.

1. Each student will respond differently. Be sensitive and offer encouragement to the student who feels that his or her family situation is doomed and without hope or a future. Rejoice with the student who feels hopeful about the direction his or her family is heading. Commend students for beginning this course, and encourage them as they move their marriage and family another step in the right direction.
2. Ecclesiastes 1:9: *What has been will be **again**, what has been done will be done **again**; there is **nothing new** under the sun.*

3. Each student will define the word *family* differently based upon his or her personal history, life experience and/or current family situation. There is no one correct answer to this question.
4. Again, the student's answer will probably be based on his or her background or current family situation. The main idea this question addresses is that families today come in all different shapes and sizes. One family is no more redeemable than another.
5. Romans 12:2: *Do not **conform** to the **pattern** of this world, but be **transformed** by the renewing of your mind. Then you will be able to test and **approve** what God's will is—his good, pleasing and **perfect** will.*
6. Psalm 19:7: *The **law** of the LORD is **perfect**, refreshing the soul. The **statutes** of the LORD are **trustworthy**, making wise the simple.*
7. The student's answer should explain that men and women were created by God in the beginning and that humankind reflects God's image and represents His name here on earth. Being made in the image of God means that we reflect our Creator and His attributes. God's image isn't just represented in married people or single people, men or women. God's fingerprints are on each of us. He created us and claimed us as His own.
8. The hope is that once students believe and understand that each person has been created in the image of God, their perception of family members will change for the better. If at one time they looked at a family member with only anger, disgust and resentment, their attitude will hopefully become filled with grace, forgiveness and love upon recognizing that person as made in the image of God.
9. F God didn't think it was terrible for Adam to live alone. The only reason God created Eve was so that she could bear Adam's children.

I God said it was not good for Adam to be alone; He created Eve as a suitable helper for Adam.
10. Once the student realizes that God created humans to live in relationship with others, the hope is that he or she will not mistreat, avoid or think poorly of anyone God has placed in his or her life. We need to make the most of every relationship God brings into our lives. We take a step toward becoming the people God intended us to be when we learn from and grow in our relationships with one another.
11. A, B, C and E
12. The student's response should include something similar to the following:
 - ✓ People should never have to live in fear of their spouse, parent, sibling or other family member.

- ✓ A home and the people in it must be a safe place for all members to come to in times of trouble.
 - ✓ Family members should provide a listening ear to one another and truly hear what the other is saying.
 - ✓ No one should turn his or her back on a member of the family in anger.
 - ✓ Spouses should never reject or forsake each other.
 - ✓ A family never betrays or turns its members over to an enemy.
13. According to Ecclesiastes 4, two people working together accomplish more work than one person would alone. A close companion is a hand to help you up if you fall (literally and figuratively). This companion provides affection, friendship and fulfillment in life and becomes a great source of joy and strength.
14. Each student will name and describe a different person here. Encourage students to support and love their closest companions and to cherish the relationships given by God. If a student does not have a close companion, remind them that Christ is with us always.
15. God intended for a man and woman to be united together in marriage and become one flesh.
16. Genesis 1:28: “Be **fruitful** and increase in **number**; fill the **earth** and subdue it.”
17. In the garden, Adam and Eve enjoyed the perfect harmony and purity that God had intended for His people. This verse tells us that Adam and Eve were both naked but felt no shame. We understand from this text that Adam and Eve had no sin to hide, no blemishes to be embarrassed by, no past to cover up.
18. A, C and D
19. Adam and Eve’s relationship was drastically different after the Fall. In Genesis 3:16, we discover that no longer did Eve look at her husband with pure joy and blessing but rather with sinful desires and distress. And likewise, Adam no longer saw Eve as his equal but in sin sought to rule her with domination. Adam and Eve’s children, too, were affected by sin. In Genesis 4:5–10, we read that their sons, Cain and Abel, were driven by competition, anger, murder and lies.
20. Answers to this question will vary. Be sensitive and compassionate toward students who seem to have a negative view of family or marriage because of past experiences. Encourage the student appropriately. Give thanks for students whose opinion of family is positive and joyful.
21. Verse 9: *I have been with you **wherever** you have gone . . .*
 Verse 11: *. . . the LORD himself will **establish** a house for you.*
 Verse 15: *But my love will **never** be taken away from him . . .*
 Verse 16: *Your **house** and your kingdom will endure forever before me . . .*

22. This is a personal application question, and each student will respond differently. The student should grasp how the promises of the Bible are for him or her, too! The student may apply the verses from 2 Samuel 7 in the following ways:
- ✓ God promises to be with us wherever we go.
 - ✓ God's love will never be taken away from us.
 - ✓ God promises to continue building and growing His kingdom, which all believers are a part of in Christ.
23. Matthew 1:1: *This is the genealogy of Jesus the Messiah the son of **David** . . .*
24. This is a personal application question, and each student will respond differently. The goal, however, is for students to see that God chooses to use people, despite their sin and evil ways, in the unfolding of His perfect plan and to bring glory unto Himself. God has a plan for each person's life; nothing happens in life without God having a part in it.
25. Your student will share two instances of God's provision during a difficult time. Respond with thankfulness and praise to God as the student recalls God's faithfulness in the midst of trouble and hardship. Consider sharing an example from your own life as well.
26. Deuteronomy 4:29–31 explains how God is merciful. He will not abandon, destroy or forget the covenant He made with His people. Anyone who turns to God will not be turned away. We can know true acceptance, unconditional love and the covenant promise that God will never leave us nor forsake us.
27. Jeremiah 29:11: *"For I know the **plans** I have for you," declares the LORD, "plans to **prosper** you and not to harm you, plans to give you **hope** and a **future**."*
28. Students' answers will vary here. The goal is that students who were initially doubtful and pessimistic about their families will have a clearer understanding that all families—no matter the past—can be redeemed in Christ and have hope for a bright future in Him. The students who were hopeful from the start should remain confident and positive.
29. Each student will respond differently here. If a student can't think of anything needing change, gently prod him or her to search deeper and think harder; each of us is sinful and selfish and should be able to identify areas in our life that need to be changed.
30. The student should write out a personal prayer. Respond to the student's prayer of commitment with words of affirmation, confidence and hope. Encourage the student by mentioning your commitment to pray for, support and walk alongside him or her throughout this course.

LESSON 2 ANSWER KEY

ALL IN GOD'S FAMILY

PRAYER

Pray for both yourself and the student. Consider using this adaptation of Ephesians 3:14–19:

“Father, from whom every family in heaven and on earth derives its name, I kneel before You and pray that out of Your glorious riches You will strengthen us with power through Your Spirit, so that Christ may dwell in our hearts through faith. And I pray that we, being rooted and established in love, may have power, together with all the Lord’s holy people, to grasp how wide and long and high and deep is the love of Christ, and to know this love that surpasses knowledge—that we may be filled to the measure of all the fullness of God. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ✓ biblical insight and the ability to articulate it
- ✓ an overflowing and empathetic heart
- ✓ blessings and provision for the student’s marriage and/or family

LESSON FOCUS

Principle #2: Husbands, Love Your Wives

CORE TRUTHS

- ✓ God is the author of marriage; therefore, marriage should be honored.
- ✓ A husband must love his wife as Christ loves His church.
- ✓ Jesus is the perfect example of self-sacrificial love.
- ✓ Misunderstanding a husband’s role can result in power struggles and the mistreatment of women.
- ✓ Successful marriages follow the motto “More of Jesus, less of me.”

LESSON ANSWERS

1. 4 God made a woman from a rib He took out of the man.
2 God said it was not good for the man to be alone.
5 God brought the woman to the man.
1 God formed a man from the dust of the ground.
6 The man described the woman as bone of his bones and flesh of his flesh.
7 She was called “woman” because she was taken out of man.
3 God caused the man to fall into a deep sleep.

MENTOR TIP

We're trying to emphasize in this lesson that our relationships thrive when we love others as Christ loved us: selflessly, with the heart of a servant. When necessary, stress this point to your student.

2. In Genesis 2:24, God said that a man is to leave his father and mother and be united with his wife and that the two will become one flesh.
3. In Matthew 19:6, Jesus said that *God* is the author of marriage. ("Therefore what God has joined together, let no one separate.")
4. The student should list two statements from Matthew 19:1–12 that describe the seriousness of the marriage covenant. Some possibilities could include:
 - ✓ "Therefore, what God has joined together, let no one separate." (Matthew 19:6)
 - ✓ "I tell you that anyone who divorces his wife, except for sexual immorality, and marries another woman commits adultery." (Matthew 19:9)
 - ✓ "The one who can accept this should accept it." (Matthew 19:12)
5. Hebrews 13:4: **Marriage** should be **honored** by all, and the marriage bed kept **pure**, for God will judge the **adulterer** and all the sexually immoral.
6. Verse 23: *For the husband is the **head** of the wife as Christ is the head of the church, his body, of which he is the Savior.*
Verse 25: *Husbands, **love** your wives, just as Christ loved the church and gave himself up for her.*
Verse 28: *In this same way, husbands ought to love their **wives** . . .*
Verse 33: *[A husband] also must love his wife as he loves **himself** . . .*
7. Answers will vary. Students may point out that women have historically had fewer legal rights than men, or they may provide a contemporary example, such as the fact that women are often paid less than men to do similar jobs. They may also note that throughout history, women have been physically weaker than men, leaving them vulnerable to violent crimes.
8. The common theme of these passages is that the first will be last and the last will be first. In other words, to be first in the kingdom of God, we must humble ourselves.
9. Students may refer to Jesus making the Father known to us, adopting us into God's household, calling us His friends or dying in our place to raise us from death. A great answer might include any of these elements and the idea that through Jesus' sacrifice, we, the church, are no longer God's enemy but His friend.
10. 2 Timothy 2:12a: *If we endure we will also **reign with** him.*
11. The following statement is **FALSE**. The following correction makes it true:
*In light of Ephesians 5, a husband, who is the head of his wife, acts like Christ, who is the head of the church, when he ~~rules over his wife to get what he wants~~ **seeks***

ways to empower his wife and cause her to flourish, even at the expense of his own needs.

