

Greetings! And welcome to “Sense of Self.”

I am H. M. Motsinger, Ed. D., author, and I am very pleased that I can make this study available to you.

I'm also very pleased that I can say that Sense of Self has been studied by students from around the world. Some of the reactions can be found in the next section Termed, “Endorsements.”

Students from several business, social, religious, and ethnic backgrounds have praised it for its personal value. Sense of Self is centered around four main concepts; Who Am I?, My Behavior, My Feelings, and My Thinking.

You will have opportunities to view videos, do reading assignments, correspond with an instructor, and interact with fellow students. You will take a short test at the end of each lesson. You will grade your own short lesson tests. The keys to the lesson tests are at the end of the course. You will also have the opportunity to test your knowledge on the entire course. Upon successful completion of the course, you will receive a certificate.

If you wish to study with another student or a student group, let us know the age, sex, nationality, religion, etc. with which you wish to study. If you wish to study with a small group, let us know the traits of the group. We cannot promise we can meet your requests, but we will try.

Please know that we wish you well in your study. When you finish the course, please notify your instructor. The name and email of the instructor will be given to you when you need it. Your instructor will give you either a grade of “credit” or “incomplete.” If you earn a “credit” you will receive a certificate by e-mail after successfully completing all thirteen lessons.

Next, you will see five items about the basic instructions for you to follow.

1. Read/glance over the first lesson, noting the key points.
2. Watch the video mentioned on the first page of the first lesson. You will do this as you start each lesson.
3. Answers to the video questions at the end of each lesson.
4. Read lesson one slowly and carefully.
5. Answer the questions at the end of the lesson you are studying. Check your answers with the answers in the key in the back of the course.

Now you are ready to read the endorsements.

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Endorsements

"I began teaching NLB with Bud Tibbles in Oklahoma prisons in 1990. In 2009, I became Senior Prison Minister at Park Plaza Church of Christ in Tulsa. We try hard to have all students start with *Sense of Self* because it helps us change our way of thinking. We have baptized over 4,000 men and women in these 11 years." - **Jim Pinkston, Instructor, Tulsa, Oklahoma**

"HM first taught *Sense of Self* in Dallas County Jail and drafted me in 1984 to push NLB into the computer age. All the curricula were on paper then and *Sense of Self* was the very first. My life was blessed for 25 years by this relationship, and I am amazed at how far the Lord has brought us."- **Ray M. Thompson, Editor, Dallas, Texas**

"I was doing 37 ½ years and living life on the installment plan when HM came to the Wynne Farm to teach *Sense of Self* the first time. It helped me get my head on straight, and I went through the course four times! I took lots of notes and suggested HM turn it into a written course. He did, and it has blessed the lives of untold thousands."- **John Henry Pruitt, Student and Instructor, Corpus Christi, Texas**

"Most who take *Sense of Self* say, 'I wish I knew this when I was younger.' I agree. It is written for everyone and is easy to read and understand. Most importantly, it reveals root cause(s) of behavior. When known, understood, and applied, it improves decision-making and conduct. The result is that our personal, professional, and spiritual lives improve. A *Sense of Self* -you owe it to yourself and others."- **Marshall Danby, instructor, Roan Mountain, Tennessee**

"A *Sense of Self* begins to answer life's great questions: Who am I? Why am I here? Where am I going? Who is God? Does God care about me? And it provides Bible answers to give students hope. I highly recommend this material for jail/prison use, for congregational Bible studies and for personal benefit."-**Steve Handley, Instructor, Frankston, Texas**

"Having the ability to see ourselves as God sees us, having the right sense of our 'self,' is one of the greatest gifts any of us will ever receive. A *Sense of Self* opens the eyes of our hearts and minds so we can see our true self. What a gift!" - **Dean Owen, Trustee, Counselor, Fort Worth, Texas**

"*Sense of Self* is an insightful journey into self-awareness. It defines one's identity and carries one through steps to personal wholeness that is essential to a well-balanced life; one capable of meeting life's challenges so that one can become all God intended one to be. It is a well-prepared plan to success and happiness. I highly endorse *Sense of Self*."- **Jerry Groom, retired TDCJ Director of Chaplains**

Course 1 -A Sense of Self

"I have watched lives change, as a result of the *Sense of Self* course. It is an ideal complement to what we are doing with Christians Against Substance Abuse (CASA). By the way, having a tool like *Sense of Self* also works outside the prison ministry in the community and local congregations."- **Dr. Keith Bellamy, Instructor, Woodville, Texas**

"*Sense of Self* has been widely utilized in Lubbock County Jail and the Montford Prison Unit. With this course at work under the hands of our Lord, over 100 men have surrendered their lives and followed Jesus into the waters of baptism. Our prison correspondence ministry sends 350-400 courses monthly with 75% being NLB material."-**Eddie K. Harris, Outreach Minister, Lubbock, Texas**

"The first time I used *Sense of Self*, Michigan state prisoners responded well to learning why they behaved as they did from the Four G's and the influence of their parents and family. Then I taught it at the Higby Street church in Jackson (Michigan) and after becoming Senior Minister at West End church in Terrell (Texas). As a result, I have personally witnessed spiritual growth and maturity within the body of Christ."-**Jim L. Burris, Retired Chaplain, Michigan Department of Corrections**

"The *Sense of Self* material written by Dr. Motsinger is both easy to understand and profoundly transformational. It takes the student on an exciting journey of discovering who God made them to be. It was my privilege to teach this series in Ghana and the response was amazing!"- **Jeff Payne, Trainer, Senior Minister, Greenville, SC Church of Christ**

"The NLB curriculum continues to be most effective for influencing real-life, real-time positive behavior change in settings where I facilitate it (since 2011). It teaches the core of an individual's being and provokes positive actions to be better toward self, others, and God. I am convinced of this curriculum's critical contribution to correct violence, abuses, and overall negative behavior in our society and others, globally."- **Larry Bowditch, Instructor, Dallas, TX**

"I am enriched teaching *Sense of Self*. My students gain confidence to move forward with hope, expecting and realizing better results. Until a person comes to grip with who he is on the inside and signs of on it ...h e is stuck. As an instructor, I see the 'light bulbs' coming on all over the place. Everyone benefits ...teachers, students, families, churches, God's world." - **Buck Griffith, President, Family Upreach, Inc. (NLBM)**

"I have trained over 7,000 students. The *Sense of Self* lessons have revived marriages at the edge of breaking and have empowered families to deal effectively with anger issues, forgiveness and dealing with rejection, especially women coming out of prison. This course not only helps resolve conflicts, but plays a big role in reconciling individuals, families, and communities to Christ."-**Sarah Armani, Trainer, Nairobi, Africa**

"Since 2003, I started using *Sense of Self* in prisons. It helps the wardens and prisoners to improve their lives and relationships. It is the hub around which all other courses link.

Thank you, HM, for your good work. God bless you and all NLB families.-**Friday Adima, Trainer, Nigeria, Africa**

Sense of Self is an amazing, excellent, and comprehensive tool for anyone who wants to find unconditional love, hope, faith and a new life in Christ Jesus. Undoubtedly, it is a much-needed resource for teachers, parents, youth workers, prison workers, church ministers, leaders and parents who are dealing with behavioral and emotional challenges. I, therefore, highly recommend it. - **Walter M. Chuunga, Trainer, Zambia, Africa**

I fully endorse the *Sense of Self* course. It is the course that I have used for a long time because it is universal when it comes to culture. It helps in the spiritual, mental and physical well-being. In summary, *Sense of Self* course is and has been very helpful to both new believers and those already in our Christian faith. - **Dennis Chintelewe, Trainer, Zambia, Africa**

"Since I was a student of Dr. HM at African Christian College in 2012, I have been teaching and training trainers and instructors in churches, colleges, Bible Schools, high schools, social workers and in villages. I have baptized over 2000 souls and planted 16 Churches of Christ congregations. I highly endorse NLBI Curriculum and most especially '*Sense of Self* '"- **Duncan Ojiambo, Trainer, Jimja, Uganda, Africa**

We have taught the *Sense of Self* in different places and set ups since 2016 as well as other courses in the NLBI curriculum. We have taught the *Sense of Self* course in high schools, communities, churches, and prisons. We highly recommend the *Sense of Self* course for it can be taught in any setting and to different groups of people. It can be taught in a combined class, male and female, to couples, singles, the young, and the old even on one-on-one level." - **Donivert and Josephine Khata, Zambia, Africa**

I have been teaching *Sense of Self* 22 years. I have been using the materials as a strong tool for evangelization in prisons, orphanages, high schools, colleges, military skills training centers, communities, and churches. Since that time, our team has baptized 6,500 people and planted 66 churches in Eastern Zambia. I highly recommend the *Sense of Self* for preparing communities for transformation." - **Barry Phiri, Eastern Zambia, Africa**

Sense of Self has been such a life-changing material to me, my wife, Rachel, and many others. Having been raised up in a family that knew nothing about salvation and was therefore made to believe in a worthless self, the *Sense of Self* lessons gave me a true direction after giving my life to Christ several years ago. Rachel and I have been teaching the course for the past six years. We have witnessed many people being touched by these lessons as they realize their potential and true value in the Lord. We have witnessed it touching lives in high schools, grade school, in church leadership seminars, with couples, among police officers, and even in the prisons. - **Felix and Rachel Ravago, Kenya, Africa**

Sense of Self has been an indispensable eye opener to all my students in Swaziland, Namibia, and Angola. It always gives a sense of origin, essence, direction, and destiny. It helps people to begin to refocus, re-address and re-energize. *Sense of Self* is always a preamble in all my sessions. Over 400 men and women found a reason to worship God for the very first time in their lives. -**Tabo Ranna Mukwenda, Instructor, Mission of Hope, Maranatha Center, Namibia, Africa**

"In 2008 when HM Motsinger visited African Christian College, I was in my first year. From the first day I heard about *Sense of Self*, I just loved it. After graduating I used it to teach inmates in prisons around Zimbabwe, and many became Christians. Some of the hard-core criminals changed their ways of living. This is a good tool. Over 8,000 inmates have been baptized since January 2015. Well done, HM.-**Stanley Sherini, Trainer, Zimbabwe, Africa**

"Surely, I recommend *Sense of Self* not only as a tool, but also as a resource material on behavioral change. Since I started teaching *Sense of Self* in prison, Christian congregations, the community, schools, and colleges and individual groups, I have witnessed souls reconciled and restored to Christ. *Sense of Self* will remain useful material for instruction now and for generations to come."- **Richard Karima, Dean (IPCM) Nairobi, Instructor**

"We began teaching *Sense of Self* in February 2014 as a course curriculum at Darrell Memorial Bible Institute -DMBI. HM was invited to our school personally in February 2017 where he taught it first-hand to the staff, students, and church leaders. The *Sense of Self* curriculum has helped transform lives of the vulnerable persons in our community, and today we are teaching it further in our new efforts, Women of Worth Worldwide-WOWW Conferences since 2020. The impact of this course is highly endorsed and recommended as a global Human Behavioral Psychology text for all Christian Colleges."- **Prince and Regina Ugbe, Trainers, Darrell Memorial Bible Institute, Obudu, Nigeria, Africa**

"I am teaching your NLB lessons to a group of ladies in prison at Matamoros, Mexico. I want you to know that I studied those lessons, and they were my delight while I was in prison. So strange! It is strange, but God in His power changed my life and used some of your lessons to make me think about WHO I WAS, WHAT I WAS DOING, AND WHERE I WAS GOING! WOW!!-**Blanca Nieves, Instructor, Torreon, Mexico**

A Sense of Self

H.M Motsinger, Ed.D.

A Practical Application of the Scriptures

2 Timothy 3:14-17

Course 1 -A Sense of Self

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A Sense of Self

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Proverbs 23:7 is always in the New King James Version

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A Sense of Self

Transforming Lives -Restoring Hope

"If any person be in Christ, he is a new creature ... "
(Second Corinthians 5:17)

Commissioned by Wesley Whitt
Authored by H. M. Motsinger, Ed.D.
Published by Buck Griffith

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Since 1984, "Sense of Self" has been taught to over 1.9 million people in the United States and since 2008 to 300,000 outside the United States.

Foreword

I first met Dr. H.M. Motsinger while I was preaching at Burbank Gardens in Grand Prairie, Texas. He had come to tell us more about Dallas Christian School. He impressed me as an effective communicator, intelligent, and "in touch" with what makes people tick.

My path at that time took me inside Dallas County Jail (August 1971) to share the Good News. A few years later, I assisted Wes Whitt in gaining entrance and we worked together to baptize many. I moved to Corpus Christi (1977) and continued to do the same in Nueces County Jail. We operated a twelve-bed aftercare facility for Christian men from 1983-1993. I was aware that HM started Newlife Behavior Ministry in 1984 but was not familiar with the curriculum. HM and I reconnected in 1998 and I was able to study the material which had expanded to seven courses and the "Children's Edition." Up until that time, I had focused on teaching prisoners how to become Christians and had authored numerous materials. I immediately could see the difference in the NLB courses because they teach people how to transform negative conduct to positive. I had heard the cries of prison chaplains and wardens for exactly this type of curriculum. They had told me for years that "everyone wants to come in here on Sunday and 'save' everyone, but where are those who will come back to do the hard work of helping inmates learn how to live better lives?" After learning about NLBM through HM, I could go back to those prison authorities and gladly announce: "Welcome to Newlife Behavior Ministries!"

HM and I became close friends and partners in this great work. He asked me to write the "Christians Against Substance Abuse" (CASA) course and introduced me to NLBM's board of trustees. Then he asked me to join them, and in 2002 I was invited to be its President. I never could have succeeded without HM, calling on him for help on an almost daily basis those first few years. He mentored me then and remains my mentor today. HM's brain keeps running high-speed 24/7. He is an inspiration not only to me but to untold thousands across the globe. With HM's leadership in founding Newlife Behavior International, the curriculum has reached enormous proportions in use and application. It has found its way into training programs, schools, churches, and colleges around the world. HM is now leading efforts to make the NLB curriculum available free to everyone by way of online study opportunities.

I wholeheartedly commend HM and this new edition of "Sense of Self" to the whole wide world!

- Buck Griffith, President, Newlife Behavior Ministries

Introduction . . . Seeing What God Sees!

When we see ourselves in our mirrors, do we see what our parents, peers, and others see? Do we see someone who doubts if there is a God? Do we, at times, see someone who knows for sure God could not exist? Or do we see what God sees, a soul created in His image? (Genesis 1 :26) Once we see ourselves as souls created in His image, it answers all our other questions. Do we see a soul capable of loving God, others, and self? Do we see a self who ". . . can do all things through Christ.. . ?" (Philippians 4:13)

Welcome to "A Sense of Self,"

Course I in the Newlife Behavior curriculum series!

Let's look at three people and get an idea of the meaning of A Sense of Self.

First, let's see what David saw when he thought of himself. First Samuel 17:1-58 gives us the story of David and Goliath. David came to the battle as an agent of God. His might was not in his personal appearance or physical power. It was David's heart that would win the battle. Verses 45-46 share what David saw in God, the one who would deliver Goliath to him. David would simply exercise his skill with a sling. He had no sword. David exhibited the attitude described by my friend, Chaplain Perry Barnes, "God and I make a majority."

I refer you to Malcom Gladwell's book, *David and Goliath* for a novel and historical account of how, according to Gladwell, David, the underdog was able to overcome the giant. 1

In our first prison class meeting, inmate Billy said to me, "I am an alcoholic! And you can't help me! I have been in every alcohol treatment program known to man. I get up in the morning needing a drink. I go looking for it. I find it, drink it, and sleep it off. Then I repeat the cycle. I am 65 years old, and I have been this way since I was 14. am an alcoholic, and you cannot help me!"

Billy had no doubt about his addiction, and he stubbornly defended his sense of self. Less than a year later, he quit drinking. He went home to his first wife, Thelma, remarried her, and left his drinking behind. His wife called me one night and said, "I love you! Billy said you helped him quit drinking. I want you to come see us. I want to feed you and hug your neck. You and God have brought my Billy home to us."

I went to see Billy and Thelma. Before I left their residence, they asked me to promise them that I would never quit doing for others what I did for Billy. It is now 36 years later. I am still at work on that promise. As you read your way through these lessons, we hope you do not have the struggles that plagued Billy. Yet, we hope you find what Billy found. In his mirror, the Bible, Billy saw that he was a soul created in God's image and that through Christ, he believed he could conquer his problem and go on to help others. Billy and Thelma had found meaning for their lives.

For the person looking for answers to the Christian point of view based on legal evidence, Lee Strobel's The Case for Christ is a great resource. Strobel's wife's decision to become a Christian motivated him to search the Bible in the same thorough way he would research a law case.² Strobel, a former atheist, was a graduate of Yale Law School. He was an award-winning legal editor of the Chicago Tribune. Strobel's quest was to find credible evidence that Jesus of Nazareth was truly the Son of God. This led him to conduct years of investigative research. One of the end results of his effort was a comment his young daughter made to her mother. After observing the change in her father's behavior, she said to her mother, "If that is what God does to a human being, that is what I want for me."² We hope that is also what you will want for yourself.

We don't know where you stand in your sense of self, belief about God, or whether you even believe in God. We also don't know what concerns you have in life. Perhaps you are in a state of relative satisfaction, or maybe you are in the depths of despair and suffering. If you are hurting and in difficult circumstances, whether they are of your making, or not, take heart. Perhaps the darkness of your despair or the depth of your longing will lead you to see the truths you have never seen before. It has been said, "When it is dark enough, we can see the stars." We hope you will find answers to life's deepest questions and concerns as you work through these lessons. We are praying, not only that your mind will be filled with the piercing truth of God's design for you, but also that your heart may be saturated with His all-encompassing love and comfort.

When you finish reading all these lessons, I hope you will agree that you are of great value to our Creator and to each other. My wish is that you will share with others your story about how you belong to Him. Because we do belong to Him, we can say to our mirror that we are of great value. Since we belong to Him, we can see a new life for us. Finally, may I encourage you to copy Christ's example of going about doing good and helping heal broken hearts. (Acts 10:38) I wish you JOY every day. This comes from putting Jesus first, others second and yourself last. This is a sure formula for finding personal meaning for your life.

I pray that these lessons will help you, our certified instructors worldwide, and others to keep on doing what I promised Billy and Thelma that I would do.

- H. M. Motsinger
Founder,
NLBM & NLBI

Getting the Maximum Benefit from this Material

To gain the maximum benefit from this material, work out a schedule that fits your needs. Follow these guidelines with each lesson.

1. Glance over the subtopics of the lesson.
2. Read the questions at the end of the lesson.
3. Read the lesson quickly.
4. Hold a few key ideas in your mind.
5. Read the lesson a second time while marking or highlighting the key points. Also think how the key ideas relate to you.
6. Where you find the answers to one of the questions, place the number of the question.
7. Write the answers to all ten questions.
8. Write on a card how you will use what you learned to help yourself and others. Carry the card with you for seven days.
9. Share the lesson with at least one person in your family and/or a person beyond your family and close friends.
10. Do good daily and expect nothing but joy in return.

Being a parent and a grandparent, former math teacher, coach, principal, and a few other things, I cannot simply write a book. I need to write a curriculum for you. You will read, but to maximize learning, you must go further. There will be “homework.”

Just remember you are of great value to God, to His church, to those seeking salvation through Jesus Christ, and those “Jonahs” who are running away from God. Finally, keep in mind that the way to success is to forget self and help others get what they need.

HMM

Student Goals

Upon completion of this course, your behavior will reflect to others that:

1. God is concerned about your welfare.
2. You are a person of great value to God.
3. You have found a very important role for Jesus in your heart, soul, and mind.
4. You have a very important role for Jesus in understanding your behavior.
5. God plays a very important role in your thoughts and social relationships.
6. God's word plays a very important role in your family behavior.
7. You use Christian values in meeting your human needs.
8. You use Jesus as a role model to seek an understanding of your feelings.
9. You use Jesus' method of understanding your anger.
10. You use Jesus' method in handling your anger.
11. You think through situations as Jesus did.
12. You exhibit a Christian mental attitude by thinking like Jesus.
13. Jesus is the basis for your decision-making experiences.



NewLife Behavior
Unit 1 Who Am I ?
Lesson 1

"That God Is Concerned About Me?"

By H. M. Motsinger, Ed.D.
(NewLife Behavior English Edition)

"If any person be in Christ, he is a new creature . . ."
(Second Corinthians 5:17)

**Dear Student, Before you start this Lesson, View the following Video:
*Sense of Self - Lesson 1 Behavioral Transformation,
God is Concerned About Me***

<https://www.youtube.com/watch?v=eAmcDTKd2Uw>

Unit 1: Who Am I?
Lesson 1

RESPONSE SHEET

Dear Student,

We have found that thoughtful *written* responses greatly enhance students' understanding of this course material. Therefore, we encourage you to use this Response Sheet as an aid in the study of this lesson.

Before You Start

Before you start this lesson, on the lines below, please write three or four sentences describing what you think God feels about you as an individual. Then, refer back to these sentences when you finish the lesson. Compare what your final thoughts are with your pre-reading thoughts.





Unit 1: Who Am I? Lesson 1



That God is Concerned About Me?

We recommend that you read this entire lesson through at least once without looking up Bible references. Finally, go back for a more in depth study looking up all scriptures – before attempting to complete the Study Questions.

I. Introduction

Remember:

“In God’s mind, we are worth His only Son. God so loved the world that he gave His only Son, that whoever believes in Him shall not perish but have eternal life.” (John 3:16) So, God created mankind in His own image, in the image of God he created them: Male and female he created them” (Genesis 1:27). “God is spirit, and his worshipers must worship in spirit and in truth” (John 4:24). “And so, we know and rely on the love God has for us. God is love. Whoever lives in love lives in God, and God in them” (First John 4:16). “I am Thine, O Lord” (a song written by Fannie J. Crosby [blind] and William Donne).

II. God’s Love

There are times when we all ask, “**Is God concerned about me?**” It usually happens at the death of a loved one, failure in school, or divorce. Sometimes circumstances beyond our control bring us great heartache or trouble. Other times we bring pain upon ourselves by our own actions, decisions or mistakes. Either way, at such times we have a tendency to put ourselves down. We do not like ourselves and begin to think others do not like us either. We may even feel God has turned His back on us.

Do not be deceived for a moment! God loves us completely – see John 3:16 above. Also, in Luke 15, we see that God hates the sin but loves the sinner. God loves to rejoice when even one sinner repents and is reconciled to Him and to the family of believers (Luke 15:7). Luke 15 is especially good for those of us who have taken our eyes off God and wandered off into trouble that we could not handle. God even loves those of us who leave, waste blessings on ourselves and come home begging

*The Christian follows
Christ, the embodiment
of God, and find love.*

*The Atheist shuns
faith-based ideas &
has no hope.*

when we cannot handle our problems. God even gave His only Son to reconcile us to Him. We are truly of great value to our heavenly Father. See John 3:16 and Philippians 2:2-8.

Every person is free to decide whether he or she believes that God is concerned about him or her. Your answer to the question, “Who am I that God is concerned about me?” depends upon your point of view. And our point of view develops from what we feel, think and decide. See Philippians 2:5 and Proverbs 23:7.



Corey Wilson, an Oklahoma University wide receiver, received an injury that paralyzed him from the waist down. He was restricted to a wheelchair. Now a school coach, he wrote “...I want to be out there, but then I remember that I am not a player anymore...that is a hard thing to let go.”¹ He found it hard to change his sense of self. This lesson will explore three commonly held beliefs or points of

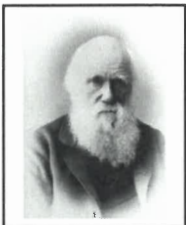
view about the nature of man and the existence and nature of God. Knowing them will help us see our true selves.

A world view is one’s belief system or personal philosophy. Your world view tells you what you believe about who created everything, how to tell right from wrong, and answers the question of “Why am I here?” Steven Meyers, in his video series, True U Lesson 2: Big Bang Cosmology, Part I-The Finite Universe, teaches that different beliefs have different creators (called Prime Reality) of matter and humanity. To the atheist, matter (materialism) would be his Prime Reality, to the theist (a personal God), to the deist (a personal, but remote God), and to the pantheist (an impersonal God).

1. Atheistic Point of View:

There is no God to be concerned about me or any of us. Atheism is simply a rejection of the assertion that there is a God.

The atheist declares that, based on the physical evidence of sight, hearing, touch, taste and smell, there is no God. Therefore, he believes the Bible is a fake and there are no moral standards or sin. The atheist feels there is no need for forgiveness, no need for a Savior, and no need for God’s love – because there is no God anyway. The atheist believes that science will eventually answer the questions of our origin, purpose, and destination. Colossians 2:8-13 and First Corinthians 3:19-20 negate the atheist’s theory.



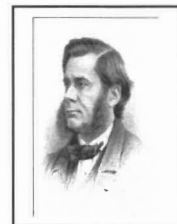
Charles Darwin, in 1837, at age 28, made this entry in his notebook: “One species does change into another.” He was fascinated by the study of how plants and animals evolved. Yet in his book, The Origin of Species, Darwin does not include the evolution of man². He is described by George Levin of Rutgers University as a modest, honest, and kindhearted person³. Darwin was born in 1809 in England. His father and grandfather were well respected physicians. Darwin started medical school but quit. He later earned a degree in

theology from Cambridge University⁴ (1831). While Darwin's work was highly regarded, it was also highly criticized, especially by church leaders as well as by some scientists. Jean Louis Rodolphe Agassiz wrote: "The world has risen some way or another. How it originated is the great question, and Darwin's theory, like all other attempts to explain the origin of life, is thus merely conjectural. I believe he has not even made the best conjecture possible on the present state of our knowledge."⁵ Within Darwin's idea of "Natural Selection" he did not believe God was the cause of the natural selection. He speaks of the Creator, but states that the idea of a "Creator did not work for him." He preferred to give credit to the "Laws of Science" as the cause of the origin and development of plants and animals⁶. Darwin relied on other "authors of the highest eminence."⁷ This would give his views credence with people in general as well as other scientists and some church leaders. Darwin writes optimistically in his prophecy as to the effect of natural selection. He closes his book with, "And as natural selection works solely by and for the good of each being, all corporeal and mental endowments will tend to progress towards perfection." My question to Darwin is, "Sir, what about all the deformed people and animals? Did natural selection work to their good?"

His last words were as follows: "There is grandeur in this view of life, with its several powers, having been originally breathed into a few forms or into one; and that whilst this planet has gone cycling on according to the fixed law of gravity, from so simple a beginning endless forms most beautiful and most wonderful have been and are being, evolved."⁸ This leads me to ask, "Sir, who breathed life into a few forms or into one?" and, "Who created gravity?"

Charles Darwin's greatest argument for evolution and against the Biblical view was the following: "It may be said that natural selection is daily and hourly scrutinizing throughout the world, every variation, even the slightest; rejecting that which is bad, preserving and adding up all that is good; silently and insensibly working, whenever and wherever opportunity offers, at the improvement of each organic being in relation to its organic and inorganic condition of life. We see nothing of these slow changes in progress, until the hand of time has marked the long lapse of ages, and then so imperfect is our view into long past geological ages, that we only see that the forms of life are now different from what they formerly were."⁹ Again, I would ask, "Sir, who set up the Natural Selection Plan?"

Thomas Henry Huxley, writing a review of *Origin of Species* in the Westminster Review 1860, paid high tributes to Darwin's work, but also wrote, "After much consideration, and with assuredly no bias against Mr. Darwin's views, it is our clear conviction that, as the evidence stands, it is not absolutely proven that a group of animals, having all the characters by species exhibited by species in Nature, have ever been originated by selection, whether artificial or natural."¹⁰



Walt Whitman (1819 - 1892) writes in Notes Left Over (1892) the following about the theory of Evolution: "Nevertheless the problems of origins, human and others, is not the least whit nearer its solution. In due time the Evolution theory will have to abate its vehemence, cannot be allowed to dominate everything else, and will have to take its place as a segment of the circle, the cluster-as but one of many theories, many thoughts, or profound value-and re-

adjusting and differentiating much, yet leaving the divine secrets just as inexplicable and unreachable as before-maybe more so.”¹¹

To Darwin all life is related, species change over time in response to natural selection and new forms replace previous ones. Therefore, the atheist states that our minds are not spiritual, but biological. James 1:5 disputes this. An atheist would claim that our minds are to use “scientific truth” to survive and to meet our physical and emotional needs, with pleasure and animalistic drives as our most important goals. But, I would want to know: “Who determines scientific truth?” Thus, the atheist claims there is no God to be concerned about him or anyone else. If the atheist is correct, we are just animals. When we die, that’s it! But I refer you to these words from the Bible: Psalms 14:1, Proverbs 12:15, and Colossians 2:8-10.

Over the years since Darwin wrote The Origin of Species there have been many divergent points of view as to how science and religion differ. Jay Richards puts much of the blame on the Darwin followers because they so strongly want their views accepted.

Richards shares at least six ways evolution is commonly used: (1) Change over time, (2) Change in the frequencies of alleles in the gene pool of a population, (3) Limited common descent, (4) Limited common descent with modification, (5) Universal common descent, and (6) Blind Watchmaker’s thesis.¹² Richards continued in the point of view which I hold would be termed simply “theism.” According to Richards, this view can be described as “...a transcendent, all powerful, perfectly good, personal God created the world.” Example, “Nihilo-from nothing- and continues to conserve and interact in and with it. Traditional Judaism, Christianity and Islam are theists.”¹³

Richards gives three reasons Darwinism remains popular after 118 years.

- *“It has enormous status as an elite and increasingly pop culture icon. It is easy and requires little knowledge.”*
- *It is the “creation story of atheism.” It enables atheism to function as the normal stance of science. It gave birth to the pseudo discipline of “evolutionary psychology.”*
- *The Darwinist protects his atheist materialist or fellow traveler’s beliefs from falsification by confusing “Darwinism” with “evolution.”*¹⁴

The atheistic outlook reads as follows: No God, No Creator, No Christ, No rules, No right or wrong. No eternal penalties, No forgiveness needed, No heaven or afterlife, and I can decide. In essence, atheism is based on faith in chance.

2. Agnostic Point of View: I am not sure there is a God to be concerned about us.”

The term agnostic is from the Greek “agnostos” which means “not knowing.” Thomas Huxley, English naturalist and agnostic, first used the term about 1859. The agnostic is a skeptic, a doubter, a “free thinker” and bases his theory on “can you prove it?” They say that no one really knows if God exists and that it is impossible to know. First Corinthians 1:18-25, First Corinthians 3:19, Psalm 46:10 and Romans 1:20 soundly dispute this. I would ask, “Mr. Agnostic, how can you see the beauty of creation all around you and how they have their time to sprout, beautify and then die, and yet deny that there is a creator?”



Thomas Huxley was nicknamed “Bulldog.” He and Darwin did not always agree. Huxley’s position can be stated as, “Agnosticism, in fact is not a creed, but a method, the essence of which lies in the rigorous application of a single principle...the fundamental axiom of modern science. In matters of the intellect, follow your reasoning as far as it will take you, without regard to any other consideration...in matters of the intellect, do not pretend that conclusions are not demonstrated or demonstrable”¹⁵

Darwin was a field naturalist (one who studies nature by direct observation of animals and plants, according to Webster Dictionary). Huxley was an anatomist (who dissects animals or plants in detail, according to Webster). Huxley was a scientist who trusted what he could see. His position on Natural Selection was agnostic; yet he gave no credence to any other theory. Being a man of public influence, Huxley wanted the Bible taught in schools because of “its support of moral teaching and superb use of language relevant to English life.”

He was opposed to state support for religious or denominational schools.¹⁶

[[http://en.wikipedia.org/Wikipedia/Thomas Henry-Huckley](http://en.wikipedia.org/Wikipedia/Thomas_Henry_Huxley)]

One could say, “Anything goes” or “Whatever the gang thinks – live, drink, and be merry for tomorrow we die.” These are the cornerstones of the agnostic philosophy. Read Romans 14:17 and Proverbs 11:3-5. Both deny this view.

Sir David Attenborough, the celebrated English musician, claims to be an agnostic, not an atheist.¹⁷ His parents and brother were non-believers. David lived recklessly in youth. But as he aged, he told how he wished his parents and he had a solid belief. Family members were lost in disasters. He stated that if he had a Christian belief, it would be easier to handle bereavement. He could live with hope and a future.

The agnostic says there are no concrete answers for man’s origin, purpose and destination, and that each is his/her own guide. He doubts that there is a God and that even if there is...Why should God be concerned about mankind? If the agnostic is right, man is just another statistic. We go the way the wind blows or as the majority votes. He might believe and be lucky. But he is never sure what to do.

Passages like Jeremiah 10:23, Proverbs 14:12, Proverbs 20:24-25 and First Corinthians 1:18-25 provide invaluable insight and show how this theory contradicts the Bible. The agnostic outlook is: Maybe there is a God, what do you think? Maybe a Creator, what do you think? Maybe a

Christ, what do you think? Maybe a heaven/hell? We can make the rules. We can decide the penalties. We can decide who is forgiven.

3. *The Christian Point of View.* There is a loving

God who is concerned about us.

The Christian point of view is based on faith, substantiated hope and love, just as a human child accepts his/her parents and older siblings based on faith. The following scriptures clearly support this view. The Christian is called to a higher lifestyle than the atheist and agnostic. God's love for us causes Him to be concerned about us. In fact, He sent his only Son to show us how to get back to Him. Read and study the following:

First Corinthians 2:6-16; 13:1-13	Romans 1:16 & 8:0-14
Malachi 2:10;	Ephesians 5:15-21
Acts 2:17 -18, 38	John 1:10, 14-27
John 3:16	John 11:22-27, 14-1-4
Genesis 1:26-27 & 2:7-8	Galatians 5:16 & 6:8
First John 4	

Stephen Meyer¹⁸, professor and a proponent of "intelligent design hypothesis," pulled a stunt on his university students with a combination lock to show them that chance alone is not a good explanation for the origin of the information present in DNA. No student was able to guess the 3-part combination of the lock. When one student did open it, the others believed he got his information from Meyer. They felt no one could find the answer by chance. While it was possible, the students taught themselves the unlikelihood of the world coming into being by chance.



The false doctrine of "evolution" causes people to exchange "the truth of God for the lie" and worship and serve "the creature rather than the Creator" (Romans 1:25). There is no scientific fact to prove evolution, and it contradicts Scripture and scientific facts. "Evolution" cannot account for: amazing design and detail; a human's emotional heart; cell DNA; faith and hope; an eternal soul; or life itself. It substitutes primordial good for God, survival of the fittest, mercy and outer comparisons for inner connections.

John T. Polk II¹⁹ wrote in his blog (October 10, 2017) of Jesus as God in the creation: "You, LORD, in the Beginning laid the foundation of the earth, and the heavens are the work of Your hands." (Hebrews 1:10, NKJV) The false doctrine of evolution "tries to account for creation without God. Without any scientific fact to support it, it assumes matter always existed; after a chaotic "band," order developed; the guiding "god" was billions of years of time; humans came from animals." Did I miss anything: the Bible points to scientific fact: matter had a beginning. God designed the order in creation; He created within a week; humans are specially made. Did you miss anything? Of Christ, it is said: "All things were created through Him and for Him. And He is before all things, and in Him all things consist." (Colossians 1:16-17 NKJV)



Creation Ministries publishes a newsletter that supports the Biblical record of the creation of the earth and all its inhabitants. Frank Luke's article shares what Flavius Josephus, the first century Jewish historian, believed. Mr. Luke quotes Josephus, "After explaining his (Josephus') methodology, Josephus launches into the creation account. He quickly established that he considered Moses' account to be literal. And this was indeed the first day and in just six days the world and all that is therein was created.²⁰ By faith in God's Word, we know the answers to our origin, purpose, and destination. See Table 1-1. Atheists ask Christians to have faith in their knowledge/faith. God asks us to have faith in His Son. See Matthew 17:5 and Luke 10:16. To learn more on the Christian point of view, read: Ecclesiastes 12:13-14, Psalm 8:6-9 & 139:14, Matthew 25: 1-46, Proverbs 23:7 (KJV), John 14:1-31, and Romans 8:28. Our behavior is a product of thinking and feelings (Proverbs 23:7). Consider Genesis 3:6, Psalm 10:-4, Matthew 15:16-20, Mark 7:21-23, James 1:14, Philippians 2:5, Galatians 2:20 and Romans 7:25 in support of this concept. Trust and obey the Lord for there is no other way to find peace, joy, freedom and happiness. I follow the Christian point of view. To me, each of us is a spirit created by God in His image. (Genesis 1:26) Each can say, "I can do all things through Christ." (Philippians 4:13) The route to happiness is through **JOY**...

Jesus first...

Others second, and...

Yourself last!

The road to happiness is to "love your enemies, bless them that curse you, do good to them that hate you and pray for those who spitefully use you and persecute you" (Matthew 5:44). Copy Jesus' behavior and go about doing good. (Acts 10:38) The path to peace of mind is believing "All things work together for good for those who love the Lord and are called according to His purpose." (Romans 8:28)



One of the most interesting ideas to challenge the theory of evolution is that of Intelligent Design (ID). Even though ID did not use the Bible or the "Christian Point of View" in its challenge, many atheistic scientists state that they did. They do so to challenge the scientific credibility of the ID movement. ID based their ideas on information related to the DNA structure brought to light by James Watson and Francis Crick in 1953.²¹

Stephen C. Meyers, one of the defenders of ID, noted that, "From ancient times, observers of living organisms had noted that living things displayed organized structures that gave the appearance of having been deliberately arranged or designed for a purpose..." But this idea was strongly resisted by atheists. To accept this would mean the strong possibility of God being the designer. Even Watson and Crick agreed that life evolved rather than admit it was

designed. Being forced to agree that living things seemed to be designed for a purpose, they promoted the idea that the design idea was an illusion.

As the understanding of DNA increased, the belief was that DNA, the molecule of heredity, stored the information for building proteins.²² In 1985, Meyer attended a conference in Dallas, Texas on the topics of the origin of the universe, the origin of life, and the nature of human consciousness.²³ He learned that many of the most respected scientists did not have answers to these questions. This was a turning point in Meyer's career. Due to a depression in the oil and gas industry, he was laid off from his job. So, he went to Cambridge University in London to find answers.²⁴

For Meyer, the key question was to find the answer to the origin of the genetic information in DNA. By 2005, Meyer had become a defender of Intelligent Design.²⁵

In his book Signature in the Cell, he wrote about a TV interview on MSNBC, wherein the director wanted to trick Meyer into admitting ID was a religion. This would allow the director to accuse Meyer and other ID leaders of fraud.

Meyer also explained in the book: "As a Christian, I've never made a secret about my belief in God or even why I think theism makes more sense of the totality of human experience than any other worldview. It also leads to the belief that life was designed by a conscious and intelligent being, a purposive agent with a mind."²⁶ His posture is that ID is not a religion. He writes religions have an institutionalized form of worship, beliefs, structure, observance, ceremonial function, clergy, etc.²⁷ He goes on to say that ID does have implications for religion, such as answering the question, "What caused life and/or the universe to come into existence?"²⁸ See Romans 11:34 and First Corinthians 2:16. It is comforting to have top ranking scientists who are willing to do their research and then stand up for their beliefs.

Truth is truth, wherever found. See John 8:32, 14:6; Ephesians 4:15; First Peter 3:15. True Science and true Christianity never contradict one another. When science and the Bible do not seem to agree, we are either misinterpreting science, misinterpreting the Bible, or both. There are many evidences that objective and intelligent individuals can use to validate the Christian point of view. After all is considered, belief rests on faith. True science is the friend of the Christian and enemy of the atheist. True science leads people to Christ. False science like evolution leads them away. See Second Timothy 4:3-4.



Michael Houts quoted the following statement from the January 9, 1997 copy of The New York Review entitled "Billions and Billions of Demons." Author and evolutionist, Richard Lewontin, writes, "We take the side of science in spite of the patent absurdity of some of its construct, in spite of its failure to fulfill many of its extravagant promises of health and life, in spite of the tolerance of the scientific community for unsubstantiated just-so stories, because we have a prior commitment to materialism. Moreover, that materialism (non-spiritualism) is an absolute for we cannot allow a divine foot in the door"²⁹ (Apologetic Press, Montgomery, Alabama, Michael G. Houts).

However, after examining the evidence, many find that it is more reasonable to believe that there is a Designer of the Universe than to believe it is a product of a series of statistically impossible, perfectly executed accidents. There are many examples in nature that defy an explanation short of design – and a Designer. The more complex something is, the less likely it can be explained by chance happenings. The design seen in all living things challenges any attempt to relegate all we see to chance. The planning evident all around us is a testimony to the greatness of God.

The following is an example taken from the “Dandy Designs” feature of John Clayton’s magazine, “Does God Exist?” Researchers at the University of Arizona in Tucson have reported that there is a lizard called “Yarrow’s Spiny Lizard” which has a canteen supplied to it when it is born. The Yarrow’s Lizard is unusual in many respects. It bears live young, which have a sac inside their bodies which holds water. The amount of water is large – sometimes 10% of the newborn’s weight. The advantage of this built-in water supply is obvious. In the desert, dehydration is a major problem: a lizard with a water supply has a much greater chance of survival than one without such provision. A month after birth, the sac shrivels up and becomes a vestigial organ. This lets the adult lizard move quickly and efficiently.³⁰

From the late 1800s through the present day, scientific evidence against the idea of spontaneous generation has accumulated at a tremendous rate. Intense efforts in biological research have since shown that the simplest life form is still vastly more complex than anything humans have ever been able to create. Even given the world’s brightest PhD’s incredibly sophisticated laboratories and virtually unlimited funding, no one has come close to making life from non-life.

Yes! God is Alive and Well!

Yes! God is Concerned about us!

Yes! You are a soul created in His Image. Genesis 1:26-27



We recommend that you take the third choice, the Christian point of view. You will live a more positive lifestyle and be heirs of a great promise and joint heirs with Christ (Romans 8:16-17). The atheistic point of view has done much harm to society. Humans are considered to be of no more value than animals. If one sees himself as no more than an animal, he tends to act like an animal without regard for others.

Atheism held the official position in the former Soviet society for years. Force and power were used to stamp out faith. But the atheistic view crumbled because it lacked substance. In the late 1990s and early 2000s, we saw the Russian people making their way back to churches. Many were young adults with children. With Communism and atheism declining, families were looking for spirituality, security, and a life with “meaning.”

By 2010, we saw new laws prohibiting parents and church leaders from teaching you the Bible as a way of life. Laws were enacted that made it difficult for foreign missionaries to obtain visas. Those who did get them had shorter time spans before having to leave Russia to renew them. This made it expensive and troublesome. Many gave up, quit that phase of the ministry, or went to other countries. NewLife Behavior International was encouraged to translate our lessons into Russian, both for ease of reading for the Russians, and to leave behind the lessons in case our trainers – for whatever reason - found it necessary to leave Russia.

Sometimes builders are sued because they use inferior materials which causes their buildings to collapse. The buildings looked good from the outside, but when stresses came, they collapsed. A society built on atheism is like that. It may look good and sound on the exterior, but there is no substance to it.

In the early 2000s while in Ukraine, I saw what looked like a tall 8-10 story brick building. As I walked up closer to the building, I noticed that the side of the building was simply a canvas painted as if it were a brick wall. It looked great but there was no "substance to it."

It is built on sand instead of rock (Matthew 7:24-25). We see this in the behavior of our celebrity, political, business, and even religious leaders who leave God out of their lifestyle or use Him as a selfish tool.

God could have made us like puppets and caused us to automatically obey Him. Instead, He designed us to be free to think and choose our destiny.

As someone has said, "God gave us freedom with a capable mind while He protected the animals with instinct." This suggests that God took a gamble on the human creation, and allowed us to have the power to love, trust and obey Him, or...selfishly abuse the power that He created within us. History shows both. Here is further evidence that God is concerned about us...

- He created us (Genesis 1:26-27)
- He wants us to have abundant life (John 10:10). [This will be covered more in Unit 2, Lesson 3]
- He wants us to carry out a great and noble purpose (Matthew 28:19-20; Colossians 1:10-12)
- He has a home for us (John 14:1-4; Romans 6:23)
- HE sent His Son to show us how to live here and find our way back to Him.
- He bought and paid for us (Acts 20:28; Colossians 1:20; Hebrews 9:12; First Peter 1:18-21) not to use, misuse and abuse us, but to set us free (John 8:32).
- He gave us the Bible, Christ, and the Holy Spirit to keep us close and guide us home to heaven.

I find it takes more faith to be an atheist than a Christian. As an atheist, I am forced to place my faith in imperfect fellow humans, even the most intelligent ones. Intellectual atheists keep coming up with new ideas that find fault with old ones. When will they get it right? To be a Christian, it requires me to put my faith in just one living and loving God, the Creator of the Universe.

Outlook: by Faith I know

God exists

He created me in His image (Genesis 1:26-28)

God is love (First John 4:16)

Christ came to die for us

There is a heaven and hell

Through love and devotion, we follow Jesus

All things work for good (Romans 8:28)

Through Christ, my life has meaning (Second Corinthians 5:20)



As Christians, we may not know what the future holds, but we know who holds the future. If God holds the future, then we are comforted and reassured that He also holds the past and the present. This is very comforting and reassuring. We know who we are. We are His creation, His children, and His treasure. In the words of German theologian, Dietrich Bonhoeffer, an enemy of Adolph Hitler, "I am Thine!" (See the poem, "Who Am I?" at the end of this lesson). Bonhoeffer wrote this shortly before being hanged at dawn by the Nazi police force at the Flossenburg Concentration Camp, April 8, 1945.³¹

Watching a movie or video for the second time, we may be stressed during the conflict, but not as much as when we saw that movie the first time. With the second viewing, we know the outcome! We can face life this way, knowing that Christ has already won the victory and God has a home ready for us. But in the end, God has left the choice to us.

We are free to choose. In Luke 15, we see a father allowing his son to have his inheritance before earning it (Grace). He allowed his son to leave and use the money as he wished. (Freedom). The son left, wasted the money, learned from it, repented, returned to his father, and his father forgave him (Grace). This is the kind of God in whom I want to place my faith. You can also. The key to the Luke 15 parable is like Alfred Adler's theory of seeking power over or freedom from his brother. Or Sigmund Freud's theory of a young man seeking pleasure. Or Viktor Frankl's view of a "meaningful" life as giving up self and focusing on helping others. Frankl gave up his freedom to come to America and work on his book rather than stay in Germany and risk the horrors of Hitler. Frankl gave up the opportunity to escape Hitler so that he could be near his family, especially his elderly parents, as they faced the risk of death under the Nazi's regime.

Later, Frankl earned success with his book and theory of Logo-therapy. What he did was ask himself where did his responsibility lie? He decided to stay with his family. After his arrest, he never saw any of his family again. For three years, he gave up on writing and chose to help others. "Don't aim at success - the more you aim at it and make it a target, the more you are going to miss it."

Later, Frankl wrote that "...man is by no means merely a product of heredity and environment. There is a third element: decision. Man must ultimately decide for himself."³² Summing up Frankl's meaning, he wrote, "The meaning of life is to help others to find the meaning of theirs."³³ This sounds like what Jesus taught in John 10:10-15. He stated, "I came

that you might have life and have it to the full.” I also refer you to these scriptures: Matthew 15:34-40; Proverbs 8:35; Matthew 6:25-34; Luke 12:15-23.

4. Conclusion

Dietrich Bonhoeffer was encouraged to not return to Germany from America to avoid punishment by the Nazis should he be captured. He refused. He wanted to be in Germany and in the resistance rather than the safety of the USA. This would only be fair to his fellows fighting against Hitler. To stay in the US and let his friends face Hitler alone, would be like Jesus leaving the disciples to face the Sanhedrin and cross alone. Being a prayerful and Bible-oriented person, Dietrich found in Isaiah 8:16 (“The one who believes does not flee”) the message he needed to take him back to Germany. To return to Germany meant to trust the Lord.³⁴

Bonhoeffer returned to his homeland, was arrested, put in prison and was hanged on April 9, 1945. The camp doctor did not know that he was preparing Bonhoeffer for execution until sometime later. He wrote the following: “I was moved by the way this lovable man prayed, so devout and so certain that God heard his prayer. At the place of his execution, he again said a short prayer and then climbed the steps to the gallows, brave and composed. His death ensued after a few seconds. In the almost fifty years that I worked as a doctor, I have hardly ever seen a man die so entirely submissive to the will of God.”³⁵

Two weeks later, Allies marched into the prison and shut it down. In one more week, Hitler had committed suicide and the war was over.³⁶

- The Atheistic outlook puts us against God and leaves us with no resources.
- The Agnostic outlook puts us against God and leaves us with only our peers as our resources.
- The Christian outlook puts us in a position of power via submission. We have the power of God, The Father, The Son, and the Holy Spirit. Only in Christ do we have love, care, and personal significance.

I refer you to the following poem entitled, Who Am I? (See following page)

Who Am I?

BY DIETRICH BONHOEFFER

Who am I? They often tell me
I stepped from my cell's confinement
Calmly, cheerfully, firmly,
Like a squire from his country house,
Who am I? They often tell me
I used to speak to my warders
Freely and friendly and clearly,
As though it were mine to command.
Who am I? They also tell me
I bore the days of misfortune
Equally, smilingly, proudly
Like one accustomed to win.

Am I then really that which other men tell of?
Or am I only what I myself know of myself?
Restless and longing and sick, like a bird in a cage,
Struggling for breath, as though hands were compressing my throat,
Yearning for colors, for flowers, for the voices of birds,
Thirsting for words of kindness, for neighborliness,
Tossing in expectations of great events,
Powerlessly trembling for friends at thinking, at making,
Faint and ready to say farewell to it all?

Who am I? This or the other?
Am I one person today and tomorrow another?
Am I both at once a hypocrite before others?
An before myself a contemptibly woebegone weakling
Or is something within me still like a beaten army,
Fleeing in disorder from victory already achieved?
Who am I? They mock me, those lonely questions of mine.
Whoever I am, Thou knowest O God, I am Thine!³⁷

NewLife Behavior • Unit 1 Who Am I? • Lesson 1



• • • STUDY QUESTIONS • • •

Name _____ Date _____

Address _____

1. For answers, the atheist goes to
 - (a) Science
 - (b) Scientific history
 - (c) Biology
 - (d) The Bible
2. For answers, the agnostic goes to
 - (a) The scientific majority vote
 - (b) Physics
 - (c) History
 - (d) The Bible
3. For answers, the Christian goes to
 - (a) science
 - (b) The Bible
 - (c) history
 - (d) Rome
4. The atheist says our minds are
 - (a) Spiritual
 - (b) All answers
 - (c) Biological
 - (d) Still developing
6. The Christian says we are heirs with
 - (a) Christ
 - (b) Holy Spirit
 - (c) Paul
 - (d) God
7. The atheist says there is/are no
 - (a) Hope for all mankind
 - (b) Right answers
 - (c) One correct way to live
 - (d) God
8. The agnostic says morals are determined by the
 - (a) Dictator
 - (b) Each person
 - (c) Patriarch
 - (d) View of your closest friend
9. The Christian bases his point of view on
 - (a) Faith, hope and truth
 - (b) Doctrine, truth and love
 - (c) Faith, hope and love
 - (d) Justice, faith and hope
10. The route to JOY is through Jesus first, others second and last...
 - (a) Knowledge
 - (b) Yielding
 - (c) You
 - (d) Truth

Discussion Questions...

1. Share your reaction to this statement by Haley Taylor Schlitz. "The term finding yourself is completely inaccurate. You don't walk down the street and find a shell of yourself to jump into. You build yourself and your path." (www.ParkCities.com)
2. Why is it difficult for some people to accept who they are?
3. How can I help an atheist who thinks nobody cares?
4. How can I teach an agnostic to be a Christian?
5. How can I teach people to feel better about themselves?
6. What does an atheist believe?
7. What do atheists live for?
8. How can we help someone with a different belief?
9. What does one say to a young and dedicated Christian whose Christian parents were killed in a car wreck, when the driver of the other car was intoxicated above the legal limit?
10. How would you answer this lady who brings you the following situation? "I am a Christian wife and mother of school age children. My husband and I teach our children to accept the Bible as being true and inspired by God. My minister is a great preacher and is loved by all our church members. I recently learned that he does not believe that all the Bible, especially the creation story, is true. While we were discussing my concerns, he offered me a paying job helping him write curriculum for children. How would you advise this lady to respond to her preacher?"
11. Submit one question to your instructor that you would like to hear discussed.

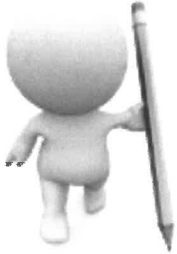
Reflection...

Now that you have finished this lesson, write a few sentences in the space below describing what you have learned.



Applying the Lesson...

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or study mate.



Video Questions for Lesson 1

View Video #1 and Answer the following Questions:

1. Which world view holds to these ideas?
 - There is no God, therefore there is no sin.
 - Science will answer all of our questions.
 - Faith in "Chance" as the designer.

___ a. Atheist ___ b. Agnostic. ___ c. Christian ___ d. Pantheism
2. ___ was the first person to use the term "Agnostic."
___ a. Charles Darwin. ___ b. Thomas Huxley. ___ c. Stephen Meyers ___ d. Mike Houts
3. The Christian World View holds that:
___ a. Faith in God as the creator of the world
___ b. God is concerned about us
___ c. That a designer created everything
___ d. All the above
4. Evolution does not account for
___ a. The design and details of humans, animals, plants, etc.
___ b. Human's emotional feelings
___ c. Cell DNA
___ d. All of the above
5. *The Origin of Species* was authored by:
___ a. Stephen C. Meyers
___ b. Thomas Huxley
___ c. Charles Darwin
___ d. Micheal Houts



NewLife Behavior

Unit 1 Who Am I ?

Lesson 2

"A Person of Great Value?"

By H. M. Motsinger, Ed.D.

(NewLife Behavior English Edition)

"If any person be in Christ, he is a new creature . . ."

(2 Corinthians 5:17)

Dear Student, Before you start this Lesson, View the following Video:

Sense of Self - Lesson 2 I am of Great Value

<https://www.youtube.com/watch?v=zWTorYqDqH0>

NewLife Behavior • Unit 1 Who Am I • Lesson 2

RESPONSE SHEET

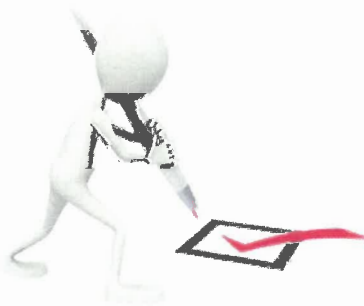
Dear Student,

We have found that thoughtful *written* responses greatly enhance students' understanding of this course material. Therefore, we encourage you to use this Response Sheet as an aid in the study of this lesson.

Before You Start

Before you start this lesson, on the lines below, please write three or four sentences describing what you think God feels about you as an individual. Then, refer back to these sentences when you finish the lesson. Compare what your final thoughts are with your pre-reading thoughts.





Unit 1: Who Am I? Lesson 2



“I am a Person of Great Value?”

We recommend that you read this entire lesson through at least once without looking up any of the scripture references. Finally, go back for a more in-depth study – looking up all the scriptures - before you attempt to complete the Study Questions.

Remember: God's love, not my performance, makes me of great value.
Key Verse: So God created man in His own image, in the image of God He created him;
male and female He created them. ~ Genesis 1:27

*You Are
Valuable*

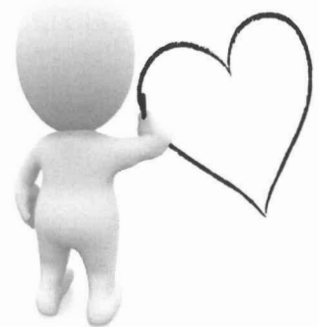
Speak Kindly

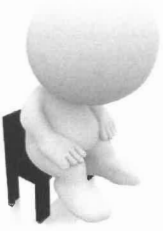
*God Made No
Junk*

1. Introduction

The message of Luke 15 is that every person is valuable. Through the parables of the lost coin, lost sheep and lost son, Jesus taught that any and all efforts are not too great to restore one lost soul. The shepherd left the 99 “safe” sheep to find the lost one. God loves each of us as if we were His only child.

We are valuable because every soul is created in God's image (Genesis 1:26-27; 2:7).





“We are of great value because we are the vessel in which Jesus lives.”

~ John Hill

Perhaps as a child we might have thought that God has a physical head, eyes, mouth, legs, arms, etc., because that is how we look physically. We may have reasoned that it was something similar to the way we may look . . . like our earthly dads by having the same hair color, same facial features, and so forth.

But as we matured, we realized that being in God's image is not a physical image, but a spiritual image, and that we are much more than a physical body – we are a spirit in a physical body. It is this spirit that is in God's image.

The longing that is within man for someone or something greater than himself is what some call the “God-shaped vacuum.” This vacuum can only be filled with Him. This is our very core, the part of us that is indestructible, living forever.

Our son, Charles, at age 16, asked if he could have a motorcycle. Our answer was, “No son, you are too valuable to us to risk you having an accident, maybe even a fatal accident. Charles never asked again for even a motor bike. Over the years he has become even more valuable than we could ever expect. (First Corinthians 12:20-26)

“There is a God-shaped vacuum in every heart”

- Blaise Pascal

In the movie classic It's a Wonderful Life, George Bailey, the main character and played by James Stewart, did not know his true value. Then an angel showed up and gave him a tour of his town as if he had never lived. The town without George was a terrible place. If you have not seen this movie, please put it on your to do list.

But some may warn that we are not to think too highly of ourselves (Romans 12:3; First Corinthians 4:6; Second Corinthians 3:5; Galatians 6:3; James 2:1-6; 10-17). Think about it this way. . . If we are not to think more of ourselves than we ought to, that means that we should think as highly of ourselves as we ought to.

While we are not to become puffed up with our own importance in a prideful way, neither are we to consider ourselves as mere protoplasm or cosmic junk.

We are valuable as unique creations of God, planned by Him before the world was created and made to glorify Him! (Psalm 139:1-24)

In this lesson we will learn of God's great love for us and we will see how He has given us a noble lineage, a spiritual mind, a loving purpose and a heavenly destination.

II. Reasons for Our Great Value

A. God's Love and His adoption of us (Ephesians 1:4-6)

God's love makes us of great value to Him and increases the price He paid for us (John 3:16; Acts 20:28; Romans 5:8). Mankind is the greatest of all God's creation and He loved us so much that He made us in His image and likeness (Genesis 1:26-27; First Corinthians 2:14-16).

Although we were disobedient, God forgave us because of His deep and abiding love.

~ Ephesians 2:4-9

Great and abiding love leads to great value. Little love leads to little value.

B. We Have God's Image Stamped on Us

It is our spirit that is made in God's image. (Genesis 1:26-27, 2:7-8; Isaiah 43:6-7; and John 4:24) A Christian's behavior tells others he wears Christ's image.

The human brain is a marvel of creation, controlling all parts of the physical body, and is far more intricate and complicated than the most sophisticated computer. However, it is our spirit through which Christ lives. (Philippians 2:5; Galatians 2:20; Ephesians 4:23-24; Hebrews 6:6) John Ortberg uses four circles to describe the soul. An inner circle is where the will to choose resides. The next circle out is where the mind houses our thoughts and feelings. The third circle out is our bodies, which has our habits and appetites. The outside circle is the soul which integrates the will, the mind, and body. The soul possesses the ability to reason, to decide, and to feel sad or glad. It includes our mind, our will, our emotions, and our intellect.¹

Beyond all of this is our spirit - in an infinite dimension. Therefore, it is very important that we worship God in truth and spirit. (John 4:24; Isaiah 41:10-13)

The soul possesses the ability to reason, to decide, and to feel. It includes our mind, our will, our emotions, and our intellect. The body has the five physical senses. Beyond all of this is our spirit – in an infinite dimension.

Figure 2-1 (below) makes sense to people who understand that the body, being physical, is the most restricted or confined dimension. The body is the location of the five senses: see, hear, smell, touch, & taste.

The only limitless dimension is the spirit. First Thessalonians 5:23 and Hebrews 4:12 both refer to the soul and Spirit separately.

The spirit is the core or "inner person" of our being, the part of us truly made in God's image. Through our emotions, our reasoning, and our decisions, we can either remain in harmony with our spirit or we can "cover up" or confuse the signals given off by our spirit. (First Samuel 16:7; Psalms 8:4-9; Romans 7:22-25; Ephesians 3:14-21; Second Corinthians 4:16-18; and First Peter 3:3-4)

Even worse, we can make our physical dimension (our five senses) so dominant in our mind that it appears to be the only dimension we have that is real! This is a comfortable position for the atheist.

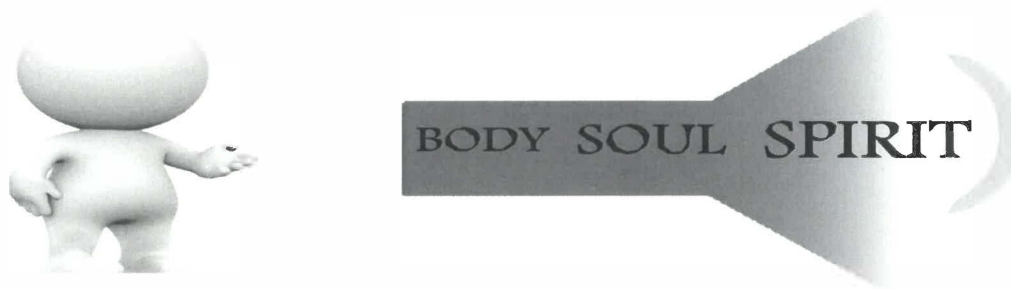


Figure 2-1. The Spirit has an Unlimited Capacity.

C. We Are Free to Decide

Jordan Spieth, one of America's finest professional golfers, has made some key decisions in his career. He has won three major championships and lost some very close ones. Yet he keeps on practicing, at times, even so until his hands bleed. The key is he is not a quitter. He keeps deciding that he is a winner. This is in spite of it being painful, emotionally and physically.² He knows who he is. So, his decisions are easy to make.

Unlike the animals of the field or birds of the air who operate by instinct, humans operate by thinking, feeling, and acting. (Genesis 1:28; Proverbs 23:7; Matthew 11:28; and Ephesians 3:16-19) Consequently, we are given the right to choose whether we will seek God or flee from Him. He does not force us to come to Him but longs and desires that we love Him because He first loved us. (Mark 8:34; Luke 9:23; 14:27; and John 7:37)

Perhaps you have heard it argued that we don't have a choice, that somehow, we are "preordained" to be either good or bad. This is like the old argument that Judas Iscariot had no choice in betraying Jesus, because Jesus had to be arrested and crucified in order to fulfill His purpose.

But try this simple experiment. Lift up your right hand. Now, make a fist. Did you make a decision to lift up your hand and make a fist? Could you have decided not to lift up your hand and make the fist? You and only you ultimately decide how you will think or act. You and only you will decide what you will think, feel, and do about God.

D. We are the Salt of the Earth. (Matthew 5:13; Luke 14:34-35; Mark 9:5)

Salt is a very important mineral substance composed mainly of sodium chloride. It gives flavor and serves as a preservative. In my youth, we used salt to preserve our fresh pork. When salt loses its ability to give flavor or serve as a preservative it is then thrown out. Salt is one of the oldest forms of flavor and preservation. Nations have fought wars over it.



In the time of Jesus, salt was also used for agricultural purposes. Anthony B. Bradley, Associate Professor of Religious Studies at the King College in New York, explained how it was used. See Luke 14:34-35; Matthew 5:13. Bradley thinks that salt was used as a cover to protect the dung until the farmer was ready to use it to fertilize the ground. When the salt would no longer serve its purpose, it was then thrown out.³

As Christians, we are very important to other people. We can help make their lives more meaningful by bringing them to Christ. Through our relationships with other Christians, we can help them preserve their Christian commitment and behavior. I am sure you know several people who have been of great value to you in this manner.

When we lose our saltiness, we hold no value to those who need Christ, and little value to other Christians.

E. We are the Light of the World (Matthew 5:13-16)

Light makes darkness disappear. Light in the Bible represents truth while darkness represents ignorance. As we, as Christians, go about doing good for the Lord, we are very important to the lost world living in darkness. Our value to them is to let others know what we are doing for the Lord and in His name. The Lord is not selfish. He wants our good deeds done for others. As we let our good deeds be known as coming from the goodness of God, they will glorify our heavenly Father.

We need to do good, take no credit for ourselves, and allow God to get the credit. We are not to hide our works. I am sure you came to the Lord through good works of a certain person or persons.

F. We Are Unique Creations



We are unique creations because we are crowned with glory and honor. (Psalm 8:4-5)

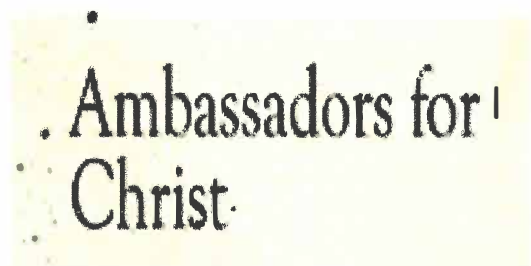
We are fearfully and wonderfully made (Psalm 139:14). The human mechanism is intricately woven together and far exceeds any machine which man has ever made.

Our bodies are very delicate yet . . . very strong. Modern science is continually discovering intricate and wonderful things about how our bodies are made and how they function. Scientists have now isolated genes which carry certain genetic diseases and are learning how to introduce altered genes into the body to completely cure them. What a marvel!

Yet the more our scientists learn, the more we realize that we've discovered only a tiny part of God's design. We are unique in that when we become Christians, Christ works through us to reach others with His gospel.

G. We Have a Great Commission (Matthew 28:19-20)

With Christ dwelling within us, we are commanded to go into the world and teach His Gospel ("good news" as



found in Mark 16:15-16). As ambassadors for Christ, we are His “earthen vessels” through which He speaks. (2 Corinthians 3:2-3; 4:5-7). We go as His workmen. (2 Timothy 2:15; 3:16-17; Philippians 4:13; Romans 1:16; and John 13:34-35).

Our greatest need is to be reconciled to God, and once we have been reconciled to Him – imperfect though we are – our job is to help others become reconciled to Him. (Second Corinthians 5:18-20)

You may have heard the fictional story of Jesus returning to Heaven and being asked if He had finished His work. After reporting that much remained to be done, He was asked what provision He had made for it to be completed. He replied, “I have left men to do it.” To this came a reply: “But, what if they fail?” Jesus replied, “I have made no other plan.” This story illustrates this point: it is up to us to obey our Lord’s instructions!

The fact that Jesus has entrusted us with so great a mission must mean that we are very important. If one has an important job to do, he picks someone capable of doing it. A country chooses a person of worth to be an ambassador to another country. We are Christ’s ambassadors! (Second Corinthians 5:20)

H. We Know Our Roots Like Jesus, we can serve others because we know who we are, where we came from and where we are going. When you read the account of Jesus washing the feet of His disciples in John 13, notice particularly verse 3 – “Jesus knew that the Father had put all things under His power, and that He had come from God and is returning to God.”

1. Jesus knew that the Father had put all things under His power. Like Jesus, we know that God has a great work for us to do and He will give us the power to do it. In fact, we have available to us the same power, God’s power, that raised Jesus from the dead!
2. Jesus knew that He had come from God. Also, we can know that we have come from God.
3. Jesus knew that He was returning to God. We, too, are returning to God. He has our “mansion” already prepared.
4. Jesus served others. By washing the feet of His disciples, Jesus took on the role of a slave or servant. He wants us to serve each other as well.

We can know these same things about ourselves. We know who we are (God’s children – princes and princesses in His kingdom – with a royal inheritance). We know where we have come from (our past, our origin) and more importantly – we know where we are going (our future).

Table 2-1. We can know, just as Jesus did.

We can serve others. As we grow in our understanding of who we are, whose we are, our origin and our destination – we will be less concerned with whether other people think we are “somebody” because we know our worth.

TIME	JESUS KNEW	WE CAN KNOW
Past	Where Jesus came from (John 13:4)	Where we came from (Genesis 1:26-27)
Future	Where He will go (John 14:12)	Where we will go (John 14:1-4)
Present	He had power from God (John 13:3)	We have power from above (Phil. 4:13)

Because Jesus knew who He was, He had nothing to prove, nothing to lose, and nothing to hide. Neither do we. Therefore, we can choose to take on even menial jobs with dignity and love for others, thinking of them instead of ourselves. Yes, we should know our past, present, and future – just as Jesus did – enabling us to serve others as He did. (Acts 10:38)

Ivan S. Prokhanoff, author of In the Cauldron of Russia, wrote about the universality of mission work in his country in the last 30 years of the 19th century and through 1930. He wrote that it was a time of revolution, war, and poverty. He stated that in addition to the elected leaders of the church, ... "Every Evangelical Christian must be a missionary and we educated the members of our church to be personal messengers of the gospel..."⁴ One needs to realize that this decision to be an active disciple took place during a very hard time of political and economic opposition.

Viktor Frankel, who suffered three years in Hitler's prison camps, writes about his experiences watching few of his peers survive. As he survives what surely looked like a death sentence, he became convinced that life is not primarily a question of pleasure, or a quest for power, but a quest or search for meaning.⁵ Over 20 years later Frankel wrote the following: "Thus man is by no means merely a product of heredity and environment. There is a third element: decision. Man, ultimately decided for himself!"⁶ We define the meaning of life for ourselves, as we go about our daily activities and by our acting responsibly for our decisions.

I. We Have a Great Future

God has planned for us to live eternally with Him. (John 11:23-26) He has already prepared a mansion for us in heaven. (John 14:1-4; Psalm 23:6) He has planned for us to be where there is no more suffering, no more tears, no more pain and no more death. (Revelation 21:4) He has made great preparation for us because we are of great importance to Him.



J. Other Stories of Worth

- A. The Value of Esther (Esther 4:13-16)
- B. Value because of Jesus Christ (John 3:16; Second Corinthians 5:14-15)
- C. We are: (from a sermon of Jeff Payne, 7/6/14)
 - 1) Holy (First Corinthians 1:2)
 - 2) Blameless (Ephesians 1:4)
 - 3) Complete (Colossians 2:10)
 - 4) A new creation (Second Corinthians 5:17; Romans 12:1-2)
 - 5) A child of God (John 1:12)
 - 6) Adopted (Galatians 4:5; Ephesians 1:5; Romans 5:6)

I would like to end this lesson with the words from the song, On Jordan's Stormy Banks by Samuel Stennett and Tilius O'Kane. One of the verses is as follows: "On Jordan's stormy banks I stand, and cast a wishful eye to Canaan's fair and happy land where my possessions lie. We will rest in the fair and happy land, by and by, just across on the evergreen shore...Sing the song of Moses and the Lamb, by and by, and dwell with Jesus evermore."

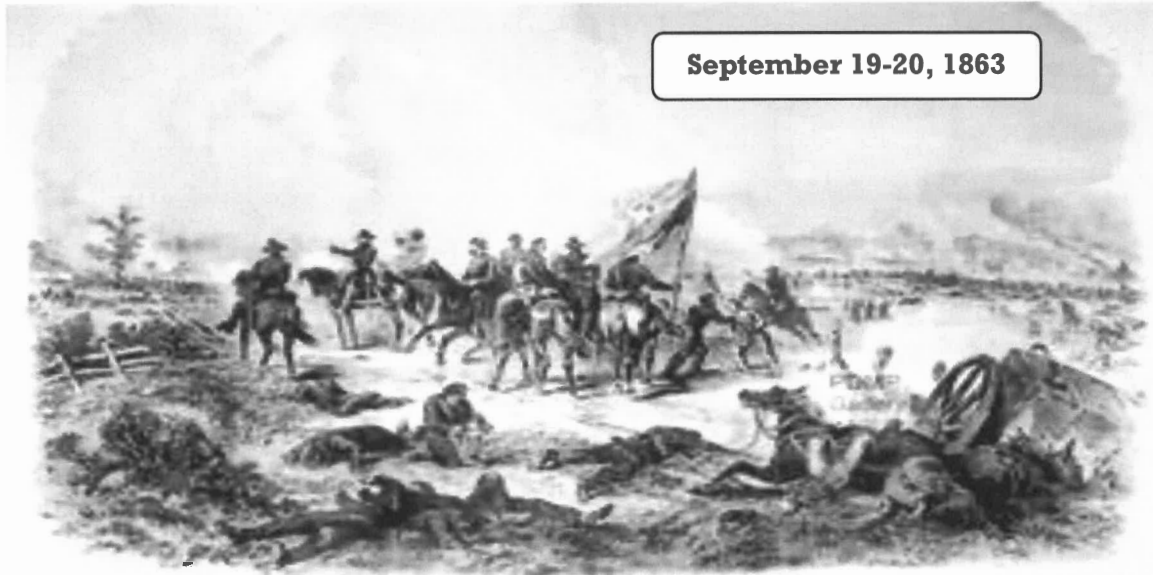
III. Conclusion

Happiness does not come from what you are, but whose you are.

In a loving way, God is concerned about everyone. (Psalm 23:6; Romans 1:16; II Peter 3:9) This concern is personified in His Son. (John 3:16) When we consider that no greater love could be shown than for one to lay down his life for another . . . we must conclude that we are of great value because Christ did that for us. He took upon Himself the ultimate consequence for our sins – death and separation from God. He paid the price for our wrong doing so that we would not have to pay for it. He accepted our punishment for us.

Just remember, our value is not in our position, job, house, car, clothes, etc. Our value is in God's love, just as Paul wrote in Philippians 3:4-11. The following story illustrates (in a human way) this kind of sacrifice:

During the last year of the Civil War, a man paid a visit to the battlefield of Chickamauga where on September 19-20, 1863, the army under General Rosecrans was almost destroyed and was driven back into Chattanooga by the Confederate Army under General Bragg.



September 19-20, 1863

The Battle of Chickamauga

**This info was provided by Mike
and Shelley Brown**

The battlefield not then, as now, a beautiful and sacramental place, with stately monuments rising amid the trees, but still bore the scars of battle and was furrowed with recent graves. Over one of these new-made graves the visitor saw a man on his knees planting flowers.

Walking over to him, he asked, "Is it a son who is buried there?" "No," the man answered. "An uncle, then, I suppose, or perhaps a brother? At least some relation?" "No," the man replied. The visitor then said, "May I ask, then, whose memory it is that you cherish and thus honor?" Then the man told why he was there to decorate the grave. He had been drafted into the Confederate Army, and no substitute, as the custom then was, could be procured.

Just before he was to say good-bye to his wife and his family and report to the training camp, a young man came to see him and said, "You have a wife and family depending upon you. When you are gone you cannot support them, whereas I am unmarried, and have no one depending upon me. Let me go in your place." The offer was accepted and the young man went off in his place to the training camp.

At the battle of Chickamauga he was mortally wounded. The news of his death drifted back to the Southern home of the man whose place he had taken. As soon as he could have sufficient money, he made the journey to Chickamauga and, after a search, found the grave of his friend with its rude marker. The visitor, much touched by the narrative, went on his way over the battlefield; but coming back he passed this grave again.

It was now well covered with flowers, but on a rough board at the head of the grave were cut these four words: "He died for me."

In closing allow me to ask, "Now that we know we are of great value because of the great love of a heavenly Father, what will I do with myself?" Now may I suggest that we take up our cross (Matt 10:38) and become a minister of reconciliation. (2 Cor 5:16-20)

NewLife Behavior • Unit 1 • Lesson 2

• • • STUDY QUESTIONS • • •



Name_____Date_____

Address_____

1. The message of Luke 15 is that every person is
 - (a) dispensable
 - (b) valuable
 - (c) identical
 - (d) indispensable
2. God made us
 - (a) in His own image
 - (b) with imperfections
 - (c) in His Son's image
 - (d) none of these
3. Our brains are biological, our minds are
 - (a) invisible
 - (b) reasonable
 - (c) spiritual
 - (d) worldly
4. Our soul includes our
 - (a) blood, air and flesh
 - (b) air, water and vapor
 - (c) facts and information
 - (d) intellect, will and emotions
5. Animals operate by instinct: Humans operate by thinking, feeling and
 - (a) acting
 - (b) dreaming
 - (c) breathing
 - (d) trial and error
6. We are free to seek God or
 - (a) flee from Him
 - (b) reject Him
 - (c) ignore Him
 - (d) all these
7. God's work or job for us is called a
 - (a) depression
 - (b) great commission
 - (c) great challenge
 - (d) great job
8. God has prepared a place in heaven for us. It is sometimes described as
 - (a) a mansion
 - (b) a house
 - (c) either a or b
 - (d) a place with angels
9. Jesus knew the Father had put all things under His feet, that He had come from God and was
 - (a) staying on earth
 - (b) in limbo
 - (c) returning to heaven
 - (d) none of these
10. When we know who we are, whose we are, where we came from and where we are going, we can
 - (a) serve self
 - (b) serve others
 - (c) ignore others
 - (d) all these

Discussion Questions:

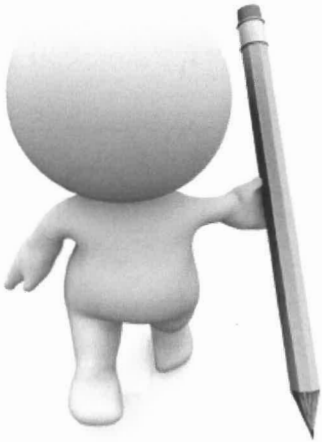
1. How do I help someone who is ready to change his/her behavior but fears the consequences.
2. Can only scriptural answers persuade someone to feel valuable if the person is not a Christian?
3. Does everyone including a person who is not yet born again possess the image of God in the spirit? Or does he/she get the image after receiving Jesus as their Savior?
4. How should I act when I am being devalued by someone?
5. Is it important to respect the belief of an atheist or agnostic or should you try to change their behavior? How do you help people from this type group?
6. Does it mean that when you do not believe in God or when you do not do His will, you do not have value?
7. Can God take into consideration those who do not come to Him because of ignorance?
8. What shows that a Christian has reached maturity?
9. How do I help somebody who has lost hope of what he/she is?
10. How can I encourage a person who has low self-esteem to have high self-esteem? What procedure should I use?

Reflection...

Now that you have finished this lesson, write a few sentences in the space below describing what you have learned.



Applying the lesson... Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or studymate.



Video Questions for Lesson 2

View Video #2 and Answer the following Questions:

1. Luke:15 shares a parable that shows/teaches:
 - A. Love
 - B. Value
 - C. Suffering
 - D. All three

2. Being created in God's image shows:
 - A. We are loved
 - B. We are valuable
 - C. We belong to God
 - D. All three

3. Proverbs 23:7 teaches us that we are responsible for our:
 - A. Thinking
 - B. Behavior
 - C. Feelings
 - D. All three

4. Jesus did not use salt to show us how we are important:
 - E. To the world of the lost
 - F. To keep people saved
 - G. In teaching everyone
 - H. All three

5. The parable of the great commission tells us that God has a very important role for HIS people to carry out.
 - A. True
 - B. False



NewLife Behavior

Unit 1 Who Am I ?

Lesson 3

"A New Question- A New Life"

By H. M. Motsinger, Ed.D.

(NewLife Behavior English Edition)

"If any person be in Christ, he is a new creature . . . "

(Second Corinthians 5:17)

Dear Student, Before you start this Lesson, View the following Video:

Sense of Self - Lesson 3 A New Question A New Life

<https://www.youtube.com/watch?v=KHIGlxP1lOw&t=12s>

NewLife Behavior • Unit 1 • Who Am I • Lesson 3

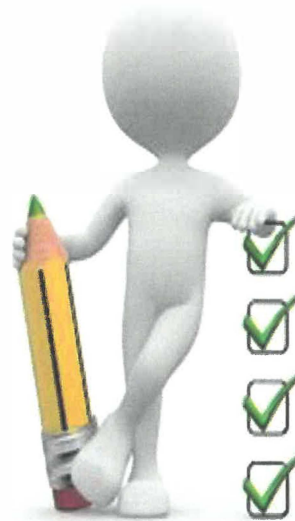
RESPONSE SHEET

Dear Student,

We have found that thoughtful *written* responses greatly enhance students' understanding of this course material. Therefore, we encourage you to use this Response Sheet as an aid in the study of lesson.

Before You Start

Before you start this lesson, on the lines below, please write three or four sentences describing what you think God feels about you as an individual. Then, refer back to these sentences when you finish the lesson. compare what your final thoughts are with your pre-reading thoughts.





Unit 1: Who Am I? Lesson 3



“A New Question – A New Life”

The old question, “Who am I?” has been answered:

“I am a creation of God; therefore, I know God is concerned about me.”

Now we have a new question, “What will I, a person of great value, do with Jesus?”

Remember: Our life’s most important decision: *What will we do with Jesus?*

Key Verse: [You know] how God anointed Jesus of Nazareth with the Holy Spirit and power, and how He went around doing good and healing all who were under the power of the devil because God was with Him. ~ Acts 10:38

Teach the Word

As you work through this lesson, be thinking about what decision or decisions you need to make for Jesus. Perhaps you need to accept Him and put Him on in baptism, washing away your sins. Or, perhaps you have already done that, but need to reexamine your service to Him. Like the prodigal son in Luke 15, you may need to come back. Some made it half way back but never made it all the way back.

In Christ, We can walk a New Life

We want you to make it all the way back. Or, perhaps you are like the unforgiving older brother in the story.

Be Transformed Romans 12:12

Before working through this lesson, pretend you are watching the story of your life on video. You are playing it on fast forward so that you are scanning it through in your mind. Now, turn to the Response Sheet and write three or four sentences about how you feel about your past and your present.

We recommend that you read this entire lesson through at least once without looking up any scripture references. Finally, go back for a more in-depth study, looking up all the scriptures before you attempt to complete the Study Questions.

1. Introduction: New Life → New Behavior → New You!

Now that you have learned that God is concerned about you and that you are a person of great worth, a new question arises..."What will you do with Jesus?"

Peter had the chance to say, "Yes, I know that man," the night Jesus was arrested, but instead he denied Him three times. Later, however, Peter preached Jesus in the first reported sermon after the church was established. (Acts 2:14-40) Matthew wrote about Jesus. Paul explained Jesus. And, Felix postponed Jesus. (Acts 24:25) The key question is what will you and I do with Jesus?

In this lesson you will learn how you can "put Christ on" in accepting Him. You will learn how to develop a stronger faith through studying the Word, sharing your faith, and suffering when you stand up for what is right. As a result of these things, your sense of self will soar.

Finally, you will be challenged to make the most critical decision you will ever make and one that you and only you can make "What will I do with Jesus?"

II. I Will Follow Jesus

A. Following My Baptism into Christ

I will arise and walk a new life...Romans 6:4 tells us that through baptism we are buried with Christ and therefore we arise from that burial in the water just as Christ arose from the dead, to live a new life. Being able to live a new life is central to the Christian faith and is the central focus of this course.

The butterfly on the title page of each lesson reminds us of the total change (metamorphosis) that takes place when we follow God's design for our lives. This new life means a new mind - the mind of Christ - and new behavior ... a Christ-oriented behavior.

This is why we call this curriculum **NewLife Behavior**. Romans 6:5 tells us that since we have been united with Him in His resurrection, we can walk a new life. This is the good news of the gospel! At the completion of our obedience through baptism we are brand new babes in Christ. The old "tape" has been erased and now can be written over with a whole new story. What new story will you put on your "tape"?

There are many scriptures that tell us that through our baptism our sins are dissolved by Christ's blood. Other scriptures refer to our "taking off" the old garment and "putting on" Christ



Course 1 - A Sense of Self

as a new garment - just as the butterfly sheds its old garment and covering and takes on a new form and a new behavior.

Instead of being slaves to sin, we can be slaves to righteousness. By putting on Christ, we not only receive the Holy Spirit to live inside of us, but we are also able to put on the attributes of Christ. We can be clothed with compassion, kindness, humility, gentleness, and patience. We will be able to see others from God's point of view and love them even when they are unlovable. We will no longer see things from a worldly point of view but will have a new mindset, which produces a new behavior. Some call this a paradigm shift.

In his book, *The 7 Habits of Highly Effective People*, Dr. Stephen R. Covey explains a paradigm shift with this illustration. He tells the story that one day he was on a subway when a man with three children got on. The children were noisy and running around disturbing passengers on the subway. The man had chosen the seat right next to Dr. Covey, who was becoming increasingly irritated, and the father seemed completely oblivious to the ruckus his children were causing. Dr. Covey took it as long as he could, and then very diplomatically said, "Sir, I'm not sure you have noticed, but your children are disturbing a lot of people. Do you think you might ask them to calm down?" At this the man replied, "Oh ... Well... I-I-I suppose I should. We have just come from the hospital where their mother died and I guess I just don't know how to handle things right now and neither do the children." Dr. Covey reports that he immediately changed his thinking towards the man and the children. Instead of being irritated, he felt compassion. He had a paradigm shift. ¹

When we see things from God's point of view, it will be easier to act in a different way. It won't be hard. It will follow as the night follows the day. Not only will we be able to love others, but our mark of recognition as Christians will be how we love other Christians and non-Christians. To further understand these things, you will want to read the following scriptures:

Romans 12:14

Colossians 3:1-25

First Peter 1:18-23

First John 1:7

Galatians 3:26-27

First Corinthians 13

Galatians 5:22

Colossians 2:2

Philippians 2:2

Hebrews 13:1-3

Ephesians 4:1-2

Romans 12:9-10; 13:10

John 13:34-35; 15:12-13; 17:21-26

B. In this New Life our Faith will grow

There are four actions which will help our faith grow:

Studying • Sharing • Suffering • Forgiving

When we first become Christians we are “babes in Christ,” (First Corinthians 3:1) but we can grow into mature ones through stages. Just as human babies grow more quickly and better physically when certain conditions are present, so also we grow better as Christians when we do certain things.

- We do not want to be stunted in our growth, but instead we want to “grow up” in the faith.
 - Ephesians 4:13-15
 - First Peter 2:1-2
 - Second Peter 3:18
 - Proverbs 1:5, 9:9; 16:21-23
 - Romans 15:4

1. Studying: Preparing to be a workman. (2 Tim 2:15)

One of the ways we can grow as Christians is by studying and meditating on the Word. (Second Timothy 2:15; 3:16) Just as we need physical exercise regularly for our bodies to grow, repair themselves and survive, we need spiritual food regularly for our spirits to thrive. Our physical bodies signal to us that we are hungry each day, and we usually eat three times a day. Our spirit also needs food. We are living in a day when many resources are available to us to help us plan a “quiet time” of praying, including talking to God and communing with Him (Psalm 46:10), studying, memorizing, and meditating on the Word. We need to not only know the Word, but to have it in our hearts. Our souls need to be saturated with it so we can be meditating on it even while we are going to sleep. (Psalm 1:2; 19:14; 49:3; 119:97-105; Philippians 4:8)

In a way, the Bible is our “Owner’s Manual” on how to live, just as an automobile runs better when the directions in the owner’s manual are followed. So we will live happier and more productive lives when we read and follow the directions in the Word – our “Owner’s Manual” for life.

I heard a man say that he used to read through the Bible every year, but now he is able to get through it several times a year by listening to it on CD while driving, shaving, etc. Let us use every means available to saturate ourselves with the Word.

2. Sharing: We only get to keep what we share

We have instances in the Bible to let us know that Jesus made time to have communion with the Father, just as we should. But He did not spend all His time this way. He was a man of action! When we learn about something new and exciting in our secular world, we want to share it with anyone who will listen! So, from studying the Bible, we should move on to sharing with others what we have learned.

Course 1 - A Sense of Self

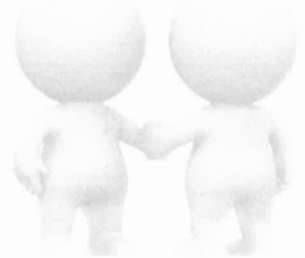
This does not necessarily mean that we must teach in a public forum (though more people are capable of this than give themselves credit); it might be one-on-one, or it might simply be by the example we set daily in our actions.

(First Peter 3:1-2)

We caution you; however, to realize that sometimes we should go beyond just living a good example to actually sharing the gospel. Many of us might never have become Christians if someone had not shared the specifics of the gospel with us even though we had many good examples in front of us.

Cornelius was also an example of a man living a good life, and he was not a Christian. (Acts 10)

We often miss opportunities because we think that people will not be interested. We feel they will never have a change of heart, or we are afraid of what they will think of us. Allow me to share a story about the baptism of an 86 year old grandfather, as told by the wife of the grandson.



1 plus 1 is 2. 1 with 1 is a powerful 11.

“When we lived in the same town as my husband Mike’s grandfather, we would often go over to his place after Bible study on Wednesday evenings. “Bobbo” as he was affectionately called by the family, had never been baptized.

Time after time Mike studied the scriptures with him, but time after time Bobbo took no action. Bobbo was very frail. He had severe asthma all his life and had not been expected to live past childhood. Bobbo had to go to bed every winter because of sickness.

One Wednesday night after Bible study Mike said, “Let’s not go over there tonight. I have taught him all I know to teach and I don’t think he will ever decide to be baptized. Besides, even if he did decide, tonight would be a terrible night to take him down to the church building.” It was the coldest, windiest night of the year, but something told me to urge Mike to go.

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We went to his house and couldn't believe it when Bobbo said he wanted to be baptized. We bundled him up as best we could and even took a hair dryer along to dry his hair. When we arrived at the building, the baptistery heater was not even on and the water was cold! It took quite a while to warm up the baptistery, particularly since we wanted it to be extra warm for him.

Finally, Mike baptized him into Christ. (First Peter 3:21) The Lord was really watching over Bobbo that night because going out in the extreme cold and even getting wet did him no harm. We feared he might get pneumonia and die as a result, but he didn't even catch a cold! In fact, Bobbo lived for several more years. It was a night that neither I, nor the angels in heaven, will ever forget."

3. Suffering: "...Christ also suffered for us, leaving us an example... (First Peter 2:21)

Another S word that will help us grow spiritually is "suffering". (see Romans 8:18; Acts 5:41; Second Timothy 3:12) We will sometimes suffer for what is right, but when we yield ourselves to God's will, we are showing maturity and making an investment in our future and the future of others who look to us. If we suffer for doing right, it is certainly better than suffering later from a guilty conscience or suffering the consequences of wrongdoing. (See Victor Frankel's book, *Search for Meaning*.)

We suffer now or we suffer later. (See Second Thessalonians 1:4-9 and First Peter 2:19-24.) Paul said that it would be better for him to die and be home with the Lord, but that it was better for the brethren that he stay.

Therefore, he was content to stay and to serve, rejoicing in his suffering. (Philippians 1:21-26) In fact, he said he desired the fellowship of suffering. (Philippians 3:10)

When we suffer with and for others, it forms a fellowship – a bond between us. We can even mature to the point of considering it a joy and a privilege to suffer for Christ (James 1:2; Acts 5:41; Matthew 5:10-12)

God also uses hardships to develop our character and make us more like Jesus.

Sometimes we are like diamonds in the rough. A diamond in the rough looks like a piece of coal – black and ugly. But then it is put in a machine that treats it very roughly, smoothing out the roughness and stripping away the cracks. Later it is subjected to being cut time and time again until finally we can enjoy the beauty of its brilliance and the reflections of its many facets.

Suffering is our refining machine, and we are never "finished". (James 1:4; Romans 8:17-18; Philippians 1:29; 4:11; First Corinthians 4:12-13; Second Corinthians 2:5-7; First Thessalonians 3:3-4; First Peter 5:10)

According to Viktor Frankl, "The religious man differs from the apparently irreligious man only by experiencing his existence not simply as a task, but as a mission. This means that he is also aware of the taskmaster, the sources of his missions. For thousands of years that source has been called God."²

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A good example of this can be found in my experiences of being a school leader and teacher. I remember teachers who felt a strong commitment to help their students be prepared for the next school year and for the future in general. These teachers not only used their own funds for extra supplies, but worked with the difficult students, earned lower salaries than their friends, so as to be an influence for the well-being of their students. I always felt happy with these teachers, because they had found meaning in their careers. I knew teachers who, due to frustrations, left after two or three years. I always felt sadness because they had not found meaning for their lives nor truly enjoyed their role.

In the life of Jesus, we see this situation played out because He knew who his Father was and why He was on earth. In the Garden of Gethsemane (Matthew 26:36-46) we see Jesus praying to his Father. In verse 42, we see the meaning Jesus had to do the will of his Father.

In Matthew 27, we see Judas finding his meaning in silver coins. Yet the silver coins did not satisfy his mind. When he tried to return the money the priests paid him for helping them identify Jesus, they refused him. Now Judas is not accepted by the Jewish religious leaders and he certainly cannot go back and join the followers of Jesus. With no respectable friends and a heart full of grief and guilt, he cannot live with himself. Evidently, he thought suicide was his only alternative. See Matthew 10:4; 26:14, 25, 47; Luke 6:16; 22:3; 4:53.

In Mark 14:53-54, we see Peter following Jesus, but at a safe distance. While waiting for Jesus to have his meeting with the High Priest, Peter was accused three times of being one of Jesus' followers. In his reaction, Peter ended up denying Jesus three times, before the rooster crowed. (Matthew 26:69-75; Mark 14:71) Peter, in responding differently than Judas, realized his sin and expressed godly sorrow. Matthew 26:31-35 Peter went out to be alone and wept bitter tears.

Later we see Peter being asked by Jesus, "Peter do you love me?" Three times Jesus asked this to Peter. (John 21:15-25) Jesus gave Peter a cause to live for and die for. Peter, even after denying Jesus three times, Jesus commissioned Peter to "feed his flock." In other words, Jesus gave Peter a "meaning" for his life and death. Matthew 26:39

Both Jesus and Peter had causes that were greater than themselves. With Jesus and Peter knowing their causes, they could face down the suffering and punishment they encountered. Their lives and deaths had "meaning". Matthew 26:39

It is like Viktor Frankl writes in his foreword to Man's Search for Meaning³ where he quotes Nietzsche, "He who has a **Why** to live for can bear almost any **How**."

Frankl, who along with hundreds of others, suffered the ultimate in the Nazi prison camps. He guided himself and a few others away from death by focusing not on the loss of pleasure (Freud) and the loss of power (Adler).⁴ Instead he focused on finding a meaning or purpose for staying alive. He believed if a person had a purpose, he could handle the suffering.

While incarcerated, Frankl thought and wrote about his love for his wife, the writing of his theories called Logo-therapy and developing a "steely resolve to not commit suicide." He realized that, no matter what happened, he retained the freedom to choose how to respond to his suffering."⁵

Frankl, in his love for his parents, gave up his visa to escape Hitler and live in the United States. By staying in Vienna with his family, he was arrested and sent to the Nazi concentration camps. He was to never see them again.

Course 1 - A Sense of Self

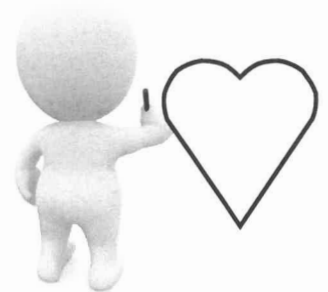
Jesus Christ lived that same concept. In Philippians 2:1-4, Paul wrote to Christians in Philippi to not think about themselves, but about others as Jesus had done. Then Paul, in chapter 2:6-11, described Jesus' mindset which made clear that Jesus had come to earth with a purpose.

Jesus, while on the cross, exemplified for us the pain and yet his mission. While dying he forgave one of the two thieves on the other crosses. Jesus also took notice of his mother and instructed John to take care of his mother. With his body and mind in great pain, he still considered the welfare of others.

4. Forgiveness: Even the people who make you suffer

In addition, a very important factor in the development of our faith is our willingness to forgive those who have caused us to suffer. We have seen otherwise sincere people be tragically hindered from the joy they could have by not being able to forgive others. Like acid inside a vase – beautiful on the outside but corroded away on the inside. Holding bitterness in our hearts only harms us, not the person to whom it is directed.

It is particularly hard to forgive when the offender does not ask for forgiveness, is not sorry for what he/she did, and continues to hurt us or others.



But through Christ we can let the vengeance be God's and learn to love our enemies! (Matthew 5:43-48) We can rise above the situation (Romans 12:14-21) and live on a higher plane. Sometimes jealousy prevents forgiveness. This was the older brothers' problem in Luke 15. But when we are secure in our position with God, we will not be jealous of others. (James 3:14-18).

These 4 steps:

Studying • Sharing • Suffering • Forgiving

will develop one's **sense of self as a child of God**.

A great example of having a "meaning" can be found in the family of Corrie Ten Boom as she tells in The Hiding Place. It is a story of how her family hid Jews from the Nazis in Haarlem, Holland during the Hitler reign of horror. Her father, mother, and two sisters were arrested on February 28, 1944. At one point during the questioning at the Gestapo headquarters, the chief interrogator was interviewing Corrie's father, Casper. Noticing how old and feeble he was, the interrogator said, "I'd like to send you home, old fellow. I'll take your word that you won't cause any more trouble." Corrie's father replied, "If I go home today, tomorrow, I will open my door

Course 1 - A Sense of Self

again to any man in need who knocks.”⁶ This man had a “meaning” for his life that was greater than his safety.

Corrie also had a “meaning” for her life as well. She was one of the leaders in the hiding of the Jews. During the interrogation of the others with her, she would tell the Nazi soldiers that she caused the hiding of the Jews.

While in prison they sent her to solitary confinement for talking to other prisoners. Hungry for human fellowship and for food, she became excited with joy when she discovered an ant in her cell. She gave the ant part of her only food, a small piece of bread. The ant came back the next day with a few fellow ants. Again, Corrie gladly shared her food.

Corrie could not control her environment, but as Frankl advocated, we can control our attitude toward our situation. A great example of this is found one time when Corrie and her sister, Betsie, served time in the same prison. They also had opportunities to eat together and share their stories. One day Corrie said to Betsie, “What can we do for these people? Afterwards I mean. Can’t we make a home for them and care for them and love them?”⁷ Betsie agreed.

These two sisters knew love because they knew God was love. (First John 4:12) They had parents who knew God. Corrie wrote about this in her book In My Father’s House when she wrote in the foreword, “When my parents were married, many years ago, they claimed Psalm 32:8 as their “Life Verse”.⁸ The promise which they felt was God’s assurance for them.

**“I will instruct thee in the way which thou shall go: I will guide you with mine eye.”
(Psalm 32:8)**

Corrie Ten Boom tells of a chance meeting in a German church where she spoke after the end of the war. After her speech, a German man came to her with complimentary remarks and with his hand outstretched to shake her hand. Corrie writes that she recognized the man as one of her first jailers. Corrie states that immediately her memories of him came to her mind. She could not smile, shake his hand, or bring up any positive feelings.

Corrie realized that Jesus had died for this man, even with all the pain and suffering he had caused her and others, especially her sister, who died in the camp. Still, she could not shake his hand, even as she realized that Jesus had died for him. So, she prayed, “Lord Jesus, forgive me and help me to forgive him.”

Still Corrie could not shake his hand or smile. Then she prayed, “Jesus, I cannot forgive him. Give me your forgiveness.”

“As I took his hand the most incredible thing happened. From my shoulder along my arm and through my hand a current seemed to pass from me to him, while into me sprang a love for this stranger that almost overwhelmed me. So, I discovered that it is not on our forgiveness any more than on our goodness that the world’s healing hinges, but on His. When He tells us to love our enemies, He gives, along with the command, the love itself.”⁹

5. My self-esteem will grow

In a future lesson we will learn more about sense of self, but for now we will just say that our sense of self grows as a result of our behaving in a responsible manner. It is a great paradox,

Course 1 - A Sense of Self

but the way UP is down. A track runner leans back before lunging forward when the starting signal is given. A basketball player bends down before jumping up in order to be able to jump higher.

Jesus did not think it wrong to be with God in Heaven. Yet, He humbled Himself and became a man in order to raise us up. Later, He was exalted, and eventually every knee will bow before Him. (Philippians 2:3-9)

When we humble ourselves to Christ, our sense of self grows.

We still may have to suffer consequences for our sins even though we are forgiven, but we can know and feel that we are free from sin by God's grace (Colossians 1:21-23).

Judas' sense of self dropped to what must have been his all-time low after his betrayal of Jesus. He tried to give the money back to relieve some of his remorse, but when it was not accepted, his sense of self became so low that he hated himself and committed suicide. (Matthew 27:3-5)

Peter's sense of self was also low after he denied knowing Jesus. He wept bitterly, but then accepted Jesus' forgiveness and went on to be a mighty worker for the Lord. (Matthew 26:75; Acts 4:13) He not only accepted God's forgiveness, but he forgave himself.

Many times, we realize (intellectually) that God has forgiven us, but we cannot forgive ourselves. Or perhaps others will not forgive us, failing to believe that we have changed. They may wait for us to foul up. But the closer we live to God, the less reasons others will have to criticize us about our sins.

When we resist a temptation, our sense of self soars. We can view temptations not as stumbling blocks, but as stepping stones.

When someone offers us a temptation to do evil, perhaps we can see that person as having a need. We may be able to use the temptation to show that individual love instead of giving in to the temptation. If we do, our sense of self will increase! (James 1:2-5)

Our self-esteem will also grow by knowing that we have confessed and repented of our sins just as Simon Peter did after denying Jesus. Again, our sense of self takes a leap when we accept that God has set us apart and purified us to be His own possession. (Titus 3:14; Deuteronomy 29:13; Psalm 43:5)

By seeking first the kingdom of God and doing what is right, we can know that we will have our needs met. (Matthew 6:25-34; Romans 8:28; Psalm 43:5) Finally, knowing that we are commissioned to do the greatest work that anyone can ever do, will keep our sense of self focused. (Matthew 28:19-20; Mark 16:15-16; Luke 1:49) Our purpose and mission is to be about our Father's business!

111. Conclusion

A. A wishbone will not do what a backbone will

When we accept that we are made by God and are of great value to Him, we have to decide what we will do with Jesus and how we will live our lives. Will we decide to be for or against Him.

Course 1 - A Sense of Self

After we accept the Lord and have put Him on in baptism, we can “walk in newness of life” (Romans 6:4). The worm has turned into a beautiful butterfly. Our faith will continue to grow by studying, sharing, and suffering as well as forgiving. This will cause our self-esteem to increase.

Low self-esteem is usually associated with high shame, and high self-esteem is always associated with low shame. The new life we are given enables us to have a life focus, guidelines for living, and a good feeling about ourselves and life. In fact, each person can know that – like Paul... “For me to live is Christ.” (Philippians 1:21-24) When we are baptized, we are given the gift of the Holy Spirit, the third person in the Godhead, to live inside of us, guide, and comfort us. In fact, our bodies are His dwelling place, His temple. (First Corinthians 3:16-17; 6:19-20)

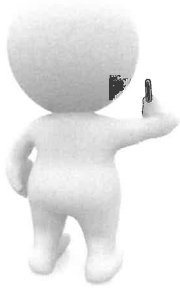
Remember...

High shame = Low sense of self

Low shame = High sense of self

JESUS removes shame

NewLife Behavior • Unit 1 • Lesson 3



• • • STUDY QUESTIONS • • •

Name _____ Date _____

Address _____

1. From lessons 1 and 2, we learned that we are people of
 - a. Great worth
 - b. Great talent
 - c. Great problems
 - d. Great history

2. As we walk the “new life, we study the Word, share our faith, and suffer for standing up for what is
 - a. Wrong
 - b. Right
 - c. Valuable
 - d. Invaluable

3. The new life in Christ means a new mind and a new
 - a. Promise
 - b. Start
 - c. Opportunities
 - d. Behavior

4. When we put on Christ, we put on attributes such as compassion, kindness, humility, gentleness and
 - a. Humility
 - b. Greed
 - c. Patience
 - d. _____ and _____

5. Not only do we need to study and know the Word, we must also
 - a. Share it
 - b. Defend it
 - c. Improve it
 - d. _____ and _____

6. When we suffer with or for others, it forms between us
 - a. Fellowship
 - b. Companionship
 - c. A bond
 - d. A & C

Course 1 - A Sense of Self

7. The difference between Peter's sin and that of Judas is that Peter accepted God's
 - a. Repentance
 - b. Forgiveness
 - c. Behavior
 - d. Attitude
8. Our self-esteem takes a leap when we accept that God has set us apart and
 - a. Forgiven us
 - b. Purified us
 - c. Set us higher than sinners
 - d. All three
9. When we accept that we are made by God, we must decide what we will do with Jesus and how we will
 - a. Defend atheism
 - b. Live our lives
 - c. Treat our friends
 - d. Be buried
10. Not to decide what to do with Jesus is to decide _____ Jesus.
 - a. For
 - b. Against
 - c. You don't need
 - d. To postpone

Discussion Questions...

1. **How can I effectively help a Christian who struggles with emotions such as anger?**
2. **How was it that Adam was created in God's image but not Eve?**
3. **What causes a person to not have relationships with others?**
4. **How long does it take for someone to completely change from a behavior that has become a habit?**
5. **When someone has been saved through baptism and when he/she sins or gets back to former habits, is it still called sin or are they given time to grow and change gradually?**
6. **Is it true that we do not have any power to change anything that we receive through our genes?**
7. **Are there genetic habits that someone may have inherited from a parent, either from mom or dad?**
8. **How can one accept God's forgiveness when one committed sin of omission?**

Reflection

Now that you have finished this lesson, write a few sentences telling how you feel about this statement: *"My early childhood experiences led me to distrust others."*



Applying the Lesson...

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or study mate.



Video Questions for Lesson 3

View Video #3 and Answer the following Questions:

1. This lesson asked us which of the following questions?
 - a. What will I do with Jesus?
 - b. Where are we in our relationship with God?
 - c. How can I bring others to Christ?
 - d. Am I ready for the Christian Life?
2. This lesson stresses the point that young Christians face
 - a. Temptations to sin
 - b. Opportunities to teach non-Christians
 - c. Opportunities for God to extend His grace
 - d. All three
3. Metamorphosis denotes a
 - a. Slight change in behavior
 - b. Medium change in behavior
 - c. Total change in behavior
 - d. None of the above
4. Which of the following traits play a role in a growing faith?
 - a. Studying
 - b. Sharing
 - c. Suffering
 - d. All three
5. Johnny Lingo's mirror was to help Mahana
 - a. See how beautiful she was
 - b. See herself as her father saw her
 - c. See her as Johnny saw her
 - d. None of the above



NewLife Behavior

Unit 2 Understanding Our Behavior

Lesson 4

"Why Did I Do That?"

By H. M. Motsinger, Ed.D.

(NewLife Behavior English Edition)

"If any person be in Christ, he is a new creature . . ."

(Second Corinthians 5:17)

Dear Student, Before you start this Lesson, View the following Video:

Sense of Self – Lesson 4 Why Did I Do That?

<https://www.youtube.com/watch?v=DqDM6RgSgiA>

RESPONSE SHEET

Dear Student,

We have found that thoughtful *written* responses greatly enhance students' understanding of this course material. Therefore, we encourage you to use this Response Sheet as an aid in the study of this lesson.

Before You Start

Before you start this lesson, on the lines below, please write three or four sentences describing what you think God feels about you as an individual. Then, refer back to these sentences when you finish the lesson. Compare what your final thoughts are with your pre-reading thoughts.







Unit 2: Understanding Our Behavior

Lesson 4

Why Did I Do That?

We recommend that you read this entire lesson through at least once without looking up any of the scripture references. Finally, go back for a more in-depth study – looking up all scriptures - before you attempt to complete the Study Questions.

Remember: Discovering the basis of one's behavior is step one in growing as a mature Christian.

Key Verse: For as he thinks in his heart, so is he. ~ Proverbs 23:7

1. Introduction

As you worked through Unit 1, you learned about three ways of viewing the world: the atheistic, agnostic and Christian world views. You also learned about the "new life" that is available to the Christian. Now you are ready to

begin a new unit in behavior. Since this is a "NewLife Behavior" course, our central theme is how a "new life" or "new life thinking" can impact our behavior. In this first lesson we will ask the title question . . .

*Catch your friend
while he is stumbling
before he falls.*

"Why did I do that?"

*Do not send
a sheep to
save a wolf.*

Let us begin to look at how *thinking* and *feeling* lead to behaving.

*Do good
Expecting nothing
in return.*

Why did Adam and Eve disobey God? Why did Nadab and Abihu (Leviticus 10) offer unauthorized fire before the Lord? Why did Moses strike the rock instead of speaking to it as he had been commanded? (Numbers 20) Why did Peter later change his behavior while Judas committed suicide? It wasn't that they didn't know better. Why do we act the way we do? In this lesson we will explore this question. The basis of "why" is in Proverbs 23:7 (King James Version): "As a person thinks in his heart, so he behaves..." This thought could be considered the "motto"

for this whole series of studies. Let's begin by looking at some common responses that people give whenever they are asked why they behave a certain way:

- After Adam & Eve sinned, Adam said, "Eve made me do it" and Eve said, "The devil made me do it."
- Some say, "A little voice made me do it."
- King David, after his sin with Bathsheba, would say, "It was due to lust."
- Some say, "Pride made me do it."
- Some say they were either hungry, drunk, "high," or angry.
- Some say they don't know why they were doing it.
- Some say their parents are to blame.
- Peter and Judas blamed themselves.

Many times, they attribute their behavior to external forces. They accept no responsibility for their own behavior.

There are three general answers that people give as to why they behave as they do.

#1) The atheist says: "I decided to satisfy my biological and social needs and urges," or "What did you expect? I'm just human."

#2) The agnostic answers, "I don't know why I did it," or "They made me do it," or "I was afraid they would not like me."

#3) The Christian declares, "As a person thinks and feels, so he behaves. Since I allowed myself to do it, I am responsible. I can control my behavior. I will accept the consequences of my negative actions and enjoy the positive benefits of my positive behavior." The Christian accepts the responsibility and consequences of his behavior and knows that control needs to come from within. The Bible tells us "...but Christ lives in me..." (Galatians 2:20) and "let this mind be in you which was also in Christ Jesus." (Philippians 2:5)

Part of the "good news" (the Gospel) is that we do not have to be a victim of our upbringing, our environment or even our present condition. We can choose how we behave. This is truly a reason for rejoicing! Through the power of Christ, we can say "I can...!" (Philippians 4:13), rather than "I can't...!"

Now let's look at some of the details that can help us understand why we behave the way we do.

II. The "Four G's" That Influence Our Behavior

Study and experience have both shown and convinced me that there are "Four G's" that impact our behavior, as shown here in Figure 4-1.

A. Genes

The genetic structure (road map) that we inherit from our parents and other ancestors is a factor in our behavior. Just as we might have inherited "grandpa's big nose," we may also have inherited his disposition. According to studies of identical twins raised apart in different environments, researchers found striking similarities in the behavior of separated twins.

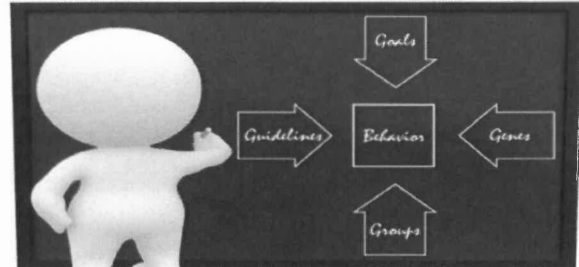


Figure 4-1

We have no choice in the basic temperaments and different talents we inherit from our parents. There is no right or wrong kind of temperament. It is a beautiful thing when we can give our temperaments and talents over to God and live in harmony with the style and temperament that we receive via our genes. While we don't have to follow the behavior predisposed to us by our genetic structure (road map), we are inclined to follow our genetic structure unless we, someone, or something redirects our behavior. The groups in our home, school, workplace, church and other places can be strong factors in influencing our behavioral style or type we use. It is no surprise when a person uses one style of behavior in one social environment and another style in a different social environment. We can choose our style.

The Dallas Morning News reported a set of identical twins raised away from each other and then reunited as adults. They found several similarities in their behavior and likes and dislikes. They like the same colors, fragrances, facial makeup and hair care products. They had similar interests in church activities and desire to save the world. Both were recovered alcoholics and anorexics. They both loved singing for groups. They also looked forward to spending the next 75 years together.¹ This is quite a testimony for the influence of genes on behavior.

The National Geographic gave a report on two identical twin brothers who had been separated at birth and then were reunited as adults. Both men grew up with the name, "Jim." They were both born in Piqua, Ohio in 1939.

At age 39 they were reunited. Both men were 6 feet tall and weighed 180 pounds. As young boys, each had a dog named "Toy." As young adults they married wives named, "Linda." Both divorced their wives and married ladies named "Betty." They had sons named "James Alan" and "James Allan." Both served as part time sheriffs, enjoyed carpentry, suffered severe headaches, smoked Salem cigarettes, and drank Miller Lite beer. They had the same crooked smiles and admitted to leaving love notes around the house for their wives.

Starting at about 1980, scientists began the serious testing of identical twins. The issue of nature vs. nurture became a serious matter. Their findings led to the conclusion that intelligence and other similar behavioral factors are not always the result of parental and school influence.²

Danielle Reed, a researcher, shared a statement that has helped to explain what is happening. She stated, "We forget that 50 years ago things like alcoholism and heart disease were thought to be caused entirely by lifestyle. Schizophrenia was thought to be due to poor mothering. Twin studies have allowed us to be more reflective about what people are born with and what's caused by experience." She continued to say, "Mother Nature writes something in pencil and something in pen. Things written in pen cannot be changed. That's DNA. But things written in pencil you can."³

Identical twins come about every 250-350 births. They are the result of a single egg and sperm that then split and form two babies. Fraternal twins come about 22 to 150 births. They develop from the fertilization of two different eggs.⁴

In other words, research is showing that children's brains are not blank slates at birth to be written on by family and schools.

In studying C.G. Jung and his work on psychological types, one can see a connection between genes and behavior. Jung made two terms world famous. One was extraversion and the opposite was introversion. Other psychologists and researchers took his two types and divided each into four types.⁵

William Marston led a group of researchers to also subdivide Jung's work. Their extraversion behavior would include daring behavior and inducement behavior. The introversion type behavior would be supportive and its opposite compliance type behavior.⁶

Marston described his four divisions as follows:

D type behavior includes such words as **D**aring, **D**ecisive, and **D**etermined.

I type behavior includes such words as **I**nviting, **I**ncubating, and **I**nducement.

S type behavior includes such words as **S**ubmissive, **S**upportive, and **S**hy.

C type behavior Includes such behavior as **C**ompliment, **C**holeric, and **C**autious.

We have no choice in the basic temperament and different talents. There is no right or wrong temperament. My first recommendation to parents, teachers, and others who work with people of all ages is to determine the style of behavior for each person in your group. Then guide the communications, working partners, or teammates and assignments. I watch many basketball games played by Michael Jordan of the Chicago Bulls. The coach was very smart to make Michael the team captain. Jordan's behavior was certainly that of a group leader.

It is a beautiful thing when we can give our style of behavior and talents over to God and live in harmony with the style and temperament that we received through our genes. While we do not have to follow the style of behavior predisposed to us by our genetic structure (road map), we are inclined to follow it unless we, someone else, or something redirects our behavior. The groups in our homes, schools, workplaces, churches and other places work together in groups to achieve a common goal.

The Apostle Paul said he became all things to all people in hopes of saving some. (First Corinthians 9:19-23) I would say to students, siblings, parents and others, "If the goal is important, change your style of behavior for the benefit of the group effort. Parents, teachers, and leaders would be wise to determine the style of behavior of their group members as early as possible.

B. Groups

The groups into which we are born (parents), with whom we grew up (family, peers, friends, teachers), marry into, work, and socialize with can be powerful influences on our behavior. They can encourage or discourage our natural tendencies. A child learns what is acceptable and unacceptable behavior from the group into which he or she was born and usually acts accordingly. When we are small, we may act like our parents. As preteens and teens, we tend to act like our peers and heroes—sometimes in a distinctly different way from our parents. Yet, there comes a time when we find ourselves acting just like our parents. It is strange, but it happens.

Dating and the anticipation of dating can cause all kinds of behavioral changes.

Preteen boys start shining their shoes and combing their hair!

It is funny how as teens, we vow that we will never act like our parents. Yet, as we grow older and maybe become parents, we often laugh at how much our behavior resembles that of our parents, ourselves.

The groups with whom we associate are very important. The Bible warns against having evil companions. (First Corinthians 15:33) Like our genetic structure, we did not have a choice of the group into which we were born, nor very much choice in the groups with whom we associated during childhood. As we become older, sometimes our best choice is to leave the group. This is where our guidelines come into play. I feel I must share with you the advice of a medical doctor in our Bible class. He said sometimes we need to change our playmates, playtoys and playgrounds. He was so correct.

In Second Timothy 4:10, we see a person names Demas. Paul writes that Demas had forsaken him and his group. He wrote that Demas loved the world. Demas did not want to change one or more of the following: playmates, playtoys, or playground.

C. Guidelines

We “catch” or develop our guidelines, priorities, ethics, or values from the groups mentioned above. (We do not inherit our guidelines.) We also develop guidelines of our own. When we are young, we tend to be politically and religiously similar to our parents because we value their opinions. Later, as we learn about other opinions, we may either reject our parents’ values or go through a process of evaluating them until we consciously choose them as our own. Those we chose as important and/or valuable form the basis for our guidelines or priorities. Our guidelines have a strong impact on our goals.

When I was a young teenager, I had my share of the chores on our farm. Our parents assigned them to us. One of my chores was to give each of our three mules three ears of corn twice each day. One day, a young family friend came to visit us. He and I went to the barn to do my chores and then shoot some basketball. While I was doing my chores, I

thought he was feeding the mules their three ears of corn. Naturally, he finished his one chore sooner than I finished my several chores. When I finished my chores, he was shooting the basketball. I joined him and we were having fun.

Then my dad came to the barn and in a few minutes, he called us into the barn. He said the mules have not been fed. I looked at my friend and he said, Oh! I forgot. My dad told my friend to go on back to playing with the basketball. Then he gave me a couple of licks and a speech. He told me that feeding the mules was my responsibility. If I give that responsibility to someone else, then I must check and make sure the other person does his job. The pain from the licks is gone. The message is still with me.

D. Goals

The goals that we set for ourselves, believe in, and diligently work toward, greatly influence our behavior. Obviously, a parent whose goal or aim in life is merely to have a good time is going to act differently than, for example, a parent who gives up many pleasures for himself in order to provide for his children. The goals we set for ourselves are greatly determined by guidelines or values that we feel are important.

We all have goals whether we are consciously aware of them or not. To choose not to have goals is to choose to live aimlessly, which is a goal in itself. When Jesus was being crucified on the cross, He could have responded as some others who cursed their enemies. Instead, he asked God to forgive them. Jesus had a goal: fulfilling God's plan. Between the usual reaction (cursing those who hurt us) and His response (asking for blessings and forgiveness for them), He made a decision based on love and the value of man's redemption. We, through Christ, can do likewise. (Philippians 4:13)

III. How Our Mind Works

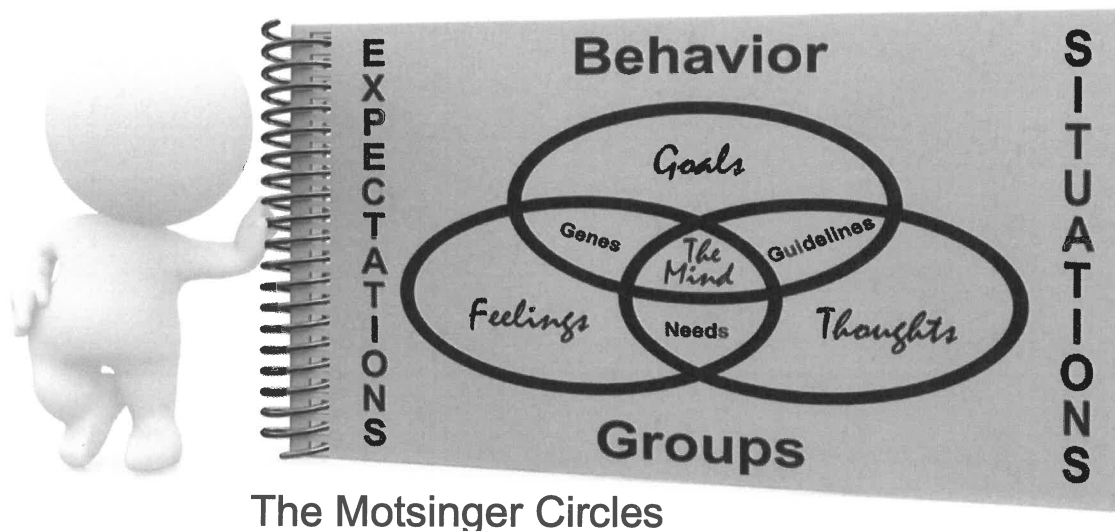
A. The Three Functions or Parts of Our Minds

According to our lesson motto (Proverbs 23:7), there are three separate but interrelated parts of our minds (see figure 4-2):

1. Thinking (Cognitive) – Includes knowing, remembering, perceiving, analyzing, synthesizing, evaluating, and understanding.
2. Feeling (Affective) – Includes love, fear, resentment, anger, compassion, and a wide range of other human emotions.
3. Behaving (Action) – The action/reaction or “doing” part of behavior, which includes running, hitting, testing, drinking, listening, hugging, touching, talking, etc.

As you view figure 4-2, notice that the three interlocking circles overlap and form additional shapes. The innermost shape we will designate as THE MIND. The mind is the core of our

thoughts, feelings, and actions. Under the mind we note an area designated as Needs. Our needs for health, security, relationships, expectations, and appreciation will impact our THOUGHTS. FEELINGS. and GOALS. and vice versa.



The Motsinger Circles

Figure 4-2

Another area is designated thoughts. It represents our perception of self, parents, family, friends and all "others" we know. Our thoughts of ourselves (self-image) will influence how we FEEL and BEHAVE. You also notice an area designated as Genes. Each of us is given temperaments (styles) of behavior, through our genes. As we mature, we learn to express or restrict the free expression of our behavior styles (daring, talkative, shy, analytical, etc.). Our temperaments influence how we THINK, FEEL, and ACT. We will study more about this latter, but briefly: our internal factors (goals, feelings, thoughts, genes, guidelines, and needs) interact with each other and interact with our external factors to produce our behavior.

B. Which Comes First?

It is difficult to know if THINKING precedes FEELINGS or vice versa, or . . . does BEHAVIOR precede both (see figure 1-3)? I suggest that we think of our lives as a continuous circle, going from one situation to another; each situation can cause a person to either BEHAVE, FEEL, or THINK. Thinking, feeling and behaving are inter-related (figure 1-1). Each of the three has a cause and a reaction. Any of these three basic functions of the mind can come first, but they all work together!

1. Thinking first

Many times thinking comes first. Our thinking can lead us to good or bad feelings. Thinking and feeling together can produce certain behaviors.

Thinking → *Feeling* → *Behavior*

Example: Luke 15:17: "When he (younger son) came to himself" - (realized how much better his father's servants had it), we see the thought process at work. Then the son feels, "I am not worthy to be a son." Next, he humbles (feeling) himself to be a servant. Finally, he arises and goes home (action).

Realization → *Humility* → *Goes Home* →
Salvation
 (THOUGHTS) (FEELINGS) (BEHAVIOR)

It is very important to see all three steps (thinking, feeling and behaving) working together at the same time. We can see from these examples that what we put into our minds and allow ourselves to dwell on are the determining factors of our behavior.

Feelings → *Thinking* → *Behavior* →

2. Feelings first

Sometimes feelings come first. Negative or positive feelings about a person or situation may lead to negative or positive thoughts, which will produce a certain behavior.

Example: James 1:13-15 explains how this progression from feeling to thinking to behavior can lead to sin. We are tempted (something appeals to our lust). Lust has three forms: the lust of the eye, the lust of the flesh, and the pride of life. (First John 2:16) Lust is something from the inside (feeling). Then something from the outside comes into our path, creating an enticement. With the enticement, we begin to rationalize the behavior (thinking) we are considering. Our own desire or lust has allowed us to be enticed. When we give in to the enticement, we sin (act), and sin leads to death (separation from God), unless dealt with through coming back to Christ for a correction in thinking, feeling, and acting.

Also, parents will sacrifice themselves for their children due to the power of an emotion built on love. Travis Bradberry and Jean Graves, in *Emotional Intelligence 2.0*, explain that the physical pathway for emotional intelligence starts in the brain, at the spinal cord. Your primary senses enter here and must travel to the front of the brain before you can think rationally about your experience. But first they travel through the limbic system, the place where emotions are experienced.⁷

In other words, our experiences could be influenced by our feelings about an experience before the experience can be influenced by the intellectual, or rational part of the brain.

3. Behavior first

Our behavior may come first. Perhaps we inadvertently do something without really thinking about it. Feelings of shame or esteem may result in negative or positive feelings about ourselves.

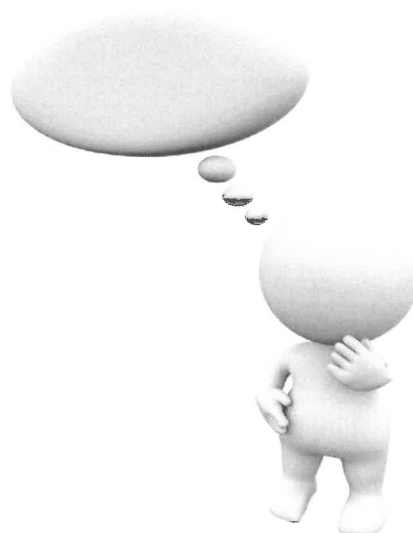


Example: In Acts 9, Paul was going from house-to-house persecuting Christians. He received a letter from the high priest to go to Damascus and look for Christians so he could bring them back to Jerusalem for punishment. On his way, Paul was struck blind. Out of his fear (emotions, verse 6), he asked God for instructions. Paul modified his concept of Jesus as the Messiah and obeyed God in baptism. Now Paul saw Jesus not as an imposter, but as the one to whom Paul would devote his life.



Back when I was in high school, I had a friend who lived on the farm next to ours. Because he was small in size and not as book smart as the normal person in our class, my parents wanted me to look after him. One day while walking down the hall, someone quietly walked up behind me and gave me a solid punch in the lower right side of my back. You could call it a severe kidney punch. Immediately, I yelled out and simultaneously found myself making a very fast turn to the left with my right hand balled up in a tight fist. I was ready to lay out whoever it was. Just as my eyes fell on his face, I stopped and yelled out his name. He was so frightened that his face turned as white as one of Mama's bed sheets. He yelled at the same time that I did.

As I look back on this event, this was an example of feelings first, actions second, and thinking third. We both were shocked. I was probably one of a few boys who could receive a kidney punch from him and not lay him out. When we settled down, we both relaxed and laughed about the situation. We gave each other a big bear hug. He never hit me again. He probably never hit anyone in the future.



IV. Summary

The art of being wise is the art of knowing what to overlook.

~ William James

By consciously considering (thinking) our response to a given situation or stimulus, we can change our responses to temptations. This is great news! We are in charge of our actions!

When we die to self and live for Christ, we are capable of decisions to behave in a manner, which may be very different from our past.

In summary, we see that human behavior involves much more than a spontaneous reaction. We can learn to control our behavior by working on the way we feel and think. It is comforting to know that it is possible to be and do what we choose, rather than to be puppets of someone else.

Now that we realize that we are free to change, let us decide to become servants of Christ. Christ was free and became a servant. (Philippians 2:1-11) Then we will feel, act, and think as Christ did. Then, if someone asks, "Why did you do that?", we can actually say, "Because that is what Christ would have done."

Please study Philippians 4:8 and Galatians 2:20 for a better understanding of this idea.

NewLife Behavior • Unit 2 • Lesson 4



... STUDY QUESTIONS ...

Name _____ Date _____
Address _____

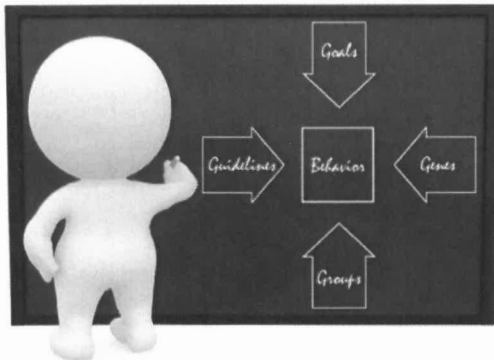
1. The central theme of this NewLife Behavior lesson is how our behavior is impacted by our
 - (a) environment
 - (b) associates & leaders
 - (c) family
 - (d) thinking & feeling
2. Part of the “good news” (the Gospel) is that our childhood experiences do not have to make us
 - (a) a victim
 - (b) scared of others
 - (c) dependent on others
 - (d) a failure
3. Which of the “4 G’s” that impact our behavior is the one we cannot control?
 - (a) goals
 - (b) groups
 - (c) guidelines
 - (d) genes
4. The three main functions of a person’s mind are thinking, feeling and
 - (a) making decisions
 - (b) worrying
 - (c) behaving
 - (d) remembering
5. From our ancestors, we can inherit our genetic structure, like Grandpa’s big nose, and even our
 - (a) disposition
 - (b) deposition
 - (c) demography
 - (d) geography
6. How we think and act is influenced by our
 - (a) feelings
 - (b) diet
 - (c) physical structure
 - (d) sleep habits
7. One thing that has a strong impact on our goals is our
 - (a) education
 - (b) friends
 - (c) money
 - (d) guidelines
8. To choose not to have goals is to choose to live
 - (a) In doubt
 - (b) following others
 - (c) aimlessly
 - (d) dependently on others
9. Feelings of shame may lead to
 - (a) negative feelings about others
 - (b) thinking too highly of ourselves
 - (c) feelings of personal failure
 - (d) not thinking at all
10. We can learn to control our behavior by working on the way we feel and
 - (a) eat
 - (b) sleep
 - (c) think
 - (d) set goals

Discussion Questions...

1. Why do you think Peter repented and Judas committed suicide?
2. Discuss the meaning of pride and why it is so powerful.
3. What is the difference between an atheist and an agnostic?
4. Which of these four do you think has the most influence on our behavior: genes, groups, guidelines, or goals?
5. Which of these two is more influential on our behavior: internal or external factors?
6. What does this statement of William James mean to you? "The art of being wise is the art of knowing what to overlook."

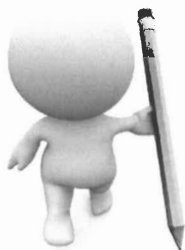
Reflection...

Now that you have finished this lesson, write a few sentences telling what new things you have learned about your present situation or condition and how you can use these new ideas.



Applying the Lesson...

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or studymate.



Video Questions for Lesson 4

View Video #4 and Answer the following Questions:

1. Which of the following ideas was not in lesson 4?
 - a. Atheism has a prior commitment to materialism.
 - b. It is easy to blame others.
 - c. I could not help myself.
 - d. My personality and church do not have much in common.
2. Our behavior has both _____ and _____ factors.
3. One plus one equals two, but one with one equals _____.
 - a. Two.
 - b. one square.
 - c. eleven
 - d. no answer
4. The mind that is governed by the flesh leads to death, while the mind that is governed by the spirit leads to life and peace is found in:
 - a. _____ James 1:10.
 - b. _____ Romans 8:1-8.
 - c. _____ Ephesians 3:1.
 - d. _____ Galatians 3:1
5. The two main words in Romans 7 are:
 - a. _____ Grace and law
 - b. _____ Law and sin.
 - c. _____ Law and Moses.
 - d. _____ Sin and grace



NewLife Behavior

Unit 2 Understanding Our Behavior

Lesson 5

"Psychological and Social Factors"

By H. M. Motsinger, Ed.D.

"If any person be in Christ, he is a new creature . . ."

(Second Corinthians 5:17)

Dear Student, Before you start this Lesson, View the following Video:
Sense of Self - Lesson 5 Psychological and Social Factors

<https://www.youtube.com/watch?v=gTlEm3iEGDo&t=2s>

Course 1 - A Sense of Self

NewLife Behavior • Unit 2 Understanding Our Behavior • Lesson 5

RESPONSE SHEET

Dear Student,

We have found that thoughtful *written* responses greatly enhance students' understanding of this course material. Therefore, we encourage you to use this Response Sheet as an aid in the study of this lesson.

Before You Start

Before you start this lesson, on the lines below, please write three or four sentences describing what you think God feels about you as an individual. Then, refer back to these sentences when you finish the lesson. Compare what your final thoughts are with your pre-reading thoughts.





Unit 2: Understanding Our Behavior

Lesson 5



Psychological & Social Factors

Remember:

Our behavior comes mainly from our personal and social influences.

Key Verse:

Keep your heart with all diligence,
For out of it spring the issues of life. ~ Proverbs 4:23

*Psychological refers to
factors in our mind*

*Social refers to factors
outside our minds*

*...have the same mindset
as Jesus Christ*

1. Introduction

In the previous lesson (Lesson 1 of this 2nd unit, "Why Did I Do That?") we learned how thinking and feeling influence behavior. (Proverbs 23:7)

We also learned about the "Four G's"...

Genes	push us to act a certain way
Groups	expect us to act a certain way
Guidelines	set boundaries and expectations for our behaviors
Goals	

We recommend that you read this entire lesson through at least once without looking up any of the scripture references. Finally, go back for a more in-depth study – looking up all the scriptures - before you attempt to complete the Study Questions. In this lesson we will look at the origins of our behavior and how it develops from infancy to old age.

Course 1 - A Sense of Self

From the late Archie Bunker, we learned from the title of his famous TV show, "It's All in the Family." regarding our behavior, it is true that the foundations began forming in our earliest days in the family. Even though it is true that we are free to determine our behavior, there are definite influences that enhance or repress productive behavior.

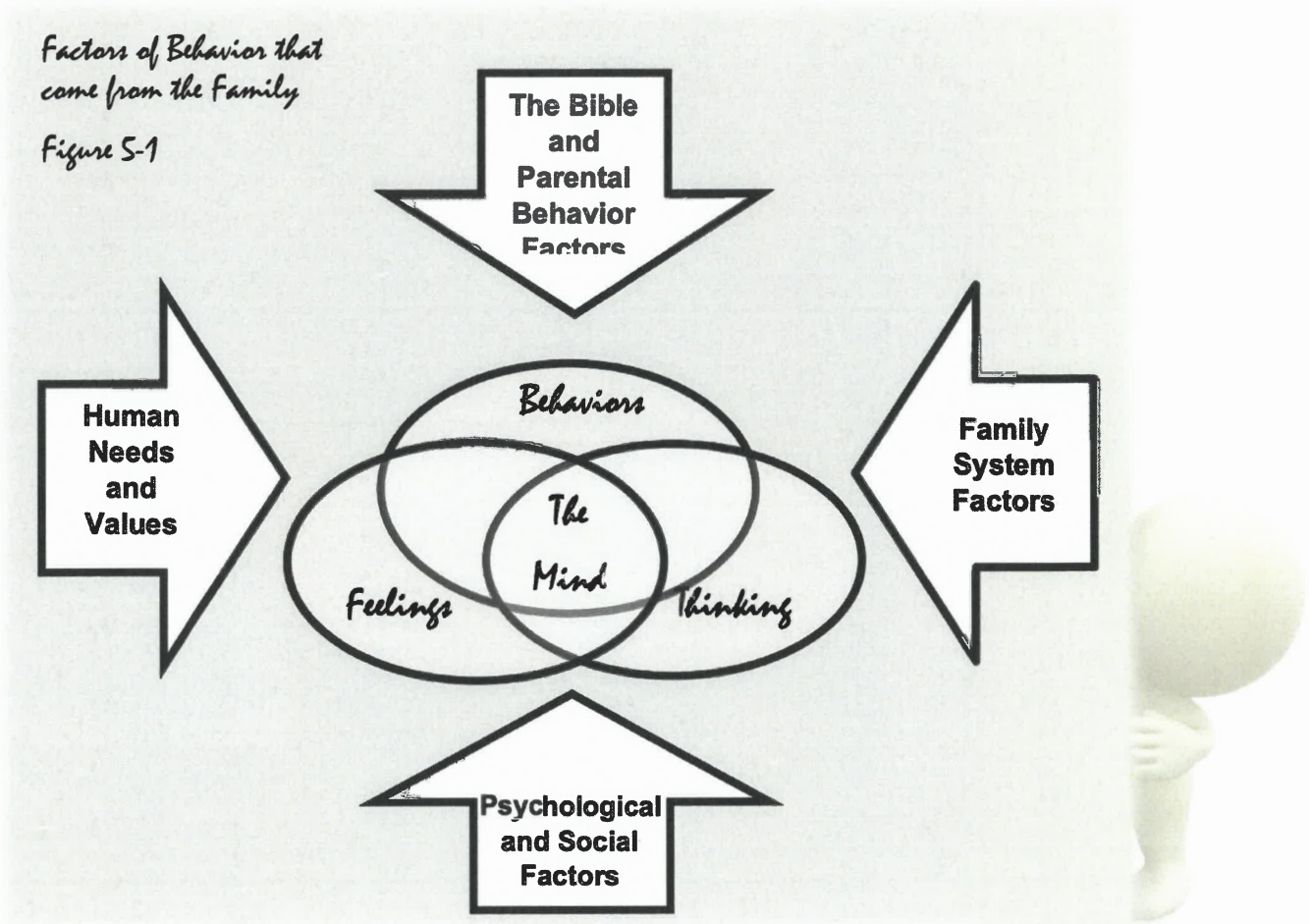


Figure 5-1 illustrates four important foundations of behavior that should come from our family backgrounds. Study this illustration carefully to see if you can relate the four sets of factors to your own life. Did you build your life on all four of these foundations or were some of them weak or missing altogether? This lesson will cover the **psychological** (activities in the mind) and **social factors** (activities between self and others) .

Psychological refers to those factors that affect the mind and thereby influence how we feel, think, and behave. When we use the word - psychological - we are referring to the same word Paul used in Philippians 2:5 which is translated "mind" or "attitude." It is the same word Paul used in Galatians 2:20 which is translated, "Christ living in me." Christ lived in Paul's mind.

Social factors are those experiences and events from outside ourselves that influence us. This lesson will deal with trust and distrust of others. It also impacts self-trust. We will consider how this impacts behavior all the way from birth through maturity until death.

Stages of Human Development

The information and chart in this lesson comes from Erik H. Erikson's book *Childhood and Society*, 2nd Edition.

The psychological and social factors that we receive from our family can be explained in terms of "stages" of human growth and development that we go through as we grow up. These stages can be represented as a set of stairs steps. [See figure 5-2 on the next page.]

You will notice that basic trust is the key factor in this development process. A child, youth, or young adult must have trust in those key persons around him or her to mature and achieve his or her potential.

A young person needs to trust key others (beginning with parents and other family members) in order to develop self-trust. Self-trust is a key factor in becoming independent and growing on to interdependence.

Those lacking in self-trust can easily become a victim of those who want to use and abuse others. Addictive people often lack self-trust and lack trust in significant others.

An example of what I am writing about, involves, a story of a little girl with two older sisters and a mom and dad. Social and psychological issues will be seen as we unfold this story. This lady's story is well known, even around the world. The Pope at the time of her death, wrote about it. A National TV show dedicated time to a personal interview with this lady. Her name is Karla Faye Tucker.¹

The Karla Faye Tucker Story

Karla Faye was born in Houston, Texas. When she was just a child, she and her family, at that time, would be termed a middle-class family. But it was a family headed to a tragic dead end. Her parents divorced several times during her preschool days. Lack of attention, guidance, and broken hopes and promises would characterize her and her sisters' lifestyle.

Before age ten, she found her sisters using drugs and threatened to tell her parents. The sisters gave some drugs to Karla Faye, which kept her from sharing with her parents. During these early years, she could only relate one positive, or maybe normal life experience. It was when she accepted her classmate's invitation to attend church. After that one time, she was not invited again. She felt that her friend's parents did not approve of her and her family. Karla Faye was emotionally bothered by the fact that she did nothing wrong but was still punished. Being left out was a type of punishment for her. She lived her childhood on an emotional roller-coaster headed for a major crash.

Psychologically, Karla Faye was hurting. She was a friendly extrovert. Friends were very important to her emotional security. Being cut off by her friend hurt very much.

Karla Faye was also burdened with a lack of parental attention, neither positive or negative, and

Course 1 - A Sense of Self

a lack of positive role modeling from her two sisters and their boy and girl friends. Karla Faye was pushed by an internal force and desire for peer interaction and fellowship. Being accepted in a group was a driving force for her. Being intelligent and extra social drove her to be a joiner and even a leader in her group. With her parents going back and forth in a divorce type situation, it left her to be a joiner with her sisters and their friends.

By junior high, Karla Faye was deeply into drugs. She was expelled from high school. She went to live with her mom. Life did not get more stable. Her mother placed no restriction on her. This left her to come and go as she wished and with whomever she wished. A sure fired combination for disaster. Karla Faye wondered why her mom took such a loose rein on her behavior. Yet the mother-daughter relationship was very important to Karla Faye. She loved her mother and with the power of the parental role model, she, at age 14, followed her mother into prostitution. By age 16, she was a regular user of drugs with her friends. By 17 she and her 20-year-old druggie boyfriend married and settled down; at least for a while. He had a job and made, what he thought was good money. She was no longer in school. She cooked and kept house.

According to her husband she became a good housewife. They enjoyed collecting guns, being in a motorcycle club, playing tackle football, and doing drugs. He also described her as being charismatic, in that she could talk to anyone. She made others feel relaxed and comfortable. One of our NewLife Behavior instructors and counselors, Laura White, was very familiar with Karla Faye. Laura described her as being friendly, outgoing, sweet, always smiling, and very concerned for other inmates in her unit. She truly cared about others. She was the "energizer bunny" and yet had time to stop and pray for anyone.

Then one day, Karla Faye announced that she was leaving to work out her wild streak. Life went the other way. She went back to prostitution and drugs. For a period of time, she traveled with bands and served as a groupie. In a sense this was a natural social style of behavior for her, especially when she knew her mother had also traveled the prostitution route.

By age 22, she and the lover of her former girlfriend and roommate started a relationship that would change her life. By age 24, she and her male roomie had built up a negative and serious relationship. She moved in with a different man, who we will call "Joe", but she still had deep anger and distrust to this male former roomie, who we will call "Jack." On June 11, 1981, she and some of her friends and Joe were at a party celebrating her sister's birthday. The party was full of drugs, little sleep, and lots of talking about people who had hurt them.

Karla Faye and Joe decided they would go to Jack's apartment and steal his motorcycle. Thinking that Joe would not be at home, they entered his apartment. Being highly drugged and shocked to see Joe, they panicked and attacked Joe with a pickax and killed him and the girl.

Karla Faye's trial would begin three years later, on April 11, 1984. Karla was found guilty of capital murder. In the nearly three years of incarceration, with Bible study, counseling, and friendship with a group of Christian women, Karla underwent a deep and positive change. She did not change her personality or behavioral style. She was still a friendly extrovert. The influence of her new and Christian teachers and visitors, led her to clear her body and mind of the drugs and hate. Karla told my friend that one day, as she was leaving the chapel service, she took a Bible and hid it under her jacket. When she learned that she could have had the Bible free of charge, she broke down and cried. Then she began a serious study of God's word.

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She experienced what the apostle Paul wrote about in Galatians 2:19-21, which reads as follows: "For through the law I died to the law so that I might live for God. I have been crucified with Christ and I no longer live, but Christ lives in me. The life I now live in the body, I live by faith in the Son of God, who loved me and gave himself for me."

Karla Faye also learned what Paul wrote about a lifestyle that was different from Karla's mother and sisters. It was in Galatians 5:13-23.

"You, my brothers and sisters were called to be free. But do not use your freedom to indulge the flesh; rather, serve one another humbly in love. For the entire law is fulfilled in keeping this one command: "Love your neighbor as yourself." If you bite and devour each other, watch out or you will be destroyed by each other."

"So, I say, walk by the Spirit and you will not gratify the desires of the flesh. For the flesh desires what is contrary to the Spirit, and the Spirit what is contrary to the flesh. They are in conflict with each other, so that you are not to do whatever you want. But if you are led by the Spirit, you are not under the law."

"The acts of the flesh are obvious: sexual immorality, impurity, and debauchery; idolatry and witchcraft; hatred, discord, jealousy, fits of rage, selfish ambition, dissensions, factions and envy; drunkenness, orgies and the like. I warn you, as I did before, that those who live like this will not inherit the kingdom of God."

"But the fruits of the Spirit are love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law. Those who belong to Christ Jesus have crucified the flesh with its passions and desires. Since we live by the Spirit, let us keep in step with the Spirit. Let us not become conceited, provoking and envying each other." Galatians 5:22-26

Karla Faye, never denied that she was guilty. Being a socially oriented and intelligent person, she gave herself to the scriptures. It was in prison, that Karla found her true sense of self. It was here that her true joy came by talking about Christ with others. When she finally exhausted all of her pleas for a change, she believed it was God's will.

Naturally, the general public was not totally convinced that Karla Faye was as happy and positive as she appeared to be. Her response to skeptics reads as follows: "Yes, it can. It's called joy of the Lord. When you have done something like I have and you've been forgiven for it and you're loved, that has a way of changing you. I have experienced real love. I know what forgiveness is, even when I've done something so horrible. I know that because God forgave me when I accepted what Jesus did on the cross. When I leave here, I am going to be with Him."²

As we study the stages of Human Development on the graph on next page, we will see all the needs that Karla deserved but did not get. We will also see what happens to someone who deserved better than she received.

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Notice that the steps go up and down! We will discuss these two different paths. You will note that we have the option of moving up or down either staircase.

Sometimes our tendency is to turn our backs on those who are on their way down. What they need is for us to catch them before they get all the way down and assist as they walk back up!

As we let Christ live (Galatians 2:20) and perform or “behave” (Philippians 4:13) through us, we can be guides to show people how to return to the basic trust box. We must set the right example or model. Then, they can move upward. It is true that their trust will first be in us as their guides...

But... as they begin the upward climb... they will develop trust in themselves.

Remember that even if a person is on the “up” staircase, when a crisis comes in life, he or she can slide back down. The stage of psychological and social development in which a person is operating at any given time can influence how he or she will act and react.

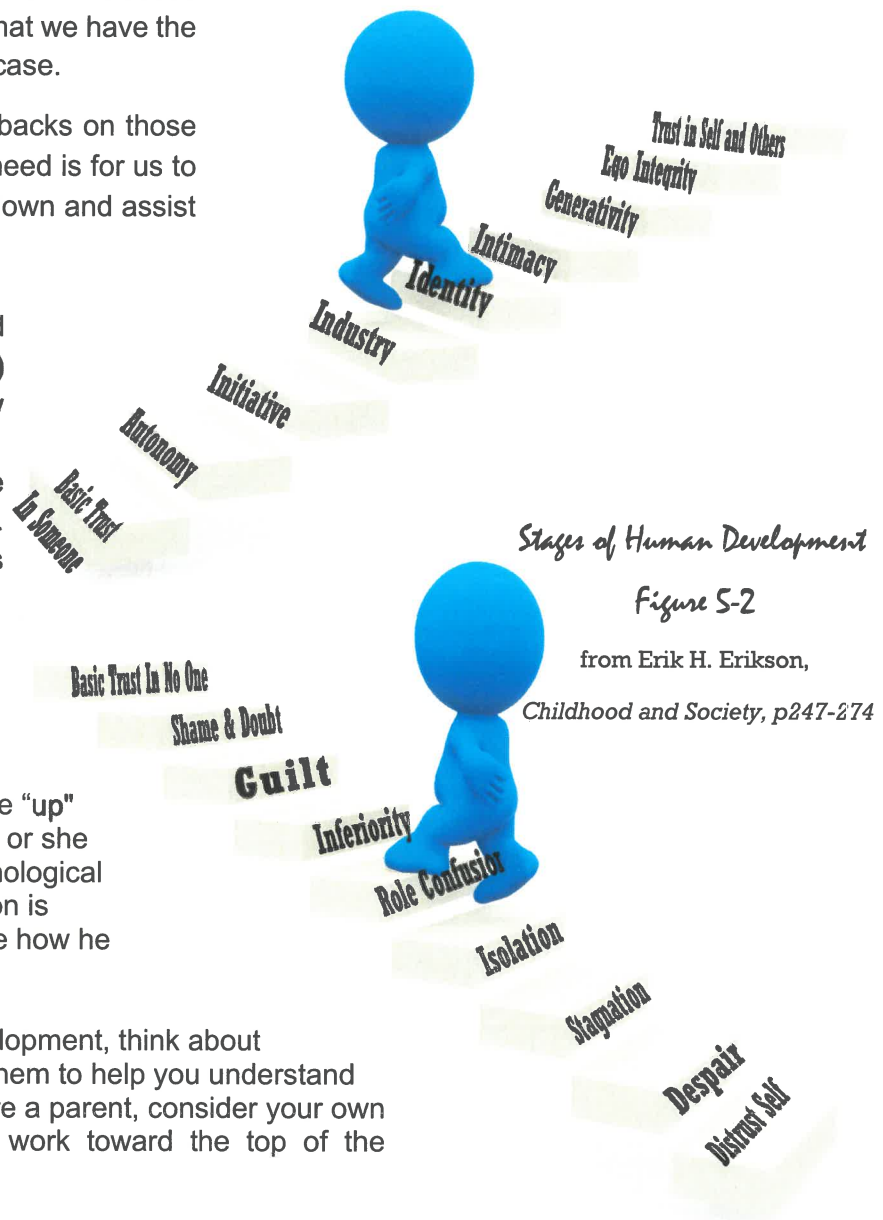
As you learn about these stages of development, think about your own life. Later, go back and study them to help you understand other people in your life. Finally, if you are a parent, consider your own children and how you can help them work toward the top of the staircase to become a productive adult.

In the following discussion we have given the ages at which it is normal for an individual to be in a particular stage. However, these do not always apply because when a person becomes retarded in development, we may find an adult that is still a child.

A. Human Development Built on Distrust

It is never right to do wrong.

First, we will discuss the “down” staircase of figure 5-2. This is the path of human development built on basic distrust of the world (birth to 18 months). A baby needs someone to look after his basic needs of food, diaper changes, and comfort. When these are not met consistently, the child learns to look at everyone with mistrust.



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1. **Shame and Doubt (18 - 36 months):** This child does not trust others and therefore has not learned to trust himself. Instead of feeling good about "I can," the child feels bad about himself and says, "I can't." If he is criticized by "shame on you" or told "no" excessively, he will develop a feeling of shame. A feeling of shame comes from making him wish to be invisible since he is always wrong. Doubt is related to shame in that, if overly corrected, the child develops the opposite of confidence and self-worth, which is self-doubt. The roots of fear-based behavior are beginning to grow and influence his actions.

2. **Guilt (ages 3 - 6):** At this stage, the child is not performing at his age level, and he knows it. He shies from doing anything for fear of being wrong, but at the same time feels guilty that he is doing nothing. If parents don't encourage and appreciate independent behavior, the child will feel guilt about wanting to be assertive and independent.

3. **Inferiority (age 6 - puberty):** Unresolved guilt will result in feelings of inferiority. If trust, autonomy and initiative are lacking, a feeling of inadequacy will develop, and maturity will lag. Fear of cooperating or competing will characterize the youth.

I wish I could do that!

4. **Role Confusion (teenage years):** During adolescence, a youth wants to establish his/her own identity as both a group member (of family and peers) and as an independent person. With the physical growth (explosion) inside and the approaching independence outside, there is a need for the youth to evaluate how he feels about himself. He also needs to connect and apply his developed skills to the opportunities that lie ahead. However, a person on the downward staircase may have not developed any skills. When he suffers from an inferiority complex, he does not have the internal drive to take on a role and say, "This is who I am." Trouble will rule the life of the youth which has role confusion. In normal development, what he is good at doing identifies a person, but a person with feelings of inferiority won't have any roles because he is afraid to venture out and try things. This leads the youth to shut himself away, or he may develop "street smart" skills. These serve as temporary coping skills which are not productive or effective in adulthood.

5. **Isolation (young adult):** In normal development, a young adult will want to merge his/her identity, goals, and commitments with those of others and especially with one other person in marriage. If life has provided enough negative experiences, fear and feelings of inferiority, confusion, and mistrust, it may lead the person to work and live in isolation. Isolation tends to perpetuate itself, leading to deeper isolation. The "Shoebox Bomber," Adam Lanza of Connecticut, and other similar killers, were loners.

6. **Stagnation (middle age):** As this person reaches middle age, he does not reach out to others, as would be the norm, but becomes self-indulgent. The most negative person in this stage will become overly concerned about self, both emotionally and physically.

7. **Despair (old age):** Finally, this negative person ends his life lonely, depressed and bitter. He fears death. He fears that it will be too late to start over and too late to make amends for mistakes. Howard Hughes, a super-rich businessman fits this category. His money brought him everything but happiness and a meaningful life.

Billy's Story

Now I would like to share with you the story of Billy. I met him the first night of my first class with 15 men in the Dallas County Jail. That was almost four decades back.

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Billy walked into my classroom after all the other men were seated. Billy came in cursing the jailer because he did not want to be in my class. We did not know each other, so I did not take his reluctance personally. As he came in, he announced "loud and clear" that he did not want to be there and did not think I could help him. He said he had been in every alcoholism class there was and no one had helped him yet. Billy said he was 65 and had been an alcoholic since he was 15, when he took his first drink.

Billy stayed in my class and eventually, he and I became great friends. In fact, he became my co-teacher. At Billy's time of release, he went home to his first wife, Thelma. Thelma had also been Billy's fourth wife. After Billy had been released for about five months, Thelma called me and invited me to come visit her and Billy. In our phone conversation, she told me that she loved me for what I had done for Billy. I honestly did not think I had done much for Billy, since I only had him for 8 months or so. Thelma was so grateful for my help that she insisted that I come see her and Billy. Frankly, I wanted to see her. Billy had told the class about how "this crazy woman wanted him to come back home to her when he was released. Knowing Billy and his record, I thought she had to be crazy!

My 12-year-old son and I drove out to meet them one Friday evening. When I pulled into the yard surrounding their trailer house, my car lights flashed up on the shiny metal side of their house. Immediately, I saw this short and heavy-set lady run out the door and make her way to my car door.

She grabbed my car door. Jerked it open and said with a big smiling face, "Get out, Billy and I have been waiting to see you." Then she grabbed me and gave me the biggest hug I could remember getting. Then she pulled me to the house so I could see her Billy.

She had fixed a king's feast for us. We sat, ate, and talked. Well, Thelma did most of the talking. She was one very excited person. After dinner, we talked another 90 minutes, and I was ready to leave for home. She would not let us leave. We stayed the night and ate a very large breakfast the next morning.

Then she told me that she and Billy wanted to ask me some questions and tell us about their plans. So, my son and I listened some more. Her biggest question was this. "Will you, Brother Motsinger, never stop doing for people what you did for my Billy?" I told her I would continue down that road. That was in 1984, 37 years ago. At the time of this writing, I am still doing what she asked me.

Now, I would like to share something about Billy and how he had hit rock bottom. When I met him, he was 65 years old. Since he was 15, he had been drinking or drunk more days than he had been sober. His parents were sharecropper on a cotton farm just east of Dallas. Being needed in the cotton field, education was not a luxury his family could afford. Billy dropped out in the 7th grade. Billy became an alcoholic during his time from ages 15-19. His parents convinced Billy to join the Army, in hopes, of getting him cured. To their surprise, alcohol was even more available to him in the military. Following his discharge, he went to live in a West Dallas boarding house.

Across the street was 15-year-old cutie, Thelma, who liked to walk up and down his sidewalk to capture his attention. She was successful in getting this 24-year-old to walk with her. She was also successful in getting him to ask her to marry him, even with her parents' approval. Within the next four years Thelma had 4 children. Then the bottom fell out. Billy increased his drinking. It was during a freezing night that Billy was drunk and lost. He broke into a very popular Dallas

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church, in order to get a warm place to sleep. The next morning the pastor came to the church and found Billy. Billy was arrested and sent to prison for 18 years.

When you look at the chart with the up and down stair steps, we see Billy on the bottom step. In a state of despair. He has a long sentence. His wife has four children, with little education and no paying job.

While Billy serves his sentence, Thelma marries another man. He had 8 children, but Thelma is not one to lose faith in God. Thelma and her husband raised her children and his. Now then Billy is out of prison, he cannot go to Thelma because she is married. Billy goes back to his old crutch, the bottle. He is arrested and sent to the Dallas County jail. This is where I meet up with Billy.

Thelma's husband gets sick and dies. Now she writes Billy to come home so they can get married again.

Billy starts his way back up the stair steps. As you think about Billy and Thelma, you can see him walking away from despair, passes stagnation, isolation, role confusion, inferiority, some guilt is still to be erased along with shame and doubt. He now has Thelma whom he can trust to accept and love him.

Billy goes home as a free person, marries Thelma a second time, and he has control of his life, via Thelma. He gets a job working in the sweet potato fields. It just so happened that Billy was living in the area called the sweet potato capital of the world. Billy, through his marriage and job, has an identity. Now he can begin to be a father, again, to his four grown children. He now develops ego, integrity, and trust in himself and others.

B. Human Development Built on Trust

It is never wrong to do right.

Now we will discuss the "up" staircase of Figure 5-2. This is the path of human development built on love of self and others or basic trust (birth to 18 months). The child learns that people in his environment are trustworthy. When he is wet, he gets changed. When he is hungry, he gets fed. When he is hurt, he gets comforted. As he develops and comes in contact with people other than his immediate family, he looks at them with eyes of trust. He has learned to trust others, and this is the basis of learning to trust himself

1. **Autonomy (18-36 months):** Autonomy is an internal sense of self-control. During this age, the child learns to have a certain amount of independence: to feed himself.
2. **Initiative (ages 3-6):** By the age of six, the child has enough trust and autonomy that he can initiate, plan, and perform certain expected tasks. Successful parents focus on encouragement and appreciation for efforts to take initiative rather than discouragement and criticism for being "rowdy".
3. **Industry (age 6 - puberty):** By the age of puberty, it is hoped that the child has mastered the ability to do things (pass a math test, throw a ball, ride a bike, use tools, do family chores) of value to others. No longer is he accepted just because he "is". He must grow beyond "play" and do "work". If autonomy and initiative are present, all will go well, and the things the child does well will lead him to the next level (step) in Figure 5-2.
4. **Identity (teenage years):** Through taking initiative and achieving mastery over certain skills, the young person receives confirmation from other people that he is capable. His identity begins to form from the things he can do well. ("You can play baseball." "You are good at

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math." "You are good with little children.") This reflection from others is what gives him his good self-image and helps him to begin to identify his niche. From this he develops a strong sense of what he should do in life. At this stage, parental wisdom as to when to guide, force, or forgive is very important. Proverbs 22:6 teaches parents to train up a child in his own natural way, but with God's values so that when he is older, he will not leave God's values.

5. **Intimacy (young adult):** The person begins to develop closeness with those who give him acceptance, confirmation, expectations, and appropriate appreciation. He merges his identity and goals with others. Since others hold him in esteem, he is confirmed in the belief that he is a worthwhile person. Since he "has it all together," he is ready for the next step.
6. **Generativity (middle age):** This is the stage wherein one produces and cares for the next generation. It is normal to want to share one's possessions and expectations with his or her children or give of blessings to nieces/nephews, orphans, and other needy ones. In a sense, the person is seeking to "clone" himself in others or to help others become all they can be. By following Christ, we share Christ via our behavior. This will help clone Christ in others.
7. **Ego Integrity (old age):** In old age, the person who has given of himself to others, adapted to successes and failures, assisted in caring for others, or produced some useful ideas/products or services will see himself as OK. To the person with ego integrity, death has lost its sting. He will not fear death, nor will his children fear death. "Death has lost its sting" (I Corinthians 15:55).³

II. Summary

Trust thyself, and another shall not betray thee. ~ Ben Franklin

If we have basic trust in someone, it is like possessing the "key" to getting our lives on the Upward staircase. With trust in others and successful behavior on our part, self-trust and all its benefits are ours to enjoy and share with others.

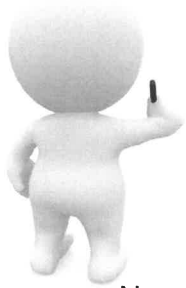
If you are an adult and do not have parents or family who trust you, please contact them. Apologize for the wrong you have done to them. Repay them what you owe them and build positive servant-oriented behavior toward them.

If you have children or persons who depend on you, behave in such a manner that they will trust you.

In closing, we recommend that you turn to Christ as Paul and others have done. Die to yourself and let Christ live through you. (Galatians 2:20; Romans 6:4) Then you will live with success and die with "ego integrity".



NewLife Behavior • Unit 2 Understanding Our Behavior • Lesson 5



• • • STUDY QUESTIONS • • •

Name _____ Date _____

Address _____

1. Psychological refers to those factors that affect
 - (a) the mind
 - (b) emotions
 - (c) will power
 - (d) the soul
2. In order to learn to trust himself or herself, a child/youth must develop trust in
 - (a) parents
 - (b) peers
 - (c) mothers
 - (d) All three
3. Feelings of shame come from being criticized with statements producing
 - (a) Fear of failure
 - (b) self-distrust
 - (c) Wish to be invisible
 - (d) All Three
4. Unresolved guilt comes from feelings of
 - (a) shame
 - (b) superiority
 - (c) inferiority
 - (d) anger
5. "Street smart" skills are usually developed to
 - (a) survive
 - (b) temporarily cope
 - (c) get revenge
 - (d) enrich relationships
6. The life that ends in the despair stage, fears that it is too late to
 - (a) get rich
 - (b) ask for forgiveness
 - (c) start over
 - (d) obtain an education
7. Autonomy results from being encouraged to try again after failing and after a success, from being
 - (a) complimented
 - (b) criticized
 - (c) getting a raise
 - (d) expected to do more

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8. In what stage is it hoped that we have mastered the ability to develop closeness?
(a) generativity (b) intimacy
(c) youth (d) final
9. In what stage does one want to "clone" himself in others?
(a) intimacy (b) generativity
(c) despair (d) final
10. What has lost its sting to a person of integrity?
(a) pain (b) death
(c) failure (d) insults

Discussion Questions...

1. What social factors can you see that have influenced your behavior?
2. What psychological factors can you see that have influenced your behavior?
3. If you were asked to revise Erickson's uphill list what would you change?
4. If you were asked to revise his downhill list what would you change?
5. Discuss how you can best help someone who is trying to climb up hill from the bottom list.
6. Do you agree that role confusion is more of a major problem for teenage girls than boys in our current society?
7. Why is trust so very important?


Reflection

Now that you have finished this lesson, write a few sentences telling how you feel about this statement: *"My early childhood experiences led me to distrust others."*



Applying the Lesson...

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or study mate.



Video Questions for Lesson 5

View Video #5 and Answer the following Questions:

1. In human development, based on Erikson's chart, Autonomy is the stage characterized by:
☐ a. An internal sense of self-control
☐ b. Mastering certain skills
☐ c. Developing trust and autonomy
☐ d. All three
2. Fear of failure comes to a child about year:
☐ a. 6-puberty
☐ b. 10-16
☐ c. 3-5
☐ d. 1-3
3. Initiative comes to a child at about age:
☐ a. 1-3
☐ b. 3-6
☐ c. 7-10
☐ d. 12-14
4. Ego Integrity come about age:
☐ a. 6-puberty
☐ b. 12-15
☐ c. 30-40
☐ d. Old age
5. "And we know that in all things God works for the good of those who love him, who have been called according to his purposes."
Comes from:
☐ a. Romans 8
☐ b. Romans 10
☐ c. Romans 12
☐ d. Romans 14

"Parental and Family Influences"

By H. M. Motsinger, Ed.D.

"If any person be in Christ, he is a new creature . . ."

(Second Corinthians 5:17)

Dear Student, before you start this Lesson, View the following Video:

Sense of Self - Lesson 6 Parental and Family Influences

<https://www.youtube.com/watch?v=EvAa7zZTNvw&t=2s>



Unit 2: Understanding Our Behavior

Lesson 6

Parental and Family Influences

• • • • RESPONSE SHEET • • • • •

Dear Student,

We have found that thoughtful *written* responses greatly enhances students' understanding of this course material. Therefore, we encourage you to use this **Response Sheet** as an aid in the study of this lesson.

Before You Start

Before you start, on the lines below, write 3 or 4 sentences on your childhood recollection of your relationship (and that of your siblings) with your parents. Then, refer back to these words when you finish the lesson.



Unit 2: Understanding Our Behavior

Lesson 6

Parental & Family Influences



We recommend that you read this entire lesson through at least once without looking up any of the scripture references. Finally, go back for a more in-depth study – looking up all the scriptures – before you attempt to complete the Study Questions.

Remember: Our family influence reaches beyond generations.

Key Verse: 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. ~ II Timothy 1:5

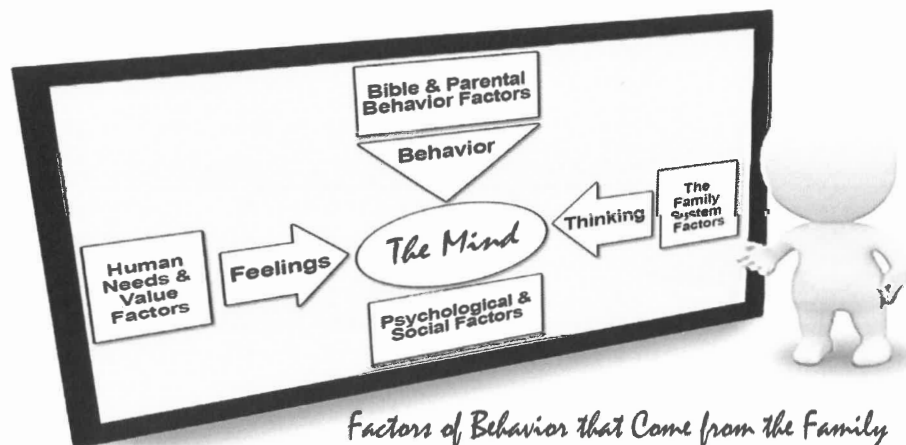
Jesus said,
"Let the little
Children come
to me..."
Matthew 19:14

...become like
little children...
Matthew 18:3

Children are a
Heritage from
The Lord...
Psalm 123:3

1. Introduction

We introduced our behavior model in Unit 2 - Lesson 1 under the topic, *The 4 G's of our behavior: Genes, Groups, Guidelines, and Goals.* Review the material when you can. In this lesson, we will study two more family factors of behavior: "Family Systems" and "The Bible and Parental Behavior" as shown here:



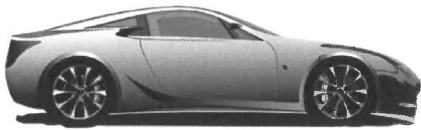
Factors of Behavior that Come from the Family
Figure 6-1

As young children we are very dependent on and attached to our family, especially our mothers. When given a choice, children will probably choose to stay in a dysfunctional family that they are attached to, rather than move to a healthy family.

In this lesson, we will find out why we feel this way about our parents and family. We will discuss how our family works as a “system,” and the way the family functions when parents use the Bible as their guide.

11. The Family System Factor

As we begin a discussion of this topic, allow me to define the word system by using some examples.



An automobile engine is a system. It has many parts but all the parts must work together to make it work.

A ball team is a system. Each player plays a different position in a cooperative effort to win the game.



Finally, a school (principal, counselor, teacher, coach, secretary, and students) is a type of system. The school classroom could be called a system within itself or a “subsystem” of the school.



It is interesting how God, in the beginning, developed systems. He developed a system of living things: things that are born, live for a time, and then die. The three subsystems to this living system would be: plants, animals and humans. All three are separate and yet interdependent. God developed and used systems to carry out His will. In First Corinthians 12:12-13 and Romans 12:4-13, the local congregation is a system. We work interdependently with each other.

When a system works as it should, it is called a functional system. When it does not work as it was designed to work, it is called a dysfunctional system.

- A family also operates as a system. It is what we call a social system.
- Different members have interdependent and yet different roles.
- They communicate with each other and they communicate as a group.
- They negotiate differences that arise between individuals or couples within the family.
- All these efforts serve the purpose of keeping the system functioning toward the family goal.¹

As in all systems there are roles, rules, forms of communication and a power structure. God designed this power structure in a family system in such a way that parents have power - not so much to inflict pain and punishment as to protect, shape, teach, and persuade. In fact, in families where parents operate by power or force, children often become frustrated and develop coping skills based on fear rather than on love and respect. (Ephesians 6:4)

After the children practice these coping mechanisms for several years, they become habits. Then, as adults, these same coping mechanisms are used as responses to fearful situations, when more mature behavior would be more effective. But the mature behavior has not been learned.

A. Rules²

Each family needs to have rules so that the children and parents will learn what is expected of them. Once children know what is expected of them, emotional security is more easily achieved.

Rules such as who has permission to do certain things, are very important in developing functional behavior. When children are allowed to violate the rules, they lose respect for their parents. They “act out” to get the parents to restore the system to optimum productivity.

B. Roles³

In the family system there are roles to fulfill. It is normal for parents to play the role of leaders. (Deuteronomy 6:7) It is scriptural and normal for the father to take the role of leadership in the areas in which he is the strongest and the most competent. It is acceptable for the wife to play a leadership role, within the respect of her husband, in the areas in which she has more experience and wisdom. This needs to be done in keeping with Ephesians 5:21-33. If the husband and wife share the role of leadership, life will go much better for the children. When these roles tend to be reversed, with the children leading, then the children can be expected to be insecure.



“Parentification” is when a child takes on the parenting role, and the parent (usually a weak and dependent type person) begins to act as the child. The child knows that this is not normal but expected, and so he or she “copes” with this situation in the family system. This is not as God designed the family system to operate. This is a type of emotional abuse.

Everyone has a role, be it in a family, congregation, school, ball team, etc. Each also has a set of expectations. Fulfilling these expectations will lead to success and greater happiness. Not meeting the expectations can be a disaster for all involved. The latter reminds me of King David acting as if he were Bathsheba’s husband. He sent his servant to get Bathsheba. He was expecting her to come and give him sexual favors. This immoral act brought immense pain and suffering to him and his family.

C. Communications⁴

It is impossible not to communicate feelings and thoughts. If we don’t verbalize them, we communicate them with frowns, smiles, or other nonverbal behaviors. In some families or “systems,” the father communicates either directly to the children without consulting the mother or indirectly through the mother. Neither of these is the best way to build a secure family. God would have mom and dad listen and then decide together about rules, regulations, policies, upcoming events, etc., and then, cooperatively share their decisions with the children.

Sometimes children communicate to their parents through the oldest child. In some cases they communicate through the child who has the best relationship with the parents. It is better to have open communications wherein each child and each parent has the freedom to talk to anybody in the family. Children need and want warmth, acceptance and freedom to express their love, fears, and disappointments, anger and excitement to every member of the family.

D. Subsystems⁵

In each system there are subsystems. One of the subsystems in a family is the husband and wife. Another subsystem is the children. Other subsystems could be the females or the males. In each of these subsystems there are rules, regulations and boundaries.

For example, in most families, the husband and wife can see each other nude, the females can see each other nude, and the males can see each other nude. That is one of the unspoken rules or

boundaries. In a healthy system each member knows he should not cross over the boundaries of a subsystem. See Leviticus 18:6-15 for boundary details in existence from Old Testament times.

Another boundary that parents observe is not to abuse their children in any form – verbally, physically or sexually. Boundaries serve as limits for security reasons. Children are not to treat their parents as equals but with respect.

We feel that children come prepackaged with the desire to respect their parents. When young children act out, it is often to obtain a correction from the parents so that the family system can operate as God designed it.

E. Developmental Task⁶

The term *nuclear family* refers to the husband, the wife, and the children. The “extended” family is the nuclear family plus the grandparents, uncles, aunts, cousins, nieces, and nephews. The nuclear family has developmental tasks to be performed at a certain age level.

Authors Eileen & Hubert Goldberg in their book, *A Family Therapy Workbook*, gives 7 family developmental tasks:

7 FAMILY DEVELOPMENTAL TASKS:

1. Courtship
2. Early Marriage (before children)
3. Expansion (the adding of children)
4. Consolidation (no new children come into the family; existing children are becoming independent)
5. Contraction (children begin to leave home; parents take up new interests)
6. The Final Partnership (the wife may return to work, or the husband & wife may take on new careers)
7. The Disappearance of the Family (retirement and the loss of a partner through death)

These developmental tasks are natural and normal.

III. The Bible & Parental Behavioral Factors

A. Bible Verses Old vs New Testament

One evening, following a seminar, while interacting with a group of African parents, I noticed there was a group of husbands telling stories of their fathers giving them severe whippings. The men would be laughing and at the same time, telling, “He beat me so badly that I could not cry anymore. It left marks on my legs and back for months.”

I thought they must be laughing so that they can subdue both their anger and pain. I also noticed that the wives did not find it humorous. While they did not receive such painful experiences, they had brothers that did.

The fathers telling their stories, said their fathers used Bible verses to justify the beatings. I asked them to share some of the scriptures they would use. They gave a couple of Old Testament

scriptures:

Proverbs 23:13-14

"Do not withhold discipline from a child; if you punish them with the rod they will not die. Punish them with the rod and save them from death"

Proverbs 29:15

"The rod and the rebuke gives wisdom, but a child left to himself brings shame to his mother."

Proverbs 22:6

"Train up a child in the way he should go and when he is old, he will not depart from it."

I then asked if there were any other scriptures? They did not share any others. Then I asked if their fathers offered burnt offerings as is explained in the book of Leviticus. They seemed surprised that I would offer an Old Testament passage. Then I offered that Proverbs 23:13-14 and Proverbs 29:15 also came from the Old Testament. Now they were confused. They knew the Old Testament was for the Jews. So next I asked that everyone, including the wives read with me Ephesians 6:4 and Colossians 3:2. With a surprised expression on some of the fathers faces, everyone smiled as if they had learned this for the first time. They knew the New Testament was for the Christians. Needless to say, both fathers (husbands) and mothers (wives) were very pleased.

B. Blessings from Parents

When the Bible is the basis of parent behavior, the children receive the benefits of many blessings.

The Old Testament contains the tradition of a father's blessing his oldest son. This is seen in the example of Isaac's being tricked into blessing Jacob rather than Esau. (Genesis 27:1-46) Also read about the role of the father in Deuteronomy 6:4-9.

One of the beauties of the New Testament (new covenant) regarding mankind is that parents are to bless ALL their children with the "nurture and admonition of the Lord." Parents are not to "exasperate their children." (Ephesians 6:4)

Parental behavior that is Biblically based provides . . .

1. Basic needs of food, clothing, shelter and education

First Timothy 5:8 teaches that when one does not provide for his family, he is not a faithful Christian..

2. A safe harbor to which the children can retreat when in danger

We are to be as a "good shepherd" to our children and protect them. (John 10:11-14) Jesus makes this point in Luke 15 when the good father accepted his prodigal son and provided him a safe harbor. The father not only restored the prodigal son to full son-ship (minus the money), he also pleaded the son's cause with the older brother.

3. A relationship where the children are to honor parents & learn obedience (Ephesians 6:4)

4. Reasonable expectations and appreciation (Deuteronomy 6:1-9)

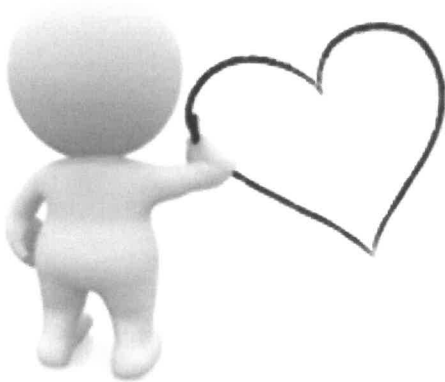
Ephesians 6:4 begins: "provoke not your children to wrath" (King James Version). Phillip's Modern English describes it: "don't over correct your children or make it difficult for them to obey." The New International Version says: "Do not exasperate your children."

Regardless of the translation or version, as parents we are not to set such high expectations that our children feel like failures or feel frustrated towards us. Frustrated children will often simply give up and begin behaving worse than we accuse them of doing.

The other extreme is for our children to become stress-oriented achievers who become workaholics hoping to get a kind word or a pat on the back.

As a parent, I am to treat each child as if he were a grapevine and I am the caretaker. The caretaker expects the vine to grow and produce healthy and tasty grapes. (Hebrews 12:6-11) This passage shows how the process of correction is painful, but the results are well worth it.

As parents we have more opportunities than anyone else, to give our children these precious blessings. The major complaint the “older brother” (Luke 15) had against his father was that the father had not killed a fatted calf for him. We think the father made a mistake in not doing this. However, we must admit that the father was very generous in that he had given the entire farm/ranch to the older son.



What children want and need is both periodic and spontaneous acts of appreciation. Sometimes we tie the reward to achievements, and sometimes it is just because we as parents feel a desire to show our appreciation and love.

While in high school, I complemented a fellow student about his jacket. He told me that one day when he came home from school, he found it on his bed. He learned that his dad had purchased it for him and left it on his bed for him to find. When he asked his dad why he bought it, the dad said, “Well, no reason really. I was in the store and I saw it and thought it would look good on you.” Here is an example wherein a father did something nice out of love not out of payment.

C. Passing the Torch to the Next Generation

Before the children of Israel entered the land of Canaan, Moses gave the men a speech. It would seem that his speech would have been on how to conquer the Promised Land, but instead it was on how to keep the land in the Hebrew nation – generation after generation.

In Deuteronomy 6, Moses begins this set of instructions. His key idea was for parents to instill in their children the same feelings, thoughts, and behaviors as they had. If each generation of parents did this, the nation would be dedicated to God, follow His will, and God would bless them with ownership of the land that flowed with milk and honey.

The same concept applies today. If we, as Christian parents, pass on to our children God’s message, love, and behavior, our children will be better equipped to pass it on to their children.

Moses’ message is as relevant to us today as it was to the Hebrews. Moses told them to teach their children God’s love, message, and behavior four times each day (Deuteronomy 6:1-10):

1. *When they get up in the morning . . .*

The first voice children hear each morning should be a happy, God-filled voice.

2. *When they sit at the table . . .*

Family eating time should be a joyous occasion.

3. *When they walk by the way . . .*

Traveling around town and taking trips are wonderful opportunities to instill moral and spiritual values (attitudes) and build knowledge about God.

4. *When they go to bed at night . . .*

This is a time that is very special to children of all ages. They welcome parental interaction. It is a time to comfort children while setting goals for a great tomorrow.



As a closing story for this lesson, I wish to inspire you with the life of John Newton as shared in the book,

John Newton - From Disgrace to Amazing Grace. His early home life was not what you would prescribe for a very successful adult. Jonathan Aiken, author of the book, introduces chapter one with the old saying, "The child is father to the man."⁷

Aitken shares with the reader that boy, John, was named after his father, a sea captain who was seldom at home. John's mother, Elizabeth, was from an educated family and dedicated to educating her son. She was a sickly person with tuberculosis and died at age 27, when John was only six.⁸

The other two men of great influence were men of God, Dr. David Jennings, their family minister, and Dr. Isaac Watts, a fellow minister, but also a great song writer.⁹

What can one expect of a six-year old whose father is at sea and his mother is deceased? His father did not know his wife had died until he came home from being out to sea. Being a strict father, who knew little of his son, he spent little time in getting to know his own namesake. He put John in a boarding school and went about finding another wife. By the time John is 8, he is removed from school and taken to sea to learn to be like his father, a captain of a ship.

The education that his mother gave him stayed with him. As well as did his interest in song writing, but his devotion to God left him.

Later due to his near-death experience on a ship, he came to Christ and became a minister. He spoke out against slavery. He wrote songs to help his church members learn the message he was preaching. Probably the contribution that brought his greatest fame is the song "Amazing Grace."

In England, prior to the 1800's, singing in the church services was considered too enthusiastic and too emotional. So "Amazing Grace" was not a popular song except in the Methodist, Baptist, and other independent groups.

But in colonial and early America, "Amazing Grace," especially in the South, became a very popular song. In 1835, the song sold six hundred thousand copies. This is when the nation's population was only 2.3 million people, including children.¹⁰ The very people, African slaves, Newton brought to America, helped make his song famous.

"Amazing Grace" remained an accepted and loved song even in modern times. The song included Harriet Beecher Stowe's book *Uncle Tom's Cabin*.¹¹ In the 1910 version of Stowe's book, another verse was added.¹²

In 1947, Mahalia Jackson took the song over into popular music. Judy Collins included it in her 1970 album. The song was included as part of the memorial service for John F. Kennedy, Jr. in July, 1999.¹³

Newton's song became a part of joyful church services, weddings, baptisms, and celebrations and many other important events, such as the memorial service for the astronauts who died in the 1986 crash of the space shuttle *Challenger*. Then it was also used at the memorial services for the 3,000 people who died on September 11th from the terrorist attacks on the World Trade Center in New York City.¹⁴

Seldom does one create something that inspires and motivates people as Newton did with his concept of "Amazing Grace."

Looking back, we can see the influence of his parents, two ministers, and a few others.

I will close this lesson with these statements-

Parents:

- Influence us through our genes
- Serve as members of our first group
- Establish our first set of lifestyle guidelines
- Influence the setting of our goals

IV. Summary

Every family tree has some sap in it. ~ Unknown

The Israelites were admonished that possessing the Promised Land would be relatively easy, but to keep it, they would have to teach their children to obey God. The key word is . . . diligently.

They were to teach their children diligently and frequently. This was to be their number one priority as a nation. They were to teach their children to love God with all their hearts, minds, and souls (Deuteronomy 6:5- 7), and they were to correct their children's disobedient behavior. (Proverbs 3:12)

The New Testament also has instructions for parents on the spiritual development of children.

Parents are to give and receive respect from their offspring. (Matthew 19:13-15) They are to help the children keep their love and respect for them active. (Titus 2:4; Colossians 3:21; Ephesians 6:4)

NewLife Behavior • Unit 2 Understanding Our Behavior • Lesson 6



• • • STUDY QUESTIONS • • •

Name _____ Date _____

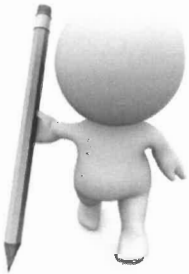
Address _____

1. Young children living with dysfunctional parents prefer to stay there than to be moved to a healthy family because they are so
 - (a) afraid of the new parents
 - (b) love for their birth parents
 - (c) dependent on their birth parents
 - (d) trusting of their birth parents
2. The family can be defined as a “system” because it has different roles and yet is
 - (a) the same
 - (b) interdependent
 - (c) identical
 - (d) dependent
3. The family, as a system, has roles, forms of communication, a power structure, and
 - (a) rules
 - (b) rewards
 - (c) obligations.
 - (d) corrections
4. Children who have to develop coping mechanisms often develop habits that are ineffective for them
 - (a) in childhood
 - (b) in school work
 - (c) in athletics
 - (d) as adults.
5. “Parentification” is a term used to describe a process where a child/youth plays the role of a parent, and the parent acts like a
 - (a) visitor
 - (b) grandparent
 - (c) child
 - (d) neighbor
6. It is impossible for children to not
 - (a) want love
 - (b) communicate
 - (c) cry at times
 - (d) want to get even
7. For security reasons, boundaries serve as
 - (a) gates
 - (b) limits
 - (c) doors
 - (d) entrances
8. Among other things, Bible-based parent behavior provides basic needs (food, clothing, etc.), a safe harbor, reasonable expectations, and appropriate
 - (a) weekly allowances
 - (b) spanking
 - (c) medical prescriptions
 - (d) appreciation
9. Deuteronomy 6 gives 4 times each day to “pass the torch” to our children: morning, meal-time, walking, and
 - (a) bed-time
 - (b) midnight
 - (c) sundown
 - (d) early morning
10. The Israelites were told to practice these teachings with their children
 - (a) Appropriately
 - (b) diligently
 - (c) daily
 - (d) weekly

Discussion Questions...

1. Why does Jesus want us to be like children?
2. Why are children a heritage from the Lord? Psalm 127:3
3. In what ways is a family system a social system?
4. Which of the following do you think is the most powerful in a family and why?
 - Roles • Rules • Forms of Communication • Power Structure •
5. How can the husband and wife share the power structure?
6. What are the possible results of parentification?
7. What are some unreasonable expectations of parents?

Reflection...



Now that you have finished this lesson, write a few sentences in the space below expressing your feelings about how you want your family to function in terms of roles, rules, communications, power structure, and parental diligence.

Applying the Lesson...

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or studymate.



Video Questions for Lesson 6

View Video #6 and Answer the following Questions:

1. What Biblical family proved to us that children, simply for the sake of having children, provided a lineage and were very important to both parents?
(a) Jacob & Rachael (b) Adam & Eve
(c) Abraham & Sarah (d) All three

2. Families as a social system, have developmental tasks. Which of the following is not a developmental task?
(a) Courtship (b) Early Marriage
(c) Adoption of Children (d) Final Partnership

3. Parental behavior that is Biblically based provides all but which of the following?
(a) Safe harbor (b) Reasonable expectations
(c) Christian friends for the children. (d) Basic needs

4. Deuteronomy 6:1-9 provides parents with:
(a) Six guidelines (b) Five guidelines
(c) Four guidelines (d) Three guidelines

5. Moses in Deuteronomy 12 told the Hebrews to teach their children:
(a) Diligently (b) Four times per day
(c) To love the Lord with all their hearts (d) All of the Above

Human Needs and Values

By H.M. Motsinger, Ed. D.

“If any person be in Christ, he is a new creature...”

(Second Corinthians 5:17)

Dear Student, Before you start this Lesson, View the following Video:

Sense of Self – Lesson 7 Needs and Values

<https://www.youtube.com/watch?v=ukpPj75Lka0&t=10s>



Unit 2: Understanding Our Behavior

Lesson 7

Human Needs and Values

• • • • • R E S P O N S E S H E E T • • • • •

Dear Student,

We have found that thoughtful, written responses greatly enhance students' understanding of this course material. Therefore, we encourage you to use this Response Sheet as an aid in the study of this lesson.

Before You Start

Before you start this lesson, on the lines below, please write three or four sentences to finish the following thought: "In the last year or so, most of my behavior has been motivated by my need to _____." Then, refer to these words when you finish the lesson.



Unit 2: Understanding Our Behavior Lesson 7

Human Needs and



We recommend that you read this entire lesson through at least once

without looking up any of the scripture references. Finally, go back for a more in-depth study.

Remember:

Our values guide how we meet our needs.

Key Verse:

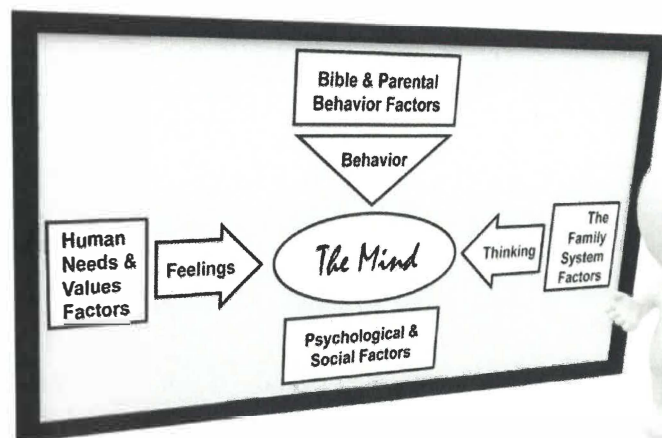
I can do all things through Him who gives me strength.

~ Philippians 4:13

*Search for meaning,
Not Happiness*

*Live Uriah's
lifestyle... not
David's*

*We can...
through Christ.*



*Factors of Behavior that Come
from the Family*

Figure 7-1

1. Introduction

We are designed by God (Genesis 1:26-31) to glorify Him (Matthew 5:16; Romans 1:21; I Corinthians 6:2) and return to Him. (John 14:1-3; I Corinthians 15:24) We are also designed as “souls” (Genesis 2:7) to operate as achievers (Philippians 4:13) and to live the abundant life. (John 10:10) Therefore, all of us have an inner drive to live at our highest level – physically, socially, mentally, and spiritually. As our primary needs are met, we will aspire and behave so as to fulfill our higher level needs.

My belief in the first two sentences in the above paragraph comes from my belief in the Bible as God’s inspired word. My belief in the last two sentences come from experiences from growing up in a very large family of two parents and ten brothers and sisters. It also comes from my many years of experience as a teacher/instructor in public and private schools, colleges, prisons, and from doing instructor training seminars in several foreign countries. My belief in these ideas come from being married fifty-eight years and being a husband, father, and grandfather. Finally, I love the study of human behavior as I find it in my reading of history and psychology. Reading the Old Testament gave me a great sense of Bible history and where Jesus fits into the plan God designed for us.

Even though I disagree with the humanistic point of view because it omits Christ and God in the picture, I must credit Dr. Maslow with many insights into human behavior.

While visiting in the home of a former inmate with his wife and children, I explained the hierarchy model of behavior. The man was very grateful for the thoughts, in that they helped him see why he had behaved as he did. He told me, “I wish I had known this information when I was a teenager. I think it would have saved me from going to prison.”

I am also grateful to Maslow in that his ideas helped me to build my own Christian-based hierarchy. Rather than use his pyramid design, I built a stair step design. It helps me to more easily understand what needs must be achieved to gain what we value. For example, take the value of “good health”. We need to exert energy to build health. Also, one can see the benefit of health is “energy”. Without energy, little will be done. One can also see that health and energy are more important to an individual than appreciation for his achievements.

From a Christian point of view, I arranged a need/values stair step model for a person seeking to know and follow God, Christ, and the Holy Spirit. For example, a trusting relationship with a Christian would help one esteem Christ. It helps to see Christ in others.

In *Maslow’s Motivation and Personality, 3rd edition*¹ one finds his basic needs hierarchy. While, stating that there are exceptions, he gives five levels on which I followed to develop my own set of values and needs. Maslow’s list is as follows:

1. Physiological²
2. Safety³
3. Belonging and Love⁴
4. Esteem⁵
5. Self-Actualization⁶

At any given time, the level on which a person is operating or living will influence, but not necessarily

control, how he will act and react to the world around Him. To explain this, we will discuss three levels of human values and needs.

II Three Levels of Living

Level I	(Me) Value/Focus/Want/Goal	References	Therefore We Need To
Step 1	Good Health	Genesis 25:34	Build and exert energy
Step 2	Security	1Samuel 18:8-12	Build trust in certain others, houses, etc.
Level II	(Us) Value/Focus/Want/Goal	References	Therefore We Need To
Step 3	Belong/ Relationship (In world and in the church)	1Samuel 4:20; & 41-42 Matthew 22:37-40; Galatians 6:1-5; Philippians 2:1-4; Ephesians 4:1-3; & 5:21	Listen, please, serve, cooperate
Step 4	Achievements (In world and in Christ)	Philippians 4:8-13; 2Timothy 2:2, 10, 15; & 4: 1-7	Develop self-expectations practice, work
Step 5	Trust in Christ	Romans 1:1-6, & 16-17; Romans 3:21-28	Give credit to Christ Share Christ with others
Level III	(Others) Value/Focus/Want/Goal	References	Therefore We Need To
Step 6	Actualize Christ in self	Galatians 2: 20-21; 2Corinthians 5:16-21; Philippians 2:5-11; 3: & 4-14	Esteem Christ
Step 7	Christ Oriented Lifestyle	Roman 6:4; Philippians 4:12-13	New life feelings, thinking, and behavior

LEVEL I LIVING: “SELF” ORIENTED VALUES and NEEDS

Step 1: **We need energy, so we focus on (value) good health and energy.** This comes from the clean air we breathe, healthy food we eat, pure water we drink, and safe shelter for protection. Consider the money we budget or allocate for health, via health insurance and other means of saving for medical expenses. Just by listening to politicians debate health care bills, we can see how important health and energy are to us. Just listen to elderly people. Their talk with each other seems to center on their health issues. I say that because I am one of them. At this level, we tend to be more self-oriented. The laws of the state and country will allow us even to kill someone in self-defense. When our physical needs are met, we have a key ingredient of life and energy. Jacob and Esau in Genesis 25-33 give us a clear picture of this concept.

Step 2: **We Value Our Physical and Financial Security.** At this level, our self-worth is low. It is difficult to believe God loves us as He loves others. We feel we do not have a strong chance at going to Heaven unless we follow the letter of the law. At this level, we put more hope in our “good works” and obedience than in God’s grace. Some, not all, of my prison-based students felt this way. The problem with this mindset is that as long as all goes well with their parole, getting a job, being accepted by their family, or girlfriend, etc., they stay

with God. When this “Christian Life” does not bring all their tangible desires, they often leave God, the church, and their Christian friends.

My neighbor parks his truck in his driveway. He does not have space inside his garage to protect his truck, so he has a lock on one rear tire and the steering wheel.

Another neighbor of mine feels very insecure about her finances. She has a good salary and an investment portfolio. She will have a better retirement plan than many, yet she makes few donations for worthy causes. She invites few to her house as guests.

A third person I know feels a strong need to protect his material possessions. He has triple locks on doors to his house, and leaves nothing outside his garage at nighttime. He strongly reprimands any family member who leaves any item outside the house or back yard.

Each of the above three would be considered selfish. They are not considered hospitable. Unless they change, they will live a lonely life wondering why they have few friends, and few get well cards, or visits when sick.

Step 3: **We need security (Physical, Spiritual, Financial), so we focus on (value) belonging and being accepted by others.** At this step we value and seek to find emotional, physical, financial, and even spiritual security. We are social “animals” and want to belong. We need to trust others, so we value security with them. Childhood experiences and our perception of those experiences greatly influence (but do not necessarily control) our reactions. The more negative and prolonged these experiences are, the more insecure we tend to feel.

Young David and Jonathan in First Samuel 18:1-3 were operating on this level. They were intimate friends.⁷ When our security needs are met, we will begin to trust others who are close to us and seek relationships with them. While we, regardless of our age, are operating on Level I (health and security), our behavior, both positive and negative, tends to be “fear” oriented. David feared Saul and rightly so. We tend to obey God mainly because we fear Him and His punishment.⁷

Jesus, operating on a much higher level, was baptized to “fulfill all righteousness” (Matthew 3:15) as set forth by God. It was Jesus’ way of modeling obedience, love, and respect for Him. If we are at this level, we might be baptized more out of fear of going to Hell (for Example), than out of a desire to do the right thing.

LEVEL II LIVING: “US” ORIENTED VALUE AND NEEDS (FOCUS ON BELONGING & RELATIONSHIPS)

Step 4: **We need Cohesive Relationships, so we focus on being cooperative and agreeable:** Please see Second Timothy 1:1-7; Philemon 3: 4-10; I Samuel 18:4. When energy and security needs are fulfilled and our trust level is up, we tend to value and act in such a way to build cohesive friendships. We become more “us” oriented and less “me” oriented. We are willing to share with a few close persons within the cohesive bond. Also, our desire to please them begins to increase. The word cohesive can be described by a piece of plywood. A piece of plywood is constructed by three or more pieces of thin sheets of wood glued to each other. The “co” part means all parts supports the effort to be plywood. In a human relationship, each person contributes to the whole and also to each other.

My five brothers and I could meet this description. We worked together on the farm to get

the crops planted, cared for, and harvested. Then on Saturdays and Sundays we played baseball on our local team.

When these close relationships are formed with Christians, we have a desire to behave in a more Christ-like manner. When these close relationships are with non-Christians, our behavior becomes less Christ-oriented. Also, we become less dependent on others and more interdependent, as in a marriage or business partnership. We contribute to the success/or failure of the group. When you are on level two and you are working/dating or married to someone on level one, you are doing most of the relationship building. In my local daily paper, I see a large section dedicated to people who are in this situation. They write letters to Dear Abby and others requesting help with their co-worker/partner/parent/friend or child.

We need to please/help others, but not be a doormat and yet be cooperative; therefore, we value positive relationships with other Christians and all people in general. We are to give faith, hope, and love to others so that the world will know we are disciples. (John 13:35)

Therefore, at this level, we will go about doing good. (Acts 10:38) We do this not out of fear of going to hell, but because we love Christ and want others to see Christ in us. Here we will be giving a representation of what Christ would do. (See Philippians 1:21-22; 2:20-24; Second Timothy 4:6-9; First Timothy 6:11-14; Romans 6:4; Galatians 2:20; James 2:18-20.)

The interesting idea here is that as we strengthen our ability to follow Christ all the preceding steps are strengthened also.

Step 5: We Value Developmental Achievements and Need appreciation for our success. So we focus on learning more skills and setting higher expectations for ourselves. Jesus, after spending three years with His disciples, gave them what we term the Great Commission. Matthew 28:19-20 Paul's achievements (Philippians 2:1-11; 3:1-14) and admonition to Timothy in 2 Timothy 2:1-7 shows that Paul expected Timothy, even though a young man, to teach others.

As we now achieve health (more energy), security (more trust in others) and cohesive relationships (more friends), we desire to improve our skills and increase our achievements so as to share the fruits of these achievements with others.

We need achievements; therefore, we value (focus on) developmental expectations or personal goals. It is at this point that we value the expectations and policies of those within the relationship. We are now ready for the other person(s) in the relationship to tell us what is expected of us. As we achieve them, our self-worth and confidence in our abilities are increased.

The achievements are developmental in that what we achieve today prepares us for greater achievements tomorrow. If we can achieve in areas where we are naturally capable, we will develop more quickly and enjoy our accomplishments even more. On steps 3 & 4, we will need less leadership from others than when we were on Level I.

As we increase and improve our achievements, we need appreciation, encouragement, and higher expectations from those with whom we have a cohesive relationship. We have a desire to please them, and by their show of appreciation, we know how much they value our efforts. When we receive appropriate appreciation, we are encouraged to keep on keeping on. We also feel more confidence and trust in our ability to achieve our goals.

Sometimes we look to the church leaders for appropriate appreciation. If they know about our achievements, then they should bestow their appreciation on us. Sometimes they do not know. It is sad when they do know and say nothing.

For our Christian (voluntary) services we do not need and should not seek appreciation from those we are serving. Our appreciation should come from those who asked us to do the work or make the contribution of services. If we do not receive appropriate appreciation, we tend to become discouraged and may lose some commitment and/or self-trust. Without appreciation, we may become so upset that we dissolve the relationship and possibly move down the stair steps. We may also become angry and act out in order to get attention.

Children (and even adults) prefer negative attention to no attention at all. As stated in an earlier lesson, this "acting out" is behavior aimed at getting others to help correct our undesirable situation.

The people with whom relationships are built and from whom we receive appreciation have a great influence on us. If they have Christ-oriented behavior, we will become more Christ-like and begin to see "Self-esteem" as really Christ-esteem.

Our perception will be... "It is not I that live, but Christ who lives within me". (Galatians 2:20) We will become the same person (in terms of attitude) as Christ. (See Galatians 3:27 & Philippians 2:5.)

Step 6: We value our Faith (trust) in Christ. So we (Focus on) Credit Christ for our Salvation and desire to share our faith with others.

The Apostle Paul in his letter to the Romans, expresses his faith in Jesus Christ. In chapter 1:16-17, he starts by writing that he was not ashamed of the gospel of Christ, because it was the power of God that brings salvation to everyone who believes. He ends that section by writing, "The righteous will live by faith." Again, Paul writes in Romans 3:22, "This righteousness is given through faith in Jesus Christ to all who believe." Again, in Romans 5:1, He writes, "Therefore, since we have been justified through faith, we have peace with God through our Lord Jesus Christ..." Paul also expresses his gratitude to God for Christ. Romans 1:8-15 reads of his gratitude for how people have responded to the gospel. In verse 15, he concludes with, "That is why I am so eager to preach the gospel also to those who are in Rome."

As we continue to grow in the Lord, we should give Christ credit for His power within us. We also want to show appreciation to Christ for His power working in our spirit and energy. One of the main differences in a strong Christian and a weak one is that the weak Christian has a tendency to take credit for his Christian achievements. Paul would say, "It is not I that live, but Christ who lives within me." Galatians 2:20 We, as Paul did, will become the same person, in terms of attitude, as Christ. Paul wrote in Galatians 4: 5-6, that Jesus redeemed those under the law so we might be adopted to son-ship. Then, because you are his sons, God sent the Spirit of His son into your heart. Wow! What a blessing we have through Jesus.

As I have now been Christian for over 60 years, I want to give credit to God, Jesus Christ, and the Holy Spirit for my salvation. As my sister, Nancy, would say, "Thank you Jesus!"

In How God Changes your Brain by Andrew Newberg and Mark R. Waldman, I learned that "Faith" is the number one best way to exercise our brains. They write that even though

mankind does not know God in the same way that we know that it rained last night, belief is a matter of faith. Faith, to these persons, is what guides us through our decisions and governs our ideas, especially as we make our way through the unknown aspects of our lives. They also wrote that this faith is essential for maintaining motivation and good mental health. In summary, let us say that crediting Christ takes faith, and the person who has his/her faith invested in Christ is blessed beyond measure.⁸

LEVEL III LIVING: CHRIST ORIENTED BEHAVIOR (SACRIFICING)

Step 7: As We Value and Esteem Christ, We Move Closer to Actualizing Him in Our Thinking, Feeling, and Behavior. So, we focus on esteeming Christ. As we become more confident in our abilities and talents, we begin to focus on and use our skills and talents for Christ's sake. We begin to raise our level of faith in Christ and expectations of self. We need to actualize Christ (not ourselves), therefore we need to esteem Jesus. We would be wise to forget about self-esteem.

This feeling of esteem for and confidence in Christ allows us to perceive, believe, and achieve at a higher level. Then we adopt an "I can do all things through Christ who strengthens me" attitude. (Philippians 4:12-13; Romans 1:16). We will think: "Since Christ and I are one and He occupies my mind, when I value Him - I am valuing myself. My thoughts, feelings, and behavior are the same as His."

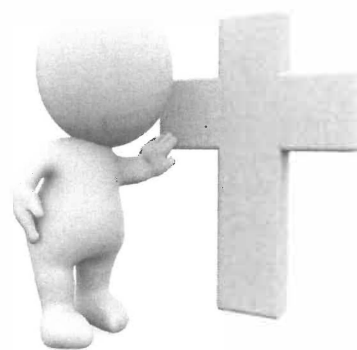
A seven-year-old on Level III responded to a "no" answer from me one day and said, "That's not fair, but I can handle it." There will be people who think being a Christian is being weak and scared. But being God oriented is comparable to this seven-year-old and young David and his slingshot. David and this seven-year-old knew the battle belongs to God. (I Samuel 17:45-47)

Step 8: On This Step We Value Christ-Oriented Behavior. So We Need to Focus on Doing What Christ Would Do. At this level we have the benefits of Level I (health and energy, security, and trust in others) and Level II (cohesive relationships, developmental expectations, confidence, appropriate appreciation, and trust in Christ). As we reach this goal, each of the previous ones are strengthened.

At this stage we value and live by the principles of faith, hope, love, and grace - wherein we not only share with those we know and like, but also with those we do not know and maybe do not always like. We do this because it is right to share with everyone. It is right because it is God's Will. We will share and even sacrifice because we have a need to do what is right. We do right even though it is painful to us physically and/or socially.

If our self-esteem is really Christ-esteem, we will live by Christ-oriented principles. The guide for our behavior becomes "What would Christ do?" (See Philippians 1:21-22, 2:20-24; II Timothy 4:6-9; I Timothy 6:11-14; Romans 6:4; Galatians 2:20; James 2:18-20). Christ went about doing good. (Acts 10:38) Our confidence lays not in our talents, skills, and abilities, but in Philippians 4:13. ("I can do all things through Christ who strengthens me.")

Therefore, at this level we will also go about doing good - not out of fear of going to hell if we don't, but from our need to contribute from our Bank of Personal Resources (talents, abilities, faith in Christ, etc.) and glorify God. We need to feel "I can do all things through



Christ..." We will be living a Christ-oriented lifestyle.

III. SUMMARY

Before Adam and Eve violated God's garden policy, they experienced intimate contact with God. Leaving the garden was a big step down as they were removed from God's presence. As we fulfill each of the seven steps we will be in the New Life. This is where the Grace of God covers our mistakes.

When we unite with Christ through faith, repentance, confession, and baptism, we [1] move closer to God, [2] live in Christ (Galatians 2: 20), and again [3] enjoy a unique fellowship. (1 John 1:3)

Until we unite with Christ, we will continue to be less than fully human. We will not fully achieve or actualize what God intends for us to experience. But through Christ we can truly achieve God's goal for our lives. God built us to live on Step 7. (Christ Oriented Lifestyle)

Even if our youth was not filled with positive life experiences, we can still live on Step 7. We do this by following Jesus. He will lead us to the TOP - the decision is ours.

"As pride increases, fortunes decreased." Ben Franklin

As our children mature, we want them to move from our values to their own values. It is normal for them to move away from our values in order to choose their own values.

The "trick" is to guide them to move from "ours" to "theirs" without necessarily realizing that they are the same values! This is desirable as long as we are ALL in tune with God's values - the universal principles of love, honesty, self-control, justice, and such like.

NewLife Behavior • Unit 2 Understanding Our Behavior • Lesson 7

• • • STUDY QUESTIONS • • •

Name _____ Date _____

Address _____

1. The three levels of human needs are self-oriented, us-oriented, and
 - (a) others-oriented
 - (b) finances-oriented
 - (c) fun-oriented
 - (d) other-world oriented
2. Some people do right out of fear of going to
 - (a) Purgatory
 - (b) Hell
 - (c) Hades
 - (d) Paradise
3. The more negative our early life experiences, the more we tend (as adults) to feel and behave
 - (a) confidently
 - (b) with superiority
 - (c) insecurely
 - (d) none of these
4. Jesus was baptized because
 - (a) it was easy
 - (b) it was the right thing to do
 - (c) it was popular
 - (d) it was expected
5. As we have our health and security needs met, we begin to desire and build
 - (a) marital relations
 - (b) cohesive relations
 - (c) family relations
 - (d) community relations
6. A Christ-oriented person will see self-esteem really as
 - (a) Christ-esteem
 - (b) self-esteem
 - (c) other-esteem
 - (d) low self-esteem
7. When we reach the level of Christ-oriented behavior, we live by the principles of faith, hope, love, and
 - (a) forgiveness
 - (b) patience
 - (c) tolerance
 - (d) grace
8. "In Christ," we can enjoy a unique fellowship and live
 - (a) fully human lives
 - (b) partially spiritual lives
 - (c) fully spiritual lives
 - (d) a Christ oriented lifestyle
9. As we fulfill each of the 7 steps we will
 - (a) move closer to God
 - (b) enjoy a unique fellowship
 - (c) live in Christ
 - (d) all of the above
10. As our children mature, we do not want them to leave our own, but want them to live by their own
 - (a) means
 - (b) street-smarts
 - (c) wills
 - (d) values

Discussion Questions...

1. How do values guide us in meeting our needs?
2. What does the symbol “1with1 = 11” mean?
3. Why does “health” serve as the number one need?
4. Why does “need for appreciation” follow “Achievement?”
5. Why does “Christ Oriented Behavior” follow “Christ Actualized?”
6. What does “Christ Actualized” and “Ego Integrity” have in common?
7. Do you think that Ben Franklin’s comment, “As pride increases, fortunes decrease.” makes sense? Why?

Reflection

Now that you have finished this lesson, write a few sentences in the space below indicating the stage/level you now consider yourself to be on, and how your motivation to do right has changed?



Applying the Lesson

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or studymate.



Video Questions for Lesson 7

View Video #7 and Answer the following Questions:

1. **Our need tells us what we want. Our values tell us how we are to go about getting it.**
a. True b. False

2. **Abraham's wife, Sarah, wanted children so badly that she asked Abraham to take her maid, Hagar, and build a family through her.**
a. True b. False

3. **King David lusted after Bathsheba so much that**
a. He violated his behavioral values in order to have her
b. Had her husband exposed to dangers that killed him
c. Wanted Bathsheba's husband to have sex with her
d. All three

4. **The text gives seven values/wants/goals in his hierarchy. Which is not one of the seven?**
a. Belong/relationships
b. Fear No one
c. Develop self-expectations
d. Actualize Christ

5. **The highest level of values/wants/goals in Motsinger's hierarchy is**
a. Good Health
b. Christ Oriented Lifestyle
c. Actualize Christ
d. Build trust



NewLife Behavior

Unit 3 Understanding Our Feelings

Lesson 8

"Why Do I Feel This Way"

By H. M. Motsinger, Ed.D.

"If any person be in Christ, he is a new creature . . ."

(Second Corinthians 5:17)

Dear Student, Before you start this Lesson, View the following Video:

Sense of Self – Lesson 8 Why Do I Feel This Way?

https://www.youtube.com/watch?v=gv_6BEtnwsM&t=3s

NewLife Behavior • Unit 3 Understanding Our Feelings • Lesson 8

RESPONSE SHEET

Dear Student,

We have found that thoughtful *written* responses greatly enhance students' understanding of this course material. Therefore, we encourage you to use this Response Sheet as an aid in the study of this lesson.

Before You Start

Before you start this lesson, on the lines below, please write three or four sentences describing what you think God feels about you as an individual. Then, refer to these sentences when you finish the lesson. Compare what your final thoughts are with your pre-reading thoughts.

A 3D white stick figure wearing a black suit and tie is standing on the left side of the page. It is holding a tablet that displays a large red checkmark. The figure is positioned next to a large sheet of white paper with horizontal lines, which occupies the right two-thirds of the page. The lines are evenly spaced and extend across the width of the paper.



Unit 3: Understanding Our Feelings

Lesson 8

Why Do I Feel This Way?

Remember:

We base our feelings and behavior on what we think is true.

Key Verse:

...one of Jesus' companions reached for his sword, drew it out and struck the servant of the high priest, cutting off his ear. ~ Matthew 26:51

We recommend that you read this entire lesson through at least once without looking up any of the scripture references. Finally, go back for a more in-depth study - looking up all the scriptures - before you attempt to complete the Study Questions.

Unit 2 helped us to understand our behavior. We observed that NewLife thinking has an impact on the way we behave. The way that we think and feel controls how we behave. In this series, we will look at our emotional side and why we feel the way we do.

*I cannot control your
actions, but I can
control how I respond.
HMM*

*Feelings are the
universal language.
Mande Oaklander*

*Science is close to
solving the mystery of
tears. (and why some
people don't shed them
at all)
Mandy Oaklander*

1. Introduction

A story is told of a mother who had been informed by the military that her son had been killed in action. She grieved and mourned for months over the loss of her son. After some time, it was discovered that a mistake had occurred and that her son was indeed alive! But the woman's grief during those long months could not have been any greater if her son had actually been dead because... she *believed that he was dead*.

This story is a good example of how we base our behavior and emotions on what we believe to be true, even though we may be mistaken.

A. Facts Are Not Feelings

Today there is an erroneous belief advocating the philosophy, "If it feels good – do it!" It is believed that one should do only those things that encourage good feelings. We are told to pursue whatever adventures that stimulate and excite us - things that produce pleasure. We are told to avoid whatever might produce negative or sad emotions.

B. Wise Decisions Require More Than Emotional Guidance

Each day we make decisions that affect our destiny. When making decisions we must be careful not to depend only on our feelings. Feelings are not necessarily facts. Many of us have made decisions based only on emotions.

Others make decisions based only on things they know to be true (even though their feelings would have them behave otherwise). The question we need to ask ourselves is this: "Are our feelings a safe guide."

We are created in the image of God. (Genesis 1:26-27, 2:7) As such, we are the most unique of all God's creation. Since we are created in God's image, we have a special ability to feel and experience emotions. Unlike animals, we are capable of experiencing a wider variety and greater depth of emotions and feelings.

Since God designed us with feelings,
we need to express our feelings in our decisions.

Solomon, in the Book of Proverbs, said: "The way of a fool is right in his own eyes. There is a way which seems right to man, but its end is the way of death." (Proverbs 12:15; 14:12) Solomon is saying that without God we choose our own steps. He is certainly an example of letting emotions guide his relationships with women, especially foreign women.

If we rely on the feelings that seem right to us or that satisfy our biological appetites, we may reject knowledge and instruction. (Proverbs 1:7) A "wise" man, according to Solomon, is one who will hear and increase in learning and seek to acquire wise counsel. (Proverbs 1:5-6)

In I John 4:8, we learn that God is love. In verse 18, we learn that our two basic emotions are fear and love. Second Timothy 1:7 tells us that God did not give us the spirit of fear but power, love, and self-control.

We often hear people talking about "carrying baggage." This usually indicates that they have negative feelings that they cannot speak out or resolve. In some cases, a person wants to say something positive, such as, "you sing great," or "you threw a great pass," or "you gave a great sermon." Yet as hard as they want to say it, they don't. It is a sad situation, when you have encountered someone who has strong positive feelings for a certain person, yet he/she cannot say, "I love you." Some families have members that can say, "I love you too," but not "I love you." without the other person saying it first.

To me "I love you too" is a weak feeling of love. It is like, "I know you want me to say, "I love you." But I will only say it after you have said it to me. It is a case of, if you send your statement to me, then I will send it back to you. So it is like an echo, which is not an original statement.

We have emotions. God, in Genesis 2:18-25, created us needing one another. Therefore, Eve was brought onto the stage of life.

Emotions can trigger positive or negative behavior. Some people have a difficult time crying or saying kind words. Others always say jokes or sarcasm instead of positive words of encouragement.

Dr. Ad Vingerhoets, professor at Tilburg University in the Netherlands, credits emotions with causing tears.¹ Recently, a nurse explained that in these type cases, the person's positive feeling packet (envelopes) are not easy to find, or easy to open up and find the feelings that allow one to say, "I love you."

Course 1 - A Sense of Self

The idea is that the mind is the residence of our thoughts, feelings, and behaviors. (Proverbs 23:7) In the feeling area, we have these packets. Each packet has a name of a person on it. Packet #1 has my name on it. I register feelings about myself on a regular basis. These become the basis for my self-image or self-esteem. Our parents have a packet for each name. Each of our family members, friends and even "enemies" has their name on their own packet. The older we get the more packets we tend to accumulate.

Each experience with one of these persons leaves a note in the packet. Our thoughts make the entries but our feelings color the experience as positive, neutral, or negative. The more negative the feeling, usually, the easier it will be to remember the experience. The beauty of our mind is that we can get over the experience and stay friends with the person, and yet not forget that the experience did happen. In other words, we can forgive without forgetting. This is an example of extending grace to the other person. God extends his grace to us, so why can't we extend our grace to others? The closer we live to God, I think the easier it will be to extend grace to our fellowman, especially to those who have hurt our feelings or done us wrongly.

A feeling packet that is filled with more positive than negative feelings make us want to spend close and positive time with the individual. It causes our minds to have good feelings about that person. Negative feelings have the opposite effect. A certain friend of mine and I have coffee about twice per month. We meet and start talking immediately as if we had not been away from each other. The only negative notes in our feeling packet are about political issues. There are several positive notes in my feeling packet with his name on it. I think he has positive notes about me in his feeling packet. Even with the negative notes about politics, we still enjoy each other.

The Bible teaches us that we should be slow to anger. (Psalm 103:8) If we become angry, we need to acknowledge the anger, but not sin. (Ephesians 4:26) It is usually what we do after we get angry and sin, that causes us the major problems. We need to keep positive thoughts about the person that we have angry thoughts about.

We will do well to remind ourselves of Paul's admonition in Galatians 2:20 where Paul writes about being dead to self, and let Christ live in us. To me that means let Him make our decisions as to how to respond. In Galatians 5:16-26, Paul reminds us to live by the "fruits of the Spirit."

In a case where a person, addicted to a negative behavior, is confronted with a responsive counselor, parent, friend, etc., the addict feels less motivation to be angry, frustrated or defeated. In this case, the addict feels support in his efforts to refrain from the non-productive behavior. His mental pleasure center will open with more confidence in making a positive choice in his search for pleasure (positive feeling/positive behavior). It is just the opposite when the addict feels beaten down by criticism from others.

C. Wise Decisions Require More Than Emotional Guidance

Each day we make decisions that affect our destiny. When making decisions we must be careful not to depend only on our feelings. Feelings are not necessarily facts. Many of us have made decisions based only on emotions. I must add here that there are times when making decisions without emotions is not good either. I know a case where the boy was not totally ready to ask his girlfriend to marry him because he had not saved up enough money. She broke off the relationship because she did not want to marry a bank account.

Others make decisions based only on things they know to be true (even though their feelings would have them behave otherwise). The question we need to ask ourselves is this "Are our feelings a safe guide?" To Eve, the taste of the fruit pleased her. However, she made a bad decision in eating the forbidden fruit.

Course 1 - A Sense of Self

We are created in the image of God. (Genesis 1:26-27; 2:7) As such, we are the most unique of all God's creation. Since we are created in God's image, we have a special ability to feel and experience emotions. Unlike animals, we are capable of experiencing a wider variety and greater depth of emotions and feelings. Since God designed us with feelings, we need to express our feelings in our decisions but also express our knowledge.

In John 4:8, we learn that God is love. In verse 18, we learn that our two basic emotions are fear and love. Second Timothy 1:7 tells us that God did not give us the spirit of fear but power, love, and self-control.

In this lesson we will seek to answer these questions...

1. *Why do we feel the way we do?*
2. *What are feelings and emotions?*
3. *How do feelings affect the decisions we make?*
4. *Can we control the way we feel?*

11. Feelings

A. Feelings Influence Our Behavior

At any time it is possible to encounter a situation that will produce a positive or negative feeling. The result of that emotional response will have an influence – productive or destructive – on the way we behave or respond to the event. See the story of David and King Saul in I Samuel 24:1-22. Both men followed their emotions.

It is possible to experience sadness, grief, rage, ecstasy, apprehension, joy, happiness, anger, fear, distraction, boredom, disgust, annoyance, resentment, surprise, or excitement all within a short time. Any one of these usually produces an observable behavior.

These experiences may create sudden behavioral responses or they may lie dormant for a period of time before a behavioral response is observed.

We express our negative and positive feelings with verbal behavior (words) or with non-verbal behavior (actions-reactions or inaction). Our personality reflects the combination of our thoughts, actions, and feelings. The way we behave will depend upon what we think and how we feel about what we think. What we do and how we behave communicates as much – if not more than – what we say.

B. God Gave Us Feelings

God created us with the capacity to feel or experience emotions. We can therefore conclude that God has also given us the ability to understand these emotions so we can enjoy them and use them to our advantage (rather than be victimized by them).

The challenge we have is to understand the nature of emotions, how they affect us in decision-making and how we can learn to harness them for God's glory.



C. Feelings Are In Our Mind

Emotions – be they feelings of love or fear – are in the mind. They are the product of what the mind dwells on . . . or perceives. (Philippians 4:8) Emotions respond to our thoughts and behaviors.

It doesn't matter whether the mind knows if a statement or event is true or not. It will produce emotions in harmony with what it is thinking.

Placing a wrong interpretation on a fact will create an inaccurate emotion. It is not the actual event but our perception of it that results in changing our feelings. A distorted view and interpretation of a fact will produce a corresponding emotion.

Feelings – some would say – “are the subjective awareness of one's own emotional state.” In these NewLife studies, we have come to understand that the mind is the core of our thoughts, feelings and actions. The “heart” is in the mind.

Feelings are an important part of an emotionally healthy person. In the emotionally healthy person, these feelings tend toward love and away from fear - toward sharing, and away from selfishness.



D. Feelings Are Reactions

Any given situation we encounter may trigger an emotional response. The following is a description of how we might react to an event:

- First, we experience a feeling or emotion (fear, panic, sadness, joy, satisfaction).
- Simultaneously we will think about the event. We will realize or know what has just happened to us (this is our cognitive reaction to the event). Writers, Bradberry & Graves believe our experiences enter the brain first through the spinal cord, then reach the center of the brain (limbic system) where the emotions are located. Next the experiences reach the frontal lobe, the seat where rational and logical thinking takes place. Therefore, according to their research, our reactions are influenced first by our emotions, and not our logic.²
- We then experience chemical changes in our bodies. These chemical reactions will either produce a natural calming effect (called a “parasympathetic” response) or will stimulate our bodies by producing hormones (the “sympathetic” response).
- Lastly, there will be an outward or observable response.

All four of these steps take place in a “split” second!

III. *Examples of Negative Feelings that Caused Negative Results*

In each of the following examples we will see how negative feelings affect decisions, then decisions affect behavior, and in some cases – behaviors determine destiny.



A. Adam and Eve

In Genesis 3:1-24, Adam and Eve were put outside the Garden of Eden and away from the presence of God because of their decision. Eve chose to follow her inward desires and feelings and ate the forbidden fruit. She then gave the fruit to Adam who chose to listen to Eve and disregard what God had told him. Adam let his feelings determine his decision.

B. Moses

In Numbers 20:8-12, Moses was not permitted to enter the Promise Land. His anger at Israel blinded his ability to think clearly. In his rage, he disobeyed God. Anger caused him to die outside of the Promise Land. He let his emotions control his actions. Newburg and Waldman address the impact of How God Changes Your Brain. They write, "Excessive anger or fear can permanently disrupt many structures and functions in both your body and your brain... Anger makes people indiscriminately punitive, blameful, pessimistic, and unilaterally careless in their logic and reasoning skills."³

C. Peter

In Matthew 14:25-31, Peter took his eyes off of Jesus and began to sink. His fear caused him to doubt that he could walk on water. He trusted Jesus when he asked permission to do it. However, when he became afraid, he realized what he was doing was not humanly possible and he began to sink. His fear caused him to take his eyes off Jesus and lose faith in Jesus' power to help him walk on water.



D. Judas

In Matthew 27:5, Judas Iscariot hanged himself because of his behavior and the guilt attached to it. In his greed, Judas wanted to make a few extra dollars. This greed clouded his judgment. His decision was self-centered and self-seeking. Too late he realized what he had done. His remorse, grief, and guilt over came him. Not wanting to face others after his feelings of greed, guilt, and shame – Judas hanged himself.

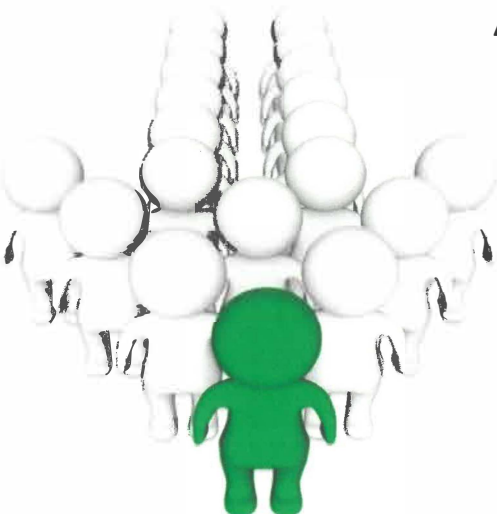
In each of these incidents we see decisions made on a basis that omitted love for God and trust in God.

IV. Examples of Positive Feelings that Caused Positive Results

A. Joshua

In Joshua 24:15, Joshua expressed his commitment for himself and his household – "As for me and my house, we will serve the Lord." Joshua served next to Moses as he led Israel through the wilderness. He witnessed the power of God (involving the thought process) working through His servant, Moses, as God provided for and protected Israel for 40 years.

After the death of Moses, God commissioned Joshua to take Israel across the Jordan River and into the Promise Land. God promised to protect Joshua just as He had protected Moses. Joshua had love for and faith in God (involving his feelings) and Joshua did as God commanded. He took Israel across the Jordan and into Canaan.



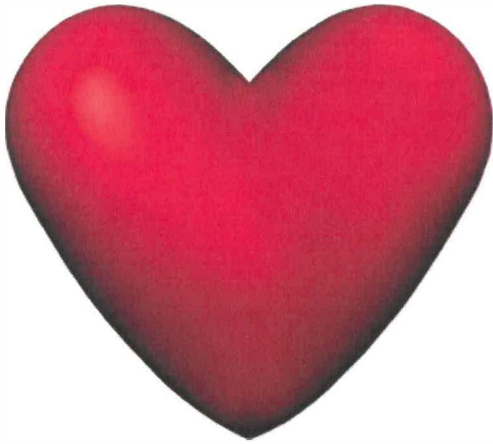
Course 1 - A Sense of Self

Joshua's decision to go forward into Canaan was based on his positive feelings of faith and love. He witnessed the power of Jehovah God and made his decision on a belief that God would protect and provide for those who trust and obey. Joshua acted on faith, hope and love. Maybe Joshua learned by watching Moses not obey God.

B. Elijah

In I Kings 18, Elijah acted with confidence and bravery as God sent him to confront a king who rejected God and worshiped idols from other nations. God had worked many miracles by the hand of Elijah.

When Elijah challenged the prophets of Baal, he knew that his God was real and the gods of the pagans were not real. With confidence (feelings), Elijah stood before the 450 prophets of Baal. Without a knowledge of God, Elijah would have made a negative (emotional) decision based on fear. But it did not happen because *Elijah was confident and therefore able to confront the opponents of God.*



C. Ruth

In the book that bears her name, Ruth made a decision to follow Naomi back to her home in Bethlehem. Orpah decided to return to her own country when Naomi said, "the hand of the Lord has gone forth against me." (Ruth 1:13) But this did not stop Ruth from making her decision to follow Naomi.

...Ruth replied, "Don't urge me to leave you or to turn back from you..." ~ Ruth 1:16

Ruth's love for and devotion to Naomi (feelings) were unselfish emotional responses – as were Orpah's. Ruth had possibly heard her husband and the faithful Naomi talk about their Almighty God, Jehovah. Her faith led her to believe that Bethlehem was indeed the land of promise. She decided to follow Naomi, no matter what. As a result, Ruth found a better land, a better family, and most of all – she found Jehovah God!

The decisions made by these people were based on feelings of love and a trust in God's power.

V. Our Feelings Are Our Responsibility

A. We Produce Our Own Feelings

Someone has accurately said: "No one can make me angry or glad."

*I decide be to angry or glad, I decide to feel disappointed or...
happy, loving, or fearful.*

Being glad has always earned me more points than being angry.

Course 1 - A Sense of Self

The more we let the mind of Christ take over our feelings, thoughts, and behaviors, the more appropriate our anger or happiness will be. We will still be angry but it will be from “righteous indignation” rather than an anger based on fear or selfishness.

Emotions involve reactions to experiences that come about as we adjust to life situations. Our cultural backgrounds and environments will have an impact on our emotional reactions. There are many aspects of our backgrounds affecting emotional responses. (It will help if you go back and review the Four G's that control behaviors as studied in Unit 2 – Lesson 1).

Proverbs 24:19 says, “Fret not thyself because of evil doers” (King James Version). Many times we say, “That person made me mad!” But actually, what really happened was that we chose to become angry all by ourselves.

We could have selected a different response.

We can produce our own happiness by choosing to be happy. For example, as Steven Covey asks in his book, *Seven Habits of Highly Effective People*...⁴

“Are you gloomy when the weather is gloomy?”

If so, that is your choice, to react negatively to a negative stimulus. Covey says that proactive (rather than reactive) people choose to “carry their own weather with them” so that they are the same – rain or shine!



B. Productive or Destructive Feelings

Feelings – unlike behavior – are neither right nor wrong but they are productive or destructive. It is not necessary to say that some emotions are all bad and others are all good. God has made the body so that all right emotions, right thoughts, and right attitudes – produce right behaviors. (Galatians 6:7-8)

Wrong thinking produces destructive emotions that produce wrong actions in our lives.

Feelings form the basis of positive and negative self-esteem. We like to think of ourselves as reasonable, rational, logical, and intellectual. We like to talk about our cognitive abilities . . . perceiving, learning, remembering and problem-solving. If totally honest, we probably would admit that it is our emotions that we think about most.

Feelings form the basis of positive and negative relationships with self and others. The result of improper emotions is very evident in our emotional makeup and social actions. Emotions produce feelings ranging from slight tension to a complete breakdown. The whole body reacts to the thoughts in our minds.

If we do not win over destructive emotions (such as fear and anger), destructive emotions will win over us. If we are to be healthy and expect good relationships with others, we must develop our emotions as we develop our minds. We cannot let negative emotions such as fear, anger, resentment, and guilt control our lives. We cannot prevent an emotion but we can choose what we do with it.

Course 1 - A Sense of Self

As we draw closer to having the mind of Christ, we will come to accept the responsibility and consequences of our actions. The desired end of all our actions should be to glorify God.

In Philippians 2:5-11, Paul talks about what Jesus Christ did to set an example for us so we would know what the mind of Christ is all about. In verse 11, Paul writes, “every tongue should confess that Jesus Christ is Lord, to the glory of God the Father.” The final result of all behavior is to give glory to God the Father. When we are faced with a decision to . . .

...say “yes” or “no” or...

...to go here or there or...

...to do this or to do that...

...we should ask ourselves:

Through our behavior (shining lights), God can look good or bad!

“Will it glorify God?”

VI. Conclusion

David acted more righteous than Saul by putting respect above revenge. See 1 Samuel 24:1-22.

Feelings are not facts! Negative thoughts create negative feelings. If we want to change our lives, we must change our thoughts and feelings.

The “key” is how the mind handles what comes into it. We can learn to subjugate feelings for the sake of values.

We can improve or destroy the relationships we have worked so hard to build by the way we think, feel, and behave. Emotions such as love, hate, fear, anger, guilt, and apathy cross over (“act out”) in our behaviors, feelings, and thoughts.

Paul writes in Colossians...

Let your speech always be with grace,
seasoned with salt,
so that you may know how you
should respond to each person.
~ Colossians 4:6



Isaiah 55:8 quotes God as saying, “My ways are not your ways, neither are my thoughts your thoughts.” As imperfect humans, we have thoughts and “ways” that are according to our sinful nature . . . desires and wants of the natural man.

But the closer we come to transforming our minds into the “mind of Christ”, the more our thoughts will be God’s thoughts and the more our “ways” (behaviors) will be God’s ways. We will be able to see God’s point of view. When we can really begin to look at things from God’s perspective . . . it will make a tremendous difