

Unit 2

Self Image

The sequence of units 2 and 3 can be decided by the teacher. Some teachers prefer to cover self image before they go into spiritual growth. Their reason – if a student has a low self image with a great dislike of who he is, then he will not be motivated to spiritual growth. But if we can get that person to see themselves as God does, new hope will rise up within the new Christian. He will want to move into spiritual growth with enthusiasm.

Some teachers prefer to cover Spiritual Growth before Self Image. Their reason—the student still is not committed to Christ enough so he can face the daily spiritual battles he encounters. By contracting for growth in the Spiritual Growth, the student has the opportunity to deepen his commitment to Christ before moving onto other areas.

Another reason for waiting on the self image contract is for the student who claims to have no serious problems in this area of his life. If this is true (though rare) then it would be better to cover spiritual growth first, because it may be easier to challenge him to grow in this area, rather than self image, where he has no perceived need. Perhaps the student is good at covering up how he really feels about himself. By waiting a few weeks on this unit, you may be able to come up with more specific examples that pinpoint areas of his self image where he needs to grow.

In the final end, the choice is up to the teacher. Feel free to try it both ways to see which works best for you.

Lesson 109, “God’s Plan for the Family”

If you student did not complete lesson 109 with Unit 1, then include this as party of the work for this unit. Lesson 109 does not deal directly with self image. However, one’s self image has often been greatly influenced by the family. As your student is working through this lesson, be on the lookout for insights related to his/her present self image. If your student completed Lesson 109 with unit 1, you may want to go over his/her answers again to see if you can identify some family background issues that are currently affecting the self image of this student.

Basic Requirements for Unit Two

Theme: Self Image

Purpose Statement

The major purpose of this contract is to help the student come to a clear awareness of how God wants him to see himself. The student also needs to become aware of how he presently views himself. With these two points clarified, we want the student to move closer to a positive biblical self concept.

Scope Areas

Self Image - major
Relationship with God - minor
Friends - minor
Success - minor

What is "Self Image"?

Perhaps you sometimes struggle with a specific definition of a "biblical self image." What are the full dimensions of this issue? How important is this issue to the balanced growth of a new Christian?

Josh McDowell, author of *Evidence that Demands a Verdict* and other books, has written an excellent book on self image. *His Image My Image: Biblical Principles for Improving Your Self-Image*, stands in a class of its own. It is a superb reference book for you the teacher, and perhaps many of your students. Each chapter is filled with specific and practical discussions of different elements of a biblical self image. There are also a number of personal projects and evaluation worksheets throughout the book.

I would encourage you to read it so you can gain a broader understanding of the area of self image. McDowell's book is very helpful in pointing out specific areas to concentrate on as you go about the task of helping new Christians develop a biblical self image.

Goals

The goals should deal with the particular areas of their self image where they need to grow. Do not try to set these goals until after you have discussed in some detail the areas of the student's self image that you will be focusing on in this contract.

Below are listed several samples of goals that teachers have used on this contract. Some of the goals may not be very specific, and they may fail some of the other tests of a good goal. However, they do provide some insight in ways that teachers have attempted to focus on certain areas of growth.

1. I will learn why an independent spirit is an enemy towards God.
2. I will keep a journal of how I am opening up to others I live with.
3. I will learn why I fear and do not trust people.
4. I will begin to develop a sense of God's approval on my own so I won't be so sensitive to rejection.
5. I will learn how to accept criticism better.
6. I will stop thinking of myself as a "Born Loser" and will stop negative comments against myself. I will begin to see myself as a son of God.
7. I will begin to learn that God can use bad childhood experiences and my mistakes to make me His son, a testimony of God's power.
8. I will make a list of fifty things I can thank God for to show myself he has given me something after all.
9. I will shun my resentful, "tough guy" protective mask by asking forgiveness from those I demonstrate it to.
10. I will learn that I am a worthy person in the sight of God. I will not put myself down.
11. I will learn I am useful to God.

Lessons

If your student did not complete Lesson 109, "God's Plan for the Family," in Unit One, then include this lesson as part of this contract. Lesson 109 should provide some clear insights into how the family background of the student has influenced his present self concepts.

The lessons that we suggest for this contract can be selected from the three books listed below. The first two books contain a wide variety of projects that you are free to photocopy for your students. In some cases, you may want to add two or three more questions to help the project focus on the growth your student needs.

The Bible in Counseling, Waylon Ward (Published by author; available from National Teen Challenge office)

- God's Child, 5 part study (page 87)
- God Loves You, 4 part study (page 101)
- God's Forgiveness (page 127)
- Understanding Yourself as a Divine Original (page 131)
- Study Guide to Luke 15 (page 5)
- Study Guide to Ephesians 1:3-14 (page 69)

A Homework Manual for Biblical Counseling, Vol. 1, by Wayne Mack Presbyterian & Reformed Publ. Co.

- Study Guide for Overcoming Depression
- True Happiness
- Inferiority Judgments
- Loneliness
- Over-eating
- Pride
- Self-Control
- Self-Love

Discussion Manual for Student Relationships, Volume 1, (Q), Dan Webster & Dawson McAllister (Roper Press), chapter 3, "The importance of a balanced self image," pages 39-62.

This workbook is geared for teenagers, but is very practical and in a format that is easy to read. It is a mixture of content and questions for response. Other chapters in Volume One could also be helpful in this contract. Volumes Two and Three also have topics that could easily work in this contract.

Scripture Memorization Class

(a minimum of 3 verses)

Use both the Scripture Memory Class Worksheet and the Scripture Memory Class Final Test Form.

Suggested list to choose from:

- A. 2 Corinthians 5:17
- B. Proverbs 4:23
- C. 1 Peter 3:3-4
- D. Romans 12:16
- E. Ephesians 4:22-24

Character Qualities Class

1-2 minimum, student chooses which ones to do.

Personal Reading Class

1 book minimum

There are many good books available that deal with the subject of self acceptance and building a healthy biblical self image. Several books on this subject are listed below. After the title of the books some have the code (Q). These books have questions at the end of each chapter which can be used for discussion or written assignments. As the students read their assigned books, have them look for ideas that will help them develop a more positive, biblical self image.

1. *Another Chance: How God Overrides Our Big Mistakes*, Dean Merrill (Zondervan), 163 pages. An excellent book on recovering from failures of the past.
2. *Do You Sometimes Feel Like a Nobody*, Tim Stafford (Zondervan), 139 pages. Directed more at a teenager.
3. *Failure: Back Door to Success*, Erwin W. Lutzer (Moody Press), 136 pages. Practical, easy to read.
4. *Fearfully & Wonderfully Made: A Surgeon Looks at the Human & Spiritual Body*, Dr. Paul Brand & Philip Yancey (Zondervan), 214 pages. A fascinating book that explores many of the

- medical aspects of the body. Dr. Brand draws out many practical and meaningful spiritual parallels to the human body. The book gives you a new appreciation for the way God made us.
5. *Find Yourself, Give Yourself*, (Q), Dick Wulf (NavPress), 215 pages. The subtitle of the book is "How Godly self respect can set you free to serve." He gives practical steps to build self respect.
 6. *Freedom from Guilt*, Bruce Narramore & Bill Counts (Harvest House), 159 pages.
 7. *His Image My Image: Biblical Principles for Improving Your Self Image*, Josh McDowell (Here's Life Publishers), 168 pages. This is a superb book and the title tells clearly what it covers. Very practical, but not particularly easy reading. The book is geared for the Christian who already has a basic understanding of their relationship with God.
 8. *If You Love Me*, Kenneth D. Barney (Gospel Publishing House), 127 pages.
 9. *Improving Your Self Image*, (Q), Norman Wright (Harvest House), 137 pages in revised edition. A cassette tape and teacher's manual are also available for this book. Easy to read.
 10. *In His Image*, Dr. Paul Brand & Philip Yancey (Zondervan), 291 pages. This is a sequel to *Fearfully & Wonderfully Made*, the earlier volume by these two authors. In this book they look at the wonders of the human body and draw many practical and spiritual applications. This book has major sections dealing with the blood, the head, the spirit, and pain.
 11. *The Kingdom of Self*, Earl Jabay (Logos), 159 pages. A powerful book, but not recommended for a new Christian with a low self image. It may be useful for students coming from a religious background with the problem of pride.
 12. *Lord, Change Me*, Evelyn Christenson (Victor Books), 192 pages. Written for women.
 13. *Love Yourself*, Walter Trobisch (InterVarsity Press), 54 pages. Basic, practical, easy to read.
 14. *Preparing for Adolescence*, Dr. James Dobson (Vision House & Bantam Books), 150 pages. Aimed at teenagers and their parents. A workbook is available for this text entitled, *Preparing for Adolescence Growthguide*.
 15. *Putting Away Childish Things*, David Seamonds (Victor Books), 144 pages. This book is for the strong-willed child who grew up into a strong-willed adult. Excellent.
 16. *The Renewed Mind*, Larry Christenson (Bethany Fellowship), 143 pages.
 17. *Why Am I Afraid to Tell You Who I Am?* John Powell (Argus Communications), 167 pages. Filled with practical advice. It has an especially good section on games people play to cover up a weak self image.

18. *Will the Real Phony Please Stand Up*, Ethel Barrett (Gospel Light), 214 pages. Practical, very readable.
19. *You're Someone Special*, Bruce Narramore (Zondervan), 175 pages.

Bible Reading Class

James, Luke, Acts (minimum)

Individual Requirements

(Whatever special projects you feel the student needs.)

Writing the contract for Unit Two—Self Image

Making student learning contracts personal to fit the needs of each student is probably one of the most profound ways of **doing** Christian discipleship.

But we've got a problem at our center

For most students, this will be the first personalized contract you prepare for them. You are likely to face three immediate problems.

- Needless to say, it will be a new experience for most of your students.
- Most students do not have a clear understanding of the specific issues you want them to cover in this contract.
- Your time schedule is probably on overload.

Meaningful preparation

So how can you get the student involved in meaningful preparation that will make the best use of your time when you sit down to plan this contract with each student?

Here's a list of questions you can give to the student to answer before you sit down to discuss the details of what will be included in the learning contract.

After they've written their answers?

Have the student write his/her answers and bring them to the meeting where you will plan the contract. One option is to have the student read his/her answers to each question and then ask the student to explain his/her answer in more detail.

This discussion will hopefully give both you and the student insights on specific areas that will make good starting points for setting goals for this contract.

Preparing for Student Learning Contract on *Self Image*

Instructions

Please give careful consideration to the following questions and write your answers on a separate sheet of paper. The purpose of these questions is to give you ideas on what to study in this contract.

Once you have completed your answers, you will meet with your teacher to plan your studies for the next few weeks. This is not a test—there are no right or wrong answers. We just want your honest feedback.

Questions for personal reflection

1. How did your parents encourage you as you grew up at home?
2. How did your parents and other close relatives discourage you as you grew up?
3. What was your parent's attitudes toward your grades in school?
4. What did your father say about your physical appearance?
5. How do you see yourself? How would you rate your physical beauty? Rate yourself using a scale of 1 to 10, where one is ugly and ten is beautiful. Put an "x" where you would rate yourself.

1 2 3 4 5 6 7 8 9 10

Explain the reasons why you rated your physical beauty with this number.

6. How do you think Jesus sees you? How would Jesus rate your physical beauty if He were here today? Using a scale of 1 to 10, where one is ugly and ten is beautiful, put an "x" where you think Jesus would rate your physical beauty.

1 2 3 4 5 6 7 8 9 10

Explain the reasons why you think Jesus would rate your physical beauty with this number.

Questions for personal reflection—*continued*

7. How do you see your personality? How would you rate your personality? Rate your personality using a scale of 1 to 10, where one is ugly and ten is beautiful. Put an “x” where you would rate yourself.

1 2 3 4 5 6 7 8 9 10

Explain the reasons why you rated your personality with this number.

8. Who are the most important people in your life? What did they think about you before you came into the Teen Challenge program?
9. How has your opinion of yourself changed since you came into Teen Challenge?
10. What kind of a person do you see yourself being five years from now?
11. How do you respond when people criticize you?
12. In what ways do people intimidate you?
13. What memories do you have of people putting you down? How often did you have these kinds of experiences?
14. How do you feel inside when people put you down?
15. What other questions would you like to study in this contract related to your self image (how you see yourself, how you feel about yourself)?

Notes to the teacher

1. You may want to add additional questions. Or you may find that some of these questions do not work very well. ***We need your feedback!*** If you have additional ideas, please send them to Dave Batty.
2. It's been quite a while since we have revised the sample list of goals for this student learning contract—found on page 2 of the Basic Requirements for Unit Two. (It's located in section 2 of Volume 1 of your PSNC Teacher Certification notebooks.) We would like to get your samples of additional goals to list here.

3. **Contract summaries—**

- What's it all about?**

Helping new students get an idea of what each student learning contract is all about is quite a challenge. One idea to help you new students is to have each student write a brief summary of the contract after they have finished all their work and are ready to start a new contract.

Have the student write this summary with the understanding that future new students will read it to get an idea of what they will be studying in this contract.

- How did it help me?**

Also have the student explain how this contract helped them in their personal relationship with the Lord and with other people.

So what will the teacher end up with in these written summaries?

Your students may give you a bunch of vague generalities, but hopefully as you have a variety of students do this project, you will begin to get one or two excellent examples which you can share with new students as you introduce them to each new contract.

Send your responses to:

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