Similar corrections are also acceptable.

12. In John 13:1–17, Jesus set an example of self-sacrificial love. He assumed the role of a servant by washing His beloved disciples' dirty feet.
13. The student should list one male role model and something inspirational that person said or did. If students have a hard time naming a male role model, suggest some that they might know or could read more about (King David from the Old Testament; the apostle Paul from the New Testament; Dietrich Bonhoeffer, a pastor and martyr for the faith; Martin Luther King Jr., a leader and activist; C. S. Lewis, a writer and Christian apologist; etc.).
14. A husband can be like Jesus in the following ways:
- ✓ being tender and compassionate to his wife (verse 1)
 - ✓ doing nothing out of selfish ambition or vain conceit (verse 3)
 - ✓ humbly valuing his wife and family members above himself (verse 3)
 - ✓ looking to the interests of others in his family, not to his own personal interests (verse 4)

15. The circled words should be as follows:

patient	envious	hopeful	furious
self-seeking	persevering	rude	truthful
trusting	boastful	proud	kind

16. The student should choose two “love words” from those circled above and describe a few concrete examples of how he or she will grow in that type of love and better demonstrate that love to his or her spouse or family.
17. Students should describe a time when loving someone demanded a lot of strength and sacrifice. Be sensitive to the students' answers, commending and encouraging them as necessary.
18. Students' answers will vary. Students will reflect on ways they have witnessed the oppression of women. For example, in some cultures and situations, women are still regarded as sexual objects to be possessed. Be very sensitive, as some students may have participated in such oppression themselves or experienced its effects personally. Encourage the student with the hope we can have in Christ, even in our broken world.
19. Colossians 3:19: *Husbands, **love** your wives and do **not** be **harsh** with them.*
20. Students' answers will vary. Students will describe the advice they might give a

friend who demeans his wife. A good answer will speak the truth in love and demonstrate an understanding that a godly husband acts with love and compassion to his wife. If a student struggles with an answer, gently point to a verse such as Colossians 3:19, which commands husbands to love their wives and not to be “harsh” with them.

21. Students will read three Gospel accounts and summarize Jesus’ attitude toward the woman at the well, the bleeding woman and the woman caught in adultery. A good answer will recognize the compassion and care Jesus showed to each woman. A very good answer might point out that Jesus went against the cultural norms of His day to show this compassion. Encourage your student to find one way each day to show compassion to another person.
22. 1 Corinthians 6:11: *And that is what some of you were. But you were **washed**, you were **sanctified**, you were **justified** in the name of the Lord Jesus Christ and by the Spirit of our God.*
23. Students should list three ways in which a fatherless family has to fight against the odds. Here are some examples:
- ✓ Children in fatherless homes have a greater chance of being poor.
 - ✓ Children born to unmarried mothers are less likely to receive the proper prenatal and infant care, which can lead to developmental and health problems.
 - ✓ Youths in fatherless homes have higher odds of being incarcerated.
 - ✓ Living in a single-parent home increases a child’s chances of being neglected or abused.
 - ✓ Children raised in a fatherless home are more likely to have substance abuse problems.
 - ✓ Boys who are raised without a father may have trouble being positive role models when they grow up.

Students may also list other difficulties that fatherless families face.

24. N A husband works compulsively to avoid being at home.
L A husband shows great delight in his wife’s and children’s interests.
N A husband prioritizes friends or hobbies over family.
L A husband works with his wife to establish time for family devotions.
L A husband tells his wife how much he appreciates her.
N A husband mentally “checks out” and avoids household responsibilities.
L A husband speaks positively to others about his wife.
N A husband buys a flat-screen TV instead of providing for his family’s needs.
25. Psalm 68:5: *A father to the **fatherless**, a defender of **widows**, is God in his holy dwelling.*
26. Students will reflect on the comfort and encouragement they find in Isaiah 54:5–6, Jeremiah 3:14 and Jeremiah 31:32. These passages all refer to God as our

husband—the one who made an everlasting covenant with us and who will not break His promises to us even when our earthly loved ones do. As our husband, God chose us! Encourage the student to find hope in that truth.

27. Ephesians 5:1–2: *Follow God’s example, therefore, as dearly loved children and walk in the way of love, just as Christ **loved** us and **gave** himself up for us as a fragrant **offering** and **sacrifice** to God.*

28. 1 John 4:19: *We **love** because he **first** loved us.*

29. The student should list the names of two people he or she wants to strengthen relationships with (it could be a spouse, a child, another family member or a friend) and ways to apply the motto “More of Jesus, less of me” to those relationships. Offer encouragement to the student in these goals, and then pray for the student and the relationships mentioned.

30. Students’ answers will vary as they reflect on their own marriage or relationships. Commend each student for reflecting on the hard biblical ideas addressed in this lesson and for taking steps toward making his or her relationships better. Encourage the student and pray for his or her marriage if applicable.

Be especially sensitive to unmarried students who want to be married but are not. Remind them that the Bible refers to singleness as a gift that some are given by God (1 Corinthians 7:7).

LESSON 3 ANSWER KEY

ALL IN GOD'S FAMILY

PRAYER

Pray for both yourself and the student. Consider using this adaptation of a prayer for families from the 1928 edition of *The Book of Common Prayer*:

“Almighty God, our heavenly Father, You settle us in families. I pray for Your continual provision for the homes in which we dwell. Fill each family member with faith, virtue, knowledge, temperance, patience and godliness. Knit together husbands and wives in constant affection. Turn the hearts of parents to children, and the hearts of children to parents; and kindle fervent love among us all, that we may be more affectionate toward one another; through Jesus Christ our Lord. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ✓ a sound understanding of the truths within this lesson
- ✓ the ability to encourage and guide the student
- ✓ peaceful and loving family relationships for the student

LESSON FOCUS

Principle #3: Wives, Respect Your Husbands

CORE TRUTHS

- ✓ Christian marriages should look radically different from worldly marriages.
- ✓ God created men and women equal and in His image.
- ✓ A wife shows love to her husband when she practices intentional respect.
- ✓ Marriages will not succeed without mutual love and respect.

LESSON ANSWERS

1. Jeremiah 31:3: *The LORD appeared to us in the past, saying: “I have loved you with an **everlasting love**; I have drawn you with unfailing kindness.”*
2. The student may share an example of a marriage built on an “always and forever” kind of love—a relationship rooted in love for one another, not love for self. It is also possible that the student does not know any marriages like this. There is no wrong answer here; be understanding of the student’s experiences.
3. 1 John 4:7: *Dear friends, let us **love** one another, for love comes from **God**. Everyone who loves has been **born** of God and **knows** God.*
4. The student should write one or two sentences that describe his or her current

definition of respect. A good answer will be specific, but there is no wrong answer. Encourage students whose definitions already reflect biblical truth. Patiently guide students whose difficult backgrounds have distorted their views.

5. T God created humankind—male and female—in His image.
F God created Eve for no other reason than to bear Adam’s children.
F Adam asked God for a companion because he was bored.
T God instituted marriage between a man and a woman who come together as one flesh.
6. The student should name someone who has made him or her a better person and explain why. There is no wrong answer, but be sensitive to students who may not have had many positive influences or close relationships in their lives.
7. Genesis 1:27: *So God created mankind in his own **image**, in the **image** of God he created them; **male** and **female** he created them.*
8. The student should discuss how he or she would respond to someone who believes women are inferior to men. The student should use Genesis 1:26–27 and Galatians 3:26–28 to explain how both men and women are created in the image of God and how we are all one in Christ.
9. Ephesians 5:33: . . . *and the wife must **respect** her husband.*
10. The student should describe a time when he or she had to use teamwork to complete a task or solve a problem. If a student struggles to think of an example, remind him or her that teamwork is required whenever we work with other people, even in small tasks such as delegating chores or teaching someone a new skill.
11. The student will list both of Eve’s punishments according to Genesis 3:16: (1) pain in childbirth and (2) her husband ruling over her.
12. The statement is **TRUE**.
13. The student should reflect on a time when he or she acted selfishly in a relationship and then explain the result of that action. If a student struggles to answer, perhaps offer an example from your own life. Commend students who express a repentant heart. Be empathetic and encouraging to students who experience deep regret for past actions.
14. We were once slaves to sin, ashamed of our doings and unable to live lives pleasing to God. But God’s grace has set us free from this slavery, and we are now slaves to righteousness who “obey from our hearts” new patterns of teaching. One of these new patterns of teaching is recognizing the image of God in all people. For that reason, Christians should be respectful to all men and women.

15. Ephesians 5:21: *Submit to **one another** out of reverence for Christ.*
16. This is a personal application question, and students' answers will vary. The hope is that students will be able to think of a time when sacrificing their own desires out of love for another made them happier than they would have been if they had gotten their own way in the first place. Encourage students to find more ways to live out this principle, or share an example from your own life.
17. John 6:38 Everyone must submit to God.
 Romans 13:1 We should all submit to one another in Christ.
 Ephesians 5:21 Everyone must submit to governing authorities.
 Ephesians 5:22 Jesus submitted to the Father for the sake of the church.
 James 4:7 Wives should submit to their own husbands.
18. Ephesians 5:22: *Wives, **submit** yourselves to your own husbands as you do to the Lord.*
19. D A wife criticizes her husband in front of their children.
R A wife makes her husband's career accomplishments known to her friends.
R A wife makes a point to think about her husband's strengths instead of dwelling on his weaknesses.
D A wife complains to her friends about her husband.
R A wife tells her husband specific things that she appreciates about him.
D A wife rolls her eyes with ridicule when her husband can't find his wallet.
20. The student should list one female role model in his or her life and something inspirational that person said or did. If students have a hard time naming a female role model, suggest some they might know or could read more about (Queen Esther from the Old Testament; Mary, the mother of Jesus; Harriet Tubman; Mother Teresa; Corrie ten Boom; etc.).
21. Jeremiah 31:33: *"This is the **covenant** I will make with the people of Israel after that time," declares the Lord. "I will put my law in their minds and write it on their **hearts**. I will be their **God**, and they will be my **people**."*
22. This is a personal reflection question; each student will share about a time he or she made a promise and kept it. There is no right or wrong answer.
23. 1 Peter 3:1–4 explains how it is possible for a believing spouse to win over his or her unbelieving spouse not with words, but with behavior. In the case of a lazy spouse or a disrespectful spouse, it is possible that a well-mannered spouse who shows respect and love might be the key to changing the negative attitude of the other. Of course, spouses who are in abusive situations should never remain in a situation where their own wellbeing or the wellbeing of others is in danger.

24. A, C and E

25. In 1 Corinthians 7:12–16, Paul said that, if at all possible, a believer and unbeliever should remain married. Especially if the unbelieving spouse is willing to live with the Christian spouse, the believer should not divorce the unbeliever. Paul also said that if the unbeliever leaves, it is okay to let him or her go and that the believing spouse is not obligated to remain married.
26. The student should provide a biblical definition of respect. Respect means honoring and yielding to someone and devoting yourself to that person in humility and love. We should respect others because every human is made in the image of God. If the student struggles to answer, direct him or her to verses such as Romans 12:10 or Philippians 2:3.
27. Philippians 2:3–4: *Do nothing out of **selfish** ambition or vain conceit. Rather, in **humility** value others above yourselves, not looking to your own interests but each of you to the **interests** of the others.*
28. The hope is that through this lesson the student has developed a deeper understanding of the importance of respect in all relationships, but especially in marriage. It is likely that his or her perspective has changed since the beginning of the lesson. Be sensitive to students who still find the concept of respect hard to apply (because they have been disrespected or abused in the past or because they have done something to lose respect from a loved one). Remind the student of the biblical truths in this lesson, and pray for the student to find healing and peace from a potentially hurtful past.
29. In this question, the student should try to balance the ideas from the past two lessons (i.e., that a husband should lovingly sacrifice for his wife and that a wife should lovingly respect her husband). When a husband and wife have a critical family decision to make, it can be easy for both parties to dig their feet into the ground and demand submission, not caring how the decision affects the other spouse or other members of the family. Instead, through discussion and prayer, it would be better for the couple to weigh all the options and to come to a decision together. Each spouse should be ever mindful of the other person's feelings, keeping the best interests of the other (and the whole family) in perspective.
30. The student should list the names of two people to whom he or she needs to show more respect. The student should also apply the truths from this lesson to each relationship. Offer encouragement to the student in these goals, and then pray for the student and the relationships mentioned.

LESSON 4 ANSWER KEY

ALL IN GOD'S FAMILY

PRAYER

Pray for both yourself and the student. Consider using this adaptation of Psalm 119:33–37:

“Lord, teach us the way of Your decrees, that we may follow it to the end. Give us understanding, so that we may keep Your law and obey it with all our hearts. Direct us in the path of Your commands, for there is delight. Turn our hearts toward Your statutes and not toward selfish gain. Turn our eyes away from worthless things; preserve our lives according to Your Word. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ✓ God's guidance in correcting this lesson
- ✓ compassionate and creative ways to respond to the student's answers
- ✓ a more godly family life for the student

LESSON FOCUS

Principle #4: Make Your Home a House of Prayer

CORE TRUTHS

- ✓ Prayer is the glue that keeps the family intact.
- ✓ Family devotions can include prayer, Scripture reading and other worship activities.
- ✓ Strong families worship together corporately and observe a day of rest.
- ✓ Family worship activities should be accompanied by individual faith formation.

LESSON ANSWERS

1. Students will share their own opinions here. Some students might agree that the number of Christian couples getting divorced is related to an absence of prayer in the marriage. Other students may offer a different reason for high divorce rates. There is no right or wrong answer, but be sure the student explains his or her answer.
2. Colossians 4:2: **Devote** yourselves to **prayer**, being watchful and thankful.
3. Matthew 7:7: **Ask** and it will be given to you; **seek** and you will find; **knock** and the door will be opened to you.
4. Answers will vary here as each student describes family worship activities or practices. Be understanding of the student's personal experience in this area of life. If appropriate, offer ideas about worship practices that the student could incorporate into his or her family life.

5. Students' answers will vary here as they reflect on the closeness (or lack thereof) of their family and the role worship activities play in their family.
6. Matthew 18:20: *For where **two** or **three** gather in my name, there am I with them.*
7. In Acts 2:42–47, the family of believers is characterized by its commitment to biblical teaching, fellowship, eating together and prayer. They had everything in common; they sold their possessions and gave to those in need. They met together every day, praised God and enjoyed the company of one another.
8. The student should grasp that family devotions in the home are just a smaller version of the worship activities Christians participate in at church (e.g., praise and worship, prayer, reading God's Word and seeking to meet the needs of others).
9. The following situations often prevent families from being together for shared meals and devotions. The student may also list other reasons.
 - ✓ family members working late or opposite shifts
 - ✓ certain jobs that require travel
 - ✓ sports teams or other extracurricular activities
 - ✓ hospitalization
 - ✓ incarceration
 - ✓ military duty
 - ✓ divorce/separation
 - ✓ family members who don't value reading Scripture and praying
 - ✓ broken families and stressed relationships
10. A, C, D and E
11. The student should recognize the importance of passing down the Christian faith to the next generation. This is done mainly by word of mouth. We pass the story of salvation on to children by reading (and rereading!) the stories from the Bible, starting at an early age. Another way we tell family members about God is through personal testimonies, that is, by sharing with children how God has been at work in our lives. Children learn by memorization, rhymes and music (which makes singing hymns and Bible songs together very important). The next generation can also learn a lot about being a follower of God by watching adults live their lives and interact with others.
12. In Psalm 1, the psalmist compares a person who delights in and meditates on God's Word to a tree planted by streams of water. The tree yields fruit in season, prospers and does not wither. The student should describe this with either words or a drawing.
13. The statement is **TRUE**.
14. The student will write out the Lord's Prayer:
Our Father in heaven,

*hallowed be your name,
your kingdom come,
your will be done,
on earth as it is in heaven.
Give us today our daily bread.
And forgive us our debts, as we also have
forgiven our debtors.
And lead us not into temptation, but deliver
us from the evil one.*

MENTOR TIP

Remember to use your pastor, other mentors in your church, books you own, Crossroads materials and the Crossroads staff as resources when reviewing your student's lessons and commenting on specific issues.

Some students might include this ending:

for yours is the kingdom and the power and the glory forever. Amen.

15. We can pray to God with confidence because of Jesus, our great high priest, who is seated at the right hand of the Father in heaven. As our high priest, Christ mediates and intercedes on our behalf. God hears our prayers because of Christ. We can also pray with confidence because we know that Jesus understands our struggles, pains and temptations and that He is ready and willing to give immediate help.
16. Jeremiah 29:12–13: *Then you will **call** on me and come and **pray** to me, and I will **listen** to you. You will **seek** me and find me when you seek me with all your **heart**.*
17. **Let us go to the house of the Lord.**
18. These passages in Acts reveal that the early Christians gathered together for worship, particularly on the Sabbath, to hear the Word of the Lord. From the earliest days of the church, corporate worship was an assumed part of the Christian life.
19. A, C, E and F
20. The statement is FALSE. The following correction makes it true:
*When God finished the work of creation, He rested from His work on the seventh day and made it holy, ~~but we no longer need a day of rest.~~ **God commands us to observe a day of rest as well.***
Similar corrections should also be accepted.
21. Students' answers will vary. If the student answered yes, be sure he or she included an explanation. Commend the student and praise God for his or her faithfulness. If the student answered no, be sensitive to his or her situation and encourage the student to make worship and rest a priority.
22. For families unable to attend church as a family or participate in worship activities together, there are still ways to grow together in God's Word, prayer and worship. The student will suggest some ways. Here are some ideas for students who have trouble:
 - ✓ Family members can follow a similar Scripture reading plan or use the same

devotional book as a way to read God's Word together, even when they are not physically together as a family.

- ✓ Family members can attend church at separate locations but still feel a common bond as believers, knowing that they are worshipping the same God, even while in different cities/time zones/countries.
- ✓ Family members can commit to praying for each other at similar times throughout the day when they are apart.
- ✓ Families who cannot be together can use the phone, Internet or another means of communication to share with one another what they are learning and how God is working.

23. Proverbs 22:6 challenges parents to train their children in the ways of the Lord from the beginning so that even when their children are older they will not turn from God.

24. Psalm 119:11: *I have **hidden** your **word** in my **heart** that I might not sin against you.*

25. Your student will reflect on how to hide God's Word deep in his or her heart. One way to do this is by making a daily habit of reading and meditating on God's Word so that the vocabulary of Scripture becomes the vocabulary of their lives. Memorizing short verses of Scripture is a helpful way to be able to recall God's Word in different situations. Encourage students by reminding them that completing Crossroads courses is an excellent way to hide God's Word in their hearts.

26. 1 Corinthians 3:6–9: *I planted the **seed**, Apollos watered it, but **God** has been making it grow . . . The one who **plants** and the one who **waters** have one purpose, and they will each be rewarded according to their own labor. For we are co-workers in God's service . . .*

27. Students should reflect on the changes required to deepen their devotional life before God, changes that will ultimately help their family stay together. Encourage and pray for students who seem to need more support and nudging. Be attentive to the student's answers throughout the lesson, as they will guide you in encouraging the students and making suggestions.

28. 2 Chronicles 7:14: *If my people, who are **called** by my name, will humble themselves and **pray** and seek my face and turn from their **wicked** ways, then I will hear from heaven, and I will **forgive** their sin and will heal their land.*

29. Worship activities help a family develop a closer relationship with God and, in the process, bring family members closer to one another. When families join hands in prayer, they form a tight bond in Christ as they share their personal requests and bring those needs before the Lord. Praying for each other breaks down barriers and strengthens relationships. When read together, God's Word challenges family members to love, confess sins to, forgive and encourage one another. God's Word also convicts and causes change. All this results in a tighter, happier family.

30. Students will each list their own personal goals for helping their family grow spiritually. Encourage students and pray for them in their endeavors.

LESSON 5 ANSWER KEY

ALL IN GOD'S FAMILY

PRAYER

Pray for both yourself and the student. Consider using this adaptation of Psalm 19:10–14:

“Your words, O Lord, are more precious than gold; they are sweeter than honey, than honey from the honeycomb. By them we are warned; in keeping them there is great reward. But who can discern their own errors? Forgive our hidden faults. Keep us also from willful sins; may they not rule over us. May we be blameless, innocent of great transgression. May the words of our mouths and the meditation of our hearts be pleasing in Your sight, Lord, our Rock and our Redeemer. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ✓ wisdom concerning the truths in this lesson
- ✓ words and thoughts that are pleasing in God's sight
- ✓ an increased passion for God's Word on the student's part

LESSON FOCUS

Principle #5: Make Your Home a Safety Zone

CORE TRUTHS

- ✓ Words are powerful and life-changing—for good or for bad.
- ✓ Your home should be a safety zone—physically, emotionally and psychologically.
- ✓ God provides us all with a safe place to call home.
- ✓ Keeping God's Word at the center of your home promotes healthy, loving communication.

LESSON ANSWERS

1. And God **said** . . .
2. Micah 7:18: *Who is a God like you, who **pardons** sin and **forgives** the transgression of the remnant of his inheritance? You do not stay **angry** forever but delight to show **mercy**.*
3.

Psalm 12:6	God's words give light and understanding.
Psalm 119:103	God's words are all completely true.
Psalm 119:130	God's words are sweeter than honey.
Psalm 119:160	God's words are eternal.
Psalm 119:89	God's words are without flaw.

4. A, B and D
5. Students will either write their own comparison or draw a picture illustrating the power of words. If the student struggles to think of a good comparison, suggest one of your own, e.g., “Loving words are like medicine for the soul.”
6. In James 3:6, the tongue is compared to a fire—a small part that can corrupt the whole person, a spark that can set the whole course of a person’s life aflame.
7. According to James 3:8, no one can tame the tongue. It is a restless evil, full of deadly poison.
8. James 3:9–10: *With the tongue we **praise** our Lord and Father, and with it we **curse** human beings, who have been made in God’s likeness. Out of the same **mouth** come praise and cursing. My brothers and sisters, this should **not** be.*
9. Colossians 3:8: *But now you must also **rid** yourselves of all such things as these: anger, rage, malice, **slander**, and **filthy** language from your **lips**.*
10. The student should list three factors that could make a home environment unsafe for children. If the student struggles, suggest some of the following:
 - ✓ bullying
 - ✓ unrestricted access to medications
 - ✓ a lack of smoke detectors
 - ✓ abuse of any kind
 - ✓ insufficient adult supervision
 - ✓ access to firearms
11. Job 19:2: *“How long will you **torment** me and **crush** me with **words**?”*
12. The student should write about a time when he or she said something hastily or carelessly that was taken the wrong way.
13. Proverbs 16:21: *The wise in heart are called **discerning**, and gracious **words** promote instruction.*

 Proverbs 17:27: *The one who has knowledge uses words with **restraint**, and whoever has understanding is **even-tempered**.*
14. The student should rewrite the following sentences so that they graciously promote instruction and understanding. Below are two examples; the student’s responses should be similar.
 - a. *Honey, just let me do it. That way it will get done right.*

Honey, thanks for offering to help, but I don’t mind putting the groceries away myself.

- b. Why did you wait until the night before it's due to start this project? Your sister always works weeks in advance on things like this.

Son, I can see you are really pressed for time with this project. I'm willing to help you tonight, but in the future, let's make a schedule so that you can work on big projects well in advance of the due date.

15. Ephesians 6:4 urges parents not to exasperate their children; instead, parents must bring them up in the training and instruction of the Lord.
16. Students' answers will vary. The goal is for the student to be able to recognize the situations or types of conversations that can trigger a mean-spirited or negative remark. Encourage the student to avoid those situations or to develop the ability to resist negative talk.
17. This is a personal application question. The hope is that the student will understand the importance of responding with helpful, instructive comments, rather than negative words. Offer encouraging words to the student, as this will require a lot of change and effort for some. Suggest ways to avoid rash words (removing oneself from the conversation until anger subsides, offering a quick prayer before responding, etc.).
18. Ephesians 6:1–3 tells children to obey their parents in the Lord. Ephesians 6 draws upon the fifth commandment, which says to honor our parents. This commandment also contains a promise: honor your father and your mother, so that you may live long in the land the Lord your God is giving you.
19. The student will share in his or her own words what happened to the prodigal son when he was in a far-off land. The student's retelling of the story should include these main points:
- ✓ The son squandered all of the money he received from his father.
 - ✓ The son lived very wildly.
 - ✓ The son was in deep need when a severe famine hit the country.
 - ✓ The son was forced to get a job feeding pigs.
 - ✓ The son was hungry, but no one gave him anything to eat.
 - ✓ The son finally came to his senses and decided to go back to his father.
20. B
21. God is like the father in this parable. We are often like the runaway son. We ask God for blessings, only to turn our back on Him, run from Him and squander the gifts He has given us. This parable teaches us that God our Father welcomes His children back with open arms, no matter how far or how long they have strayed from Him. God is gracious; His arms are open and full of love, forgiveness and mercy.
22. The statement is **TRUE**.

23. Psalm 27:4–5 says that in the house of the Lord we will be kept safe in the day of trouble.
24. Jesus will never drive those away who come to Him weary and worn. He will be a place of rest for their souls.
25. The student will list one fruit of the Spirit he or she needs to work on and one practical way to show that fruit at home. If the student has a hard time thinking of practical ways to show a fruit of the Spirit, please suggest some and encourage the student to put them into practice. Here are a few examples:
- Love: loving a spouse or child, even after that person hurt you
 - Joy: being joyful about doing mundane chores or tasks around the house
 - Peace: taking time in the evening to prepare for the next day so that things are less frantic and rushed
 - Patience: remaining calm when asking your child for the third time to pick up the dirty clothes
 - Kindness: writing a thoughtful note to put in your child's or spouse's lunch bag
 - Goodness: not seeking revenge when a neighbor offends you
 - Faithfulness: continuing to read the Bible and pray at the dinner table
 - Gentleness: controlling your own temper when a child is throwing a tantrum
 - Self-control: setting a good example of healthy eating or financial stewardship for your children
26. The student will share a theme verse. Offer positive remarks for students who have already identified a special life verse. If the student does not have one, suggest one of these: Deuteronomy 6:5; Joshua 24:15; 1 Thessalonians 5:11.
27. Psalm 19:14: *May these **words** of my **mouth** and this meditation of my heart be **pleasing** in your sight, LORD, my Rock and my Redeemer.*
28. Believing that every person is created in the image of God should have an effect on how we speak to each other. When we speak ill of someone else, we are speaking ill of God, since that person bears God's image. When we treat others poorly, we are treating poorly the God who created and loves each person.
29. Each student will set different goals. Be encouraging about the student's ideas for emotionally and psychologically safeguarding his or her home. Offer some ideas and encouragement from your own life if the student seems to struggle with knowing where to begin.
30. This is a personal application question, and each student will have a different response. Students should name two positive things for each family member they list. Encourage the student to share these positive comments with that particular person. This is a very beneficial exercise, so if the student was unable to complete it, encourage him or her to pray about this and work on it in the future.

LESSON 6 ANSWER KEY

ALL IN GOD'S FAMILY

PRAYER

Pray for both yourself and the student. Consider using this adaptation of Corrie Ten Boom's prayer for patience:

"Lord, You alone know how much patience we need. Open our eyes in difficult times and trials; help us to see them from Your side and to realize that they are meant to teach us patience. Lord Jesus, we are grateful that You are always with us and that, when we look up, we see You. Everything else becomes small compared to this joy. Amen."

Spend a few more moments in prayer. Ask for the following:

- ✓ compassionate and creative ways to respond to the student's answers
- ✓ the Holy Spirit's guidance in the student's life
- ✓ hope for the student, even if his or her current family situation looks bleak

LESSON FOCUS

Principle #6: Speak the Truth in Love

CORE TRUTHS

- ✓ Quarreling and arguing destroy relationships.
- ✓ Healthy families communicate truthfully and lovingly.
- ✓ The person who owns the problem is the one who takes responsibility for finding a solution.
- ✓ The owner of the problem should use I-messages, not you-messages.
- ✓ A win-win solution considers the needs of both sides.

LESSON ANSWERS

1. According to James 4:1–2, fights and quarrels come from the desires that battle within us. We want something but do not get it, so we hate and covet, quarrel and fight.
2. Proverbs 17:14 *Better to live on a corner of the roof than share a house with a quarrelsome wife.*
Proverbs 25:24 *For as churning cream produces butter, and as twisting the nose produces blood, so stirring up anger produces strife.*
Proverbs 26:17 *Starting a quarrel is like breaching a dam; so drop the matter before a dispute breaks out.*
Proverbs 27:15 *Like one who grabs a stray dog by the ears is someone who rushes into a quarrel not their own.*
Proverbs 30:33 *A quarrelsome wife is like a constant dripping on a rainy day.*

3. These proverbs reveal that we all have a tendency to start quarrels and stir up anger with each other. We all do foolish things because of our quick tempers. Conflict is always lurking, and giving in to it makes us and those around us miserable.
4. Psalm 37:8: *Refrain from **anger** and turn from **wrath**; do not fret—it leads only to **evil**.*
5. Anyone who murders or is angry with a brother or sister will be subject to judgment.
6. Galatians 5:15: *If you bite and devour each other, **watch out** or you will be **destroyed** by each other.*
7. Ephesians 4:31–32 instructs us to get rid of all bitterness, rage, anger, brawling, slander and malice. Instead, we should be kind and compassionate to one another, forgiving each other, just as in Christ God forgave us.
8. Ephesians 4:15: *Instead, **speaking the truth in love**, we will grow to become in every respect the mature body of him who is the head, that is, Christ.*
9. 1 Corinthians 13:6: **Love** does not delight in evil but **rejoices** with the **truth**.
10. The student should explain in his or her own words how truth and love are both necessary for healthy communication. Without hearing the truth, we lack awareness of how we have wronged others. However, the truth must be spoken in a loving way so as not to come across as arrogant and mean.
11. A and D
12. Ephesians 4:3: *Make **every** effort to keep the unity of the **Spirit** through the bond of **peace**.*
13. This is a personal reflection question; each student will answer differently. Be sensitive and empathetic to the student's response, and observe any changes to the student's tendencies over the course of the lesson. You may wish to keep this question in mind as you write your letter of encouragement.
14. The statement is **TRUE**.
15. James 1:19–20: *My dear brothers and sisters, take note of this: Everyone should be quick to **listen**, **slow to speak** and **slow to become angry**, because human anger does not produce the righteousness that God desires.*
16. Proverbs 29:20 says there is more hope for a fool than for someone who speaks in haste.
17. The student will recall a time when he or she spoke too quickly and said something unintended. It may be a funny story or a serious one. Consider asking the student how he or she can learn from this incident, or share a similar story from your own life.

18. *Delores is upset with her husband, Jim, who after a long day of construction work has the annoying habit of leaving his dirty socks on the bedroom floor. Delores is tempted to see it as his problem. They are, after all, his socks.*

She follows her first impulse and snaps, “You despicable pig of a man! You always leave your dirty socks on the floor! Would it kill you to get your act together and toss them into the stinking hamper?”

Jim is caught off guard. It had never dawned on him that this might be a problem. Naturally, he prepares to dig in his heels and launch a counter-offensive.

19. *“Dear,” begins Delores as she clears her throat, “finding dirty socks on the floor has become a problem for me. I appreciate everything you do for our family, but having to pick up those socks makes me feel like I am a second-class citizen. Could we work together to find a solution to my problem?”*

Jim is devastated; he hurt his honey. In fact, he feels like such a heel that he will not only cheerfully pick up his socks from now on, but he will also bring home flowers tonight.

20. The student should rephrase the comments using I-messages to suggest a solution. Make sure students are not masking accusatory you-messages by simply beginning the sentence with the word “I” (e.g., “I need you to stop being so messy”). Some possible answers are included below.

- a. Dirty rooms make me feel stressed. Could you help me by cleaning yours?
- b. I’d love some fresh air. Would you like to get out for a bit and keep me company?
- c. I don’t enjoy being interrupted. Can I please finish what I’m saying?

21. Delores did not speak selfishly when she confronted her husband in the second scenario; instead, she humbly presented her problem to him. Furthermore, she demonstrated that she cared about his interests when she said, “I appreciate everything you do for our family.” Finally, she presented her problem without complaining or arguing.

22. The goal is for students to be able to write a response that addresses the problem in a loving way using I-messages. One possible answer is “Son, the loud TV is really bothering me right now as I’m trying to read. I understand that you also want to relax, but the volume is making it impossible for me to concentrate. Would you mind watching your show in another room?”

23. B

24. When settling a dispute with an extremely argumentative person, the words of Romans 12 are a great reminder of how Christians ought to react. In Romans, God tells us not to “repay anyone evil for evil.” So when an argumentative person spews forth hateful or unfair comments, be the better person. Remain calm and act with love rather than throwing back hateful comments. Likewise, God’s Word tells us not to

seek revenge, so if the argumentative person offends us, we should not seek to get even. It is God's job to punish evildoers.

It can be difficult, but God says we must live at peace with everyone, as far as it depends on us. Furthermore, though it may seem contrary to how we really want to act, we must overcome others' evil with our own good. Finally, we must look out for the good of our enemies—feeding them if they are hungry, giving them something to drink if they are thirsty, etc.

25. Colossians 4:6: *Let your **conversation** be always full of **grace**, seasoned with salt, so that you may know how to answer everyone.*
26. This is a personal reflection question; each student will respond differently. Most students will answer that it is much more difficult to hear the truth spoken in love. Hearing the truth about ourselves is not always easy. It requires a lot of humility and honesty. Sometimes hearing the awful truth about our situation or current condition breaks us, but we should give ourselves a lot of grace—the kind of grace God shows us through Jesus.
27. 1 John 1:8: *If we **claim** to be without sin, we deceive **ourselves** and the **truth** is not in us.*
28. The student should write a short prayer of thanksgiving to God for hearing his or her prayer of confession. Praise God for His grace and for forgiving us through Christ Jesus! It can be easy to be overwhelmed by our guilt; remind the student that when God forgives us, we must also forgive ourselves. Encourage the student to live a life that embodies the freedom God gives us through Christ.
29. After reading the list of roadblocks to healthy communication, students should list three of them that are a struggle. Be empathetic to each student's situation. Make sure the student doesn't list things for others to improve rather than focusing on him- or herself.
30. This is a personal application question; students will respond in their own words. The hope is that students will begin applying the key ideas from this lesson next time an argument arises between them and a family member or friend. The key ideas that they should begin to employ include:
 - ✓ refraining from arguing and quarreling
 - ✓ communicating truthfully and lovingly
 - ✓ being quick to listen and slow to speak
 - ✓ understanding that the person who owns the problem is the one taking responsibility for finding a solution
 - ✓ using I-messages rather than you-messages
 - ✓ finding a win-win solution

LESSON 7 ANSWER KEY

ALL IN GOD'S FAMILY

PRAYER

Pray for both yourself and the student. Consider using this adaptation of a prayer attributed to St. Francis:

“Lord, make us instruments of Your peace. Where there is hatred, let us sow love; where there is injury, pardon; where there is discord, union; where there is doubt, faith; where there is despair, hope; where there is darkness, light; where there is sadness, joy. Grant that we may not so much seek to be consoled as to console; to be understood as to understand; to be loved as to love. For it is in giving that we receive; it is in pardoning that we are pardoned; and it is in dying that we are born to eternal life. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ✓ sound understanding and the ability to explain biblical truths
- ✓ an overflowing and empathetic heart
- ✓ provision for the physical needs of the student

LESSON FOCUS

Principle #7: Weep with Those Who Weep

CORE TRUTHS

- ✓ Compassion should be our first response to others' pain.
- ✓ We love and support others by listening to their problems with active empathy.
- ✓ We help others best by helping them help themselves.
- ✓ We can always count on God to listen to us with perfect attention.

LESSON ANSWERS

1. The key point of each of these passages is that Jesus demonstrated compassion for those in need. The student may provide a different trait as long as the trait given acknowledges that Jesus recognized and met the needs of those around Him.
2. Matthew 9:36: *When he saw the crowds, he had **compassion** on them, because they were **harassed** and **helpless**, like sheep without a shepherd.*
3. John 11:35: *Jesus **wept**.*
4. The student should write about a time he or she felt deeply moved by someone else's situation and what was done (if anything) to alleviate that person's suffering. Encourage those students who demonstrated compassion, and be sensitive to all who have been deeply moved by someone else's pain.

5. 1 Peter 3:8: *Finally, all of you, be like-minded, be **sympathetic**, love one another, be **compassionate** and humble.*
6. heartlessness arrogance apathy **humility**
patience selfishness **compassion** callousness
kindness **gentleness** insensitivity ignorance
7. 1 Corinthians 12:25–26 is talking about the body of believers, but applying this passage to our own homes would mean that all family members should have equal concern for one other. If one member of the family is suffering, every other member of the family should suffer right alongside him or her. And if one member of the family is rejoicing, every other member of the family should rejoice as well.
8. Romans 12:15: **Rejoice** with those who **rejoice**; **mourn** with those who **mourn**.
9. Proverbs 18:13: *To answer before **listening**—that is folly and shame.*
10. This is a personal reflection question. The student will name someone he or she can always count on to truly listen. Encourage the student to apply what he or she has learned from this person when listening to others.
11. The student will share about a time he or she had a problem and shared it with someone who was not truly listening. The student will likely recall emotions of hurt, pain, disappointment and maybe confusion. If the student frequently experienced such dismissal and neglect, he or she may still be carrying that burden today. Assure the student that you are always willing to listen, and encourage him or her to develop good listening skills to use with loved ones.
12. Hebrews 13:3: *Continue to **remember** those in prison as if you were together with them in prison, and those who are **mistreated** as if you yourselves were **suffering**.*
13. A, B and D
14. There were three things Sabrina’s mom said to her daughter in the opening story that did **not** communicate empathy:
- Sabrina’s mom did not give her full attention to her daughter. She hastily replied, “Why? What’s up?” while still working on the computer.
 - Sabrina’s mom tried to shrug off Sabrina’s problem when she said, “Oh sweetie, it’s not the end of the world. Don’t cry. Tomorrow it will be old news, and they’ll all forget about it.”
 - Sabrina’s mom avoided the real issue and belittled Sabrina’s problem by talking a lot about herself when she said, “I don’t think your life is ruined. Just think, it could be worse, like the time I was in high school . . . There is no need to make a big fuss. Cheer up and go have a snack.”
- Students’ answers may vary slightly.
15. Sabrina: I’m so mad at Sara I could just scream!

Mom: Whoa, hold on, honey! (You) are really angry, aren't (you)?

Sabrina: I am! I told Sara a secret that she promised to keep, and she went behind my back and told Monica!

Mom: (You) must feel totally betrayed.

Sabrina: Yeah! We were such good friends, but now I don't know if I can ever trust her again.

Mom: It must be terribly frustrating to have (your) best friend let (you) down.

Sabrina: It sure is. I can't believe she did it.

16. In the new scenario, Sabrina's mom said three things to her daughter that did communicate empathy:

- a. "You are really angry, aren't you?"
- b. "You must feel totally betrayed."
- c. "It must be terribly frustrating to have your best friend let you down."

Students' answers may vary slightly.

17. A. One example of an appropriate comment:

You must be incredibly confused and angry.

B. One example of an inappropriate comment:

It's not so bad. You can always go on unemployment.

18. The student should think about whether it is easier to identify with a person who is rejoicing or suffering. Be sure students explain their opinions. There is no right or wrong answer to this question. Encourage empathy and sensitivity regardless of the student's answer.

19. I: **0 times** You: **5 times**

20. The statement is **TRUE**.

21. This is a personal reflection question; each student will answer differently. Be sensitive and empathetic to the student's response. You may wish to keep it in mind as you write your letter of encouragement.

22. Psalm 103:13: *As a **father** has **compassion** on his children, so the **LORD** has **compassion** on those who fear him.*

23. The Psalms teach us about a God who listens to our cries for help, who hears our voice when we lay our desires and requests before Him. He does not hide His face from us but listens to His beloved children.

24. God can use a past painful experience to prepare us to help someone who needs comforting right now. Paul talks about this in 2 Corinthians 1:1–11. Paul wrote that God, who comforted us in our times of trouble, now allows us to comfort others in trouble. Because we have experienced the compassion of God, we can better relate and show compassion to those who come to us in pain. Paul also said that the way God delivered us from our trials in the past can be a testimony of faith to those in

MENTOR TIP

Remember, as a Tier 2 mentor, you are encouraged to share a few personal notes about yourself and your testimony. This will allow you and your student to develop a closer spiritual friendship.

peril now, a testimony that God is faithful and promises to deliver us in times of struggle. The student may give an example of how God has done this in his or her life. You can offer an example from your own life, too!

25. 2 Corinthians 8:9: *For you know the grace of our Lord Jesus Christ, that though he was **rich**, yet for your sake he became **poor**, so that you through his **poverty** might become **rich**.*
26. B
27. Christ's compassion and sacrifice on our behalf encourage us to help a brother or sister in need. But sometimes that help doesn't require our words. What hurting people don't need is our rambling on and on; they simply need a safe place and a compassionate presence as they deal with their issue on their own.
28. The phrase "Don't be such a crybaby!" does not communicate empathy at all. A phrase like this ignores or belittles a person's problem. It does not communicate love or understanding.
29. Preconceived opinions, judgments or prejudices can often be roadblocks that hinder empathetic listening and stand in the way of helping someone in need. If the student struggles, consider suggesting one or more of the following:
- ✓ Parents' personal opinions about their children's friends could possibly stand in the way of truly listening to a son or daughter's "friend problem." It might be tempting for parents to state opinions and rules about who their children should hang out with, rather than letting the child come to those conclusions on his or her own. (Of course, parents have a responsibility to protect their children from truly dangerous influences.)
 - ✓ A person's moral convictions about cohabitating, divorce or other "hot topic" issues could be a roadblock when trying to truly listen to a family member or friend's problem. It could be tempting to offer judgments upon the one who has the problem, instead of listening with empathy and helping that person achieve the right solution independently.
 - ✓ A person's racial prejudice could potentially stand in the way of helping someone in need.
30. This is a personal application question; students will respond in their own words. The hope is that the student will begin applying the key ideas from this lesson the next time a family member or friend comes to him or her with a problem. The key ideas the student should begin to employ are as follows:
- ✓ showing genuine care and compassion to a hurting person
 - ✓ being a listening ear as the person shares his or her story
 - ✓ identifying with the hurting person's feelings, thoughts or experiences
 - ✓ helping that person reach a solution independently, rather than rattling off advice
 - ✓ using you-messages and reflective questions instead of I-messages, which can communicate personal opinion and judgment

LESSON 8 ANSWER KEY

ALL IN GOD'S FAMILY

PRAYER

Pray for both yourself and the student. Consider using this adaptation of Reinhold Niebuhr's prayer for serenity:

"God, give us serenity to accept what cannot be changed, courage to change what should be changed, and wisdom to distinguish the one from the other."

Spend a few more moments in prayer. Ask for the following:

- ✓ biblical insight and clarity when explaining the truths within this lesson
- ✓ ways to encourage the student and lift his or her spirit
- ✓ God's peace for the student when life seems out of control

LESSON FOCUS

Principle #8: Create Order in Your House

CORE TRUTHS

- ✓ God is a God of order.
- ✓ Valuing order in the home leads to a peaceful family life.
- ✓ An orderly week begins with a day of worship and rest.
- ✓ A peaceful spirit should fill your home like a gentle breeze.

LESSON ANSWERS

1. The student will write about a time when he or she lost something important and searched high and low to find it.
2. **frazzled** stable **confused** **stressful**
composed **hectic** orderly **chaotic**
tidy **tired** **frantic** easy
3. Each student will rate the state of his or her home differently. Be sensitive and offer encouragement to students who feel as though their home is in complete disarray. Commend students who have a positive report about their home. Be aware that some students will have been away from home for many, many years. Some students may be answering this question based on the home of their childhood, while others are answering about the home they hope to return to someday.
4. 2 God separated the water above from the water beneath.
6 God created animals and people.

- 1 God separated light from dark and called them day and night.
- 4 God created lights in the sky—the sun, moon and stars.
- 5 God created the creatures of the sea and every winged bird.
- 3 God formed the land and filled it with vegetation.
5. In Genesis 1:31, God describes His creation as “very good.”
 6. Psalm 8:3–4: *When I consider your heavens, the work of your fingers, the moon and the stars, which you have **set in place**, what is mankind that you are mindful of them, human beings that you care for them?*
 7. Job 25:2: *Dominion and awe belong to God; he **establishes order** in the heights of heaven.*
 8. Psalm 139:13 and 16: *For you **created** my inmost being; you knit me together in my mother’s womb . . . Your eyes saw my unformed body; all the **days ordained** for me were **written** in your book before one of them came to be.*
 9. 1 Corinthians 14:33 says that God is not a God of disorder but of peace.
 10. 1 Corinthians 14:40: *But **everything** should be done in a **fitting** and **orderly** way.*
 11. The statement is **TRUE**.
 12. This is a personal reflection question; each student will respond differently. Sadly, many will be able to relate to the home in constant upheaval. Many people in prison have experienced this nightmare of a lifestyle in the homes they grew up in. On the other hand, some students will relate to the home in order, and others will identify their experience as falling somewhere between these two extremes. Be empathetic to each student’s particular situation.
 13. The Gospels tell a story of Jesus entering the temple and finding it being misused. There were merchants selling animals for sacrifices at unfair prices and others exchanging money and robbing people. The temple, which is God’s house, was to be a place of prayer, worship and sacrifice, but the people were misusing it and acting inappropriately. Jesus restored order to the temple by driving out those who were bringing sin and chaos into God’s house.
 14. This is a personal reflection question in which each student will reflect on the things in his or her home that should be tossed out or put back in order. The student may reflect on the physical orderliness of the home and may list some real, material things that need to be thrown out or cleaned up. The student may also reflect on the emotional or spiritual order of the home and the need to “throw out” bad habits, reexamine routines, regain control of the children in the home, etc.
 15. There will be many different responses to this question. The student should name a

few things that motivate him or her to accomplish tedious household tasks. If the student struggles, suggest one of the following: writing out a to-do list and crossing things off when complete, turning on some upbeat music, doing the chores with someone else as a team effort, enjoying a small reward once the job is finished, etc. Sometimes, inviting guests over is enough motivation to clean the house and finish up those not-so-thrilling chores.

- | | | | |
|-------------------------|---------------------|----------------------|-------------------|
| 16. organization | forgetfulness | determination | maturity |
| neglect | carelessness | diligence | laziness |
| patience | self-control | sloppiness | commitment |

17. In Exodus 20:8–11, God says the Sabbath day is a holy day of rest, a day on which no work should be done.

18. Colossians 3:1–2: *Since, then, you have been raised with Christ, **set your hearts on things above, where Christ is, seated at the right hand of God. Set your minds on things above, not on earthly things.***

19. Each student will answer this question in his or her own words. The main idea is that starting the week with worship and rest is a visible reminder of who comes first in our lives—God. Worship sets the tone for the rest of our week. What we learn from God’s Word and the spiritual revival that happens in worship empower us to face the week ahead. Furthermore, if we make time to rest, we will have a renewed energy to face the ups and downs of life.

20. Psalm 26:8: *LORD, I love the **house** where you live, the **place** where your glory **dwells.***

21. Ephesians 4:3 tells believers to make every effort to keep the unity of the Spirit through the bond of peace.

22. Psalm 133:1: *How **good** and **pleasant** it is when God’s people live together in **unity!***

23. This verse suggests that a home filled with peace—though it may be very plain and simple—is better than a home filled with quarrels and strife, even if there are some really extravagant parties. Reading Proverbs 17:1 as paraphrased in *The Message* is also helpful: “A meal of bread and water in contented peace is better than a banquet spiced with quarrels.”

24. The student should list some possible crisis situations any family might have to endure. Some answers might include job loss, death in the family, divorce, someone in trouble at school or with the law, unexpected pregnancy, physical or mental sickness or natural disasters.

25. In Psalm 23 we find many promises from God, our great Shepherd. The greatest is that God will always be with us, no matter what comes. A shepherd leads his sheep to places of peace and rest, but he also guides the sheep when they walk through

difficult valleys. Our great Shepherd promises to lead, guide and restore us.

26. A, B, D and F

27. 2 Corinthians 13:11: *Finally, brothers and sisters, rejoice! Strive for full restoration, encourage one another, be of **one** mind, live in **peace**. And the God of love and **peace** will be **with** you.*

28. Each student will create a list of good, clean, healthy fun a family could have together at home. Here are some examples the student might include:

- ✓ playing together outside (e.g., riding bikes and scooters, playing team sports)
- ✓ turning up some lively music and having an impromptu dance party
- ✓ playing group games together (e.g., board games, card games, family-friendly video games)
- ✓ doing a project together (e.g., puzzles, arts and crafts, baking)
- ✓ seasonal fun such as swimming at a community pool or sledding at a local hill
- ✓ popping popcorn and watching a family-friendly movie together

29. Each student will have a different home or life situation. Many students may be temporarily removed from their home, and others may not even have a place they call home anymore. Be sensitive to all of these possibilities as you read the student's response. There is no right or wrong answer, but the students should reflect on the ways they can restore order in their life and home (if applicable). Each student should try to list two specific changes.

30. In this question, the student will think about what might stand in the way of making these changes a reality. Be encouraging and supportive in your responses, and offer encouraging Scripture verses if appropriate.

LESSON 9 ANSWER KEY

ALL IN GOD'S FAMILY

PRAYER

Pray for both yourself and the student. Consider using this adaptation of a prayer found in the 1928 edition of *The Book of Common Prayer*.

“Almighty God, heavenly Father, who has blessed us with the joy and care of children; give us light and strength so to train them, that they may love whatever is true and pure and lovely and good, following the example of their Savior Jesus Christ. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ✓ God's guidance in correcting this lesson
- ✓ compassionate and creative ways to respond to the student's answers
- ✓ hope for the student even if his or her future looks bleak

LESSON FOCUS

Principle #9: Parents, Disciple Your Children

CORE TRUTHS

- ✓ Parents have the responsibility of teaching their children the ways of the Lord.
- ✓ God provides a community to help parents raise their children.
- ✓ Discipline provided out of love should always be restorative, not retributive.
- ✓ God equips parents and will bless their prayerful endeavors.

LESSON ANSWERS

1. This is a personal reflection question. The student will think back to when he or she was a young child and will identify different influences (both positive and negative) that shaped him or her. Be sensitive to each student's unique situation; what was a positive influence for one student could have been a negative influence in another student's life.
2. Students will indicate whether they are parents. Students who are parents should describe their relationship with their children. Students who are not parents should explain why they would or would not like to be a parent someday.
3. B
4. God gives parents the important responsibility of impressing God's Word upon the hearts of their children both by word and example (Deuteronomy 6:6–9). This includes teaching children about what God has done (Deuteronomy 4:9–10) and talking about

His Word at all times (Deuteronomy 11:18–21).

MENTOR TIP

Encourage students to share what they are learning in this course about God's plan for families with their own friends and family. Pray that students would have the courage and confidence to share what they are learning about God with others who may need to hear it.

5. Genesis 18:19: *For I have chosen him, so that he will **direct** his **children** and his household after him to **keep** the way of the LORD by **doing** what is right and just, so that the LORD will bring about for Abraham what he has promised him.*
6. 2 Timothy 1:5: *I am reminded of your sincere **faith**, which first lived in your **grandmother** Lois and in your **mother** Eunice and, I am persuaded, now lives in **you** also.*
7. The student should write out Proverbs 22:6. Because not all students use the NIV, some answers will be different (even the NIV editions vary). Do not mark the student wrong unless he or she writes out a completely different verse.
NIV (2011): Start children off on the way they should go, and even when they are old they will not turn from it.
NIV (1984): Train a child in the way he should go, and when he is old he will not turn from it.
8. This is a personal reflection question. Reinforce the idea that every adult has the opportunity to be a force of goodness in a child's life.
9. In Acts 22:3, Paul describes the religious training he received as a youth. He mentions that he was raised as a Jew and came to Jerusalem to receive thorough training under Gamaliel in the law of his fathers.
10. Luke 2:46 tells us that Jesus was "in the temple courts, sitting among the teachers, listening to them and asking them questions."
11. The student's answer should explain why biblical training and education are important for children today. The cunning, crafty and deceitful schemes of the world can pull youth this way and that (Ephesians 4:14). Today's secular culture can confuse kids and tempt them to conform to the pattern of the world. But children who are rooted firmly in Christ and built up in faith as they were taught (Colossians 2:6–7) will be better equipped to test and approve God's will against the ways of the world (Romans 12:2).
12. The student should list **one positive** and **one negative** outcome of the free-range parenting style. For students who struggle, suggest one of the following.
Positive Outcomes:
 - ✓ Children are taught from an early age to be independent.
 - ✓ Children learn how to make their own decisions.
 - ✓ Parents trust and have a good relationship with adults in the community.

Negative Outcomes:

- ✓ Children do not learn healthy boundaries.
- ✓ Children do not know what their limits are.
- ✓ Children might not know how to identify dangerous ideas or situations.
- ✓ Parents underestimate their own importance and influence.

13. The student should list **one positive** and **one negative** outcome of the helicopter parenting style. For students who struggle, suggest one of the following.

Positive Outcomes:

- ✓ Parents are very involved in their child's upbringing.
- ✓ Children are protected from harmful people or ideas.
- ✓ Children understand boundaries and know that there are limits.

Negative Outcomes:

- ✓ Children will not learn to be self-reliant.
- ✓ Children might grow up to be skeptical of every new idea or person.
- ✓ Children might not know how to make decisions without Mom or Dad's help.
- ✓ Parents are not able to entrust their children to other knowledgeable adults.

14. F "We don't have all the answers in life. We want our kids to learn from others, even if their ideas on an issue are different from ours."
H "We don't trust anyone to watch our children when we're gone, so we hardly go anywhere without them."
F "Our kids don't mind when Dad and Mom go away for the weekend, because they get to have fun with the babysitters."
H "We would never expect our neighbors, church or school to raise our children. That is a job God gave us when He called us to be parents."

15. Students will consider their own parents' (or primary caregivers') parenting style and will mark an **X** on the line to indicate as much. Students must also explain how their parents' parenting style affected them personally.

16. Students should provide one example of how parents can model what they teach their children. For example, a parent who teaches a child not to hit friends or siblings must refrain from slapping the child when he or she misbehaves. Likewise, a parent who asks a child to keep the bedroom tidy must keep the house relatively clean as well.

17. Proverbs 3:12: . . . *because the Lord **disciplines** those he **loves**, as a father the son he **delights** in.*

18. Proverbs 19:18: **Discipline** your children, for in that there is **hope** . . .

19. Each student will likely come up with a variety of positive and negative words or images related to the word discipline. Be sensitive to any students who have mostly negative memories of discipline.

20. The hope is that students will recognize that the word *disciple* is found in the word *discipline*. Discipline is rooted in discipleship.
21. Students will explain whether they experienced restorative or retributive discipline as a child and how it affected them. Once again, do not be alarmed if students experienced mostly retributive discipline. Be sensitive to the effect this had on the student, offering encouragement when needed.
22. The student should explain that Mikey's punishments were mostly retributive. Mikey's suspension was necessary and surely followed school procedure, but there is nothing restorative about in-home suspension on its own. If necessary, point out that Mikey sat around playing video games and watching TV, only to return to school more defiant. The whipping from his dad was also retributive. Mikey's father acted out of anger; there was no mention of correcting or restoring Mikey in a loving way.
23. Students are asked to think of a more restorative punishment for Mikey. Answers will vary. If the student finds it difficult to think of restorative punishments, share some of the following examples:
- ✓ The principal could have required Mikey to help the janitor clean up the graffiti.
 - ✓ The school could have required Mikey to meet with all those affected by his vandalism (the neighbor who witnessed it, the principal, the janitor) to reconcile the severed relationships.
 - ✓ The school could have required Mikey to help with other cleanup projects around the school.
 - ✓ Mikey's dad could have first sent Mikey to his room instead of beating him. This would have allowed Mikey's dad a chance to cool down, collect his thoughts and come up with a more loving, restorative punishment.
 - ✓ Mikey's dad could have taught Mikey about the importance of respecting other people's property and modeled to him what that kind of respect looks like (e.g., by doing some volunteer cleanup work around the school or community together).
24. Deuteronomy 10:13: . . . *observe the LORD's commands and decrees that I am giving you today for **your own good** . . .*
25. T
F
T
F
26. A and C
27. Psalm 103:8: *The Lord is compassionate and **gracious**, slow to anger, **abounding in love**.*

28. Psalm 103:17–18: *But from everlasting to **everlasting** the LORD’s love is with those who fear him, and his righteousness with their children’s **children**—with those who **keep** his covenant and remember to **obey** his precepts.*
29. Check required.
30. In this concluding question, students are asked to reflect on the ways this lesson has changed their ideas about discipling children. Answers will vary. Pray for your student in the areas mentioned. If necessary, you can encourage students to (1) think of ways to be a positive influence to the children in their lives, (2) identify where they fall on the parenting spectrum (i.e., free-range or helicopter) and work on establishing healthy boundaries between the home and community and (3) practice using restorative discipline instead of retributive discipline.

LESSON 10 ANSWER KEY

ALL IN GOD'S FAMILY

PRAYER

Pray for both yourself and the student. Consider using this adaptation of Philippians 1:6, 9–11:

“May You, God, who began a good work in us, carry it on to completion until the day of Christ Jesus. This is my prayer: that our love may abound more and more in knowledge and depth of insight, so that we may be able to discern what is best and may be pure and blameless for the day of Christ, filled with the fruit of righteousness that comes through Jesus Christ—to Your glory and praise. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ✓ wisdom concerning the truths in this lesson
- ✓ a spirit of encouragement and support as you write to the student
- ✓ God’s protection over the student after the course is finished

LESSON FOCUS

Principle #10: Build a Quality Home

CORE TRUTHS

- ✓ Important tasks, such as nurturing a family, should be begun with the end in mind.
- ✓ Stable, thriving homes have Christ as their foundation.
- ✓ You can promote healthy family life by dreaming and praying about the individual you want to become and the family you hope to have someday.
- ✓ God is the ultimate builder of your home and family.

LESSON ANSWERS

1. In Revelation 7:9–17, we read about the dream God has for His house and His people. In the vision, God’s people are described as a “great multitude that no one could count, from every nation, tribe, people and language.” They wear white robes and hold palm branches in their hands and stand before the throne in front of the Lamb, giving praise and honor and glory to God forever and ever. The student should explain this with words or with a drawing.
2. A and C
3. Isaiah 25:1: *LORD, you are my God; I will exalt you and praise your name, for in **perfect** faithfulness you have done wonderful **things**, things **planned** long ago.*
4. According to Acts 17:24–28, God determined the time for every person’s life and the exact places where every person would live.

5. 1 Peter 2:5: . . . *you also, like living **stones**, are being **built** into a spiritual **house** to be a holy priesthood . . .*
6. Jesus Christ is the cornerstone.
7. 1 Corinthians 3:9 refers to us as “co-workers in God’s service.” The verse also says that we are God’s field, God’s building.
8. In Matthew 12:50, Jesus calls those who do His will His brothers and sisters. In 1 John 3:1, we read that we can be called children of God because of His lavish love. If we are all children of God and brothers and sisters of Christ, then we make up one big family of God.
9. Ephesians 1:11–12: *In him we were also chosen, having been **predestined** according to the **plan** of him who **works** out **everything** in conformity with the purpose of his **will**, in order that we, who were the first to put our hope in Christ, might be for the praise of his glory.*
10. There is no right or wrong answer. The student will list some other projects or activities that work out best when the end result is kept in mind. Some examples include doing a puzzle, building model cars or trains, baking or cooking, sewing or knitting, training for a marathon, climbing a mountain, cleaning, exercising, etc.
11. This is a personal reflection question; each student will respond differently. The student will relate with either the wise builder (building a life or family on a solid foundation) or the foolish builder (building on a loose, sandy foundation). Be sure the student explains the reason for his or her answer, and be empathetic in your response.
12. The **only** foundation we should build upon is Jesus Christ.
13. This is a personal reflection question; there is no correct answer. Be sensitive and encouraging to the student.
14. Joshua 24:15: . . . *But as for me and my **household**, we will **serve** the LORD.*
15. This is also a personal reflection question. The student should list three different dreams for him- or herself. Be encouraging and supportive in your response.
16. The statement is **TRUE**.
17. In this question, the students should reflect on ways their children will glorify God and build His kingdom . . .
 - a. Using the head (mind/intellect): Children will study God’s Word, grow in their understanding of who God is and then begin telling and teaching others all that they have learned.

- b. Using the heart (emotions/relationships): Children will let the Word of God sink down deep into their hearts so that the love and grace of Jesus Christ is evident in how they live and relate with others.
- c. Using the hands (work/service): Children will have a faith that becomes more than just head knowledge or heartfelt belief, a faith through which the Spirit equips them to do good works that bring honor and glory to God.
- d. Using the feet (willingness to follow God): Children will continue to follow God wherever they go and in whatever they do.

Students' answers may differ.

18. The student should apply the principles and key ideas learned in this course to answer this question. A healthy relationship between parents and children will have the following traits:

- ✓ mutual love and respect
- ✓ forgiveness and fresh starts
- ✓ prayer and spiritual encouragement
- ✓ positive, uplifting conversations
- ✓ the truth spoken in love
- ✓ compassion
- ✓ empathetic listening

Students may list their own characteristics; ensure that all of them are representative of loving, healthy relationships.

19. Each student will respond differently; there is no correct answer here.

20. The apostle Paul wrote that we should forget what is behind and press on toward what is ahead.

21. James, Peter and John (Galatians 2:8–9) were called pillars of the faith, and Hebrews 11 lists Abel, Enoch, Noah, Abraham, Isaac, Jacob, Joseph, Moses, Rahab, Gideon, Barak, Samson, Jephthah, David and Samuel as heroes of the faith.

22. a. Rahab was a prostitute when the Lord used her mightily to help the Israelite spies.
b. Paul (Saul) persecuted Christians before his radical conversion.

23. Proverbs 16:3: **Commit** to the LORD **whatever** you do, and he will establish your plans.

24. The Lord is really the one building a home and family (Psalm 127:1).

25. Hebrews 3:4: For every **house** is built by someone, but God is the **builder** of **everything**.

26. When we view ourselves and our family members as God's image bearers, the way we treat one another most definitely matters. Since every person bears the image of

God, we should always watch what we say, think and do toward others, because we are doing it to the Lord. When we acknowledge that the Spirit of God is alive in each of us, that we are a little temple containing His very presence, then we honor God by honoring our own bodies and honoring each other. When we speak negatively toward another person, we are slowly destroying that person and dishonoring God. The hope is that the student will express agreement with this truth.

27. Even though we may set a plan for our family, God determines every step (Proverbs 16:9).
28. In Philippians 4:9, we read about the promise that God's peace will be with us. The student should reflect on the encouragement this promise gives as he or she goes forward in putting these principles for success in the family into practice.
29. Philippians 1:6: . . . *he who began a **good work** in you will carry it on to **completion** until the day of Christ Jesus.*
30. This question serves as a final application question. The student should look back over all the lessons from this course and then discuss three positive results these ten principles have had on his or her family situation. Commend students who have applied the principles and have experienced positive changes in their family. If students seem to struggle with this question or are frustrated because nothing seems to be working, assure them that God is working behind the scenes even when change is not particularly evident. Encourage students with appropriate Scripture verses and remind them that you will be praying for them.



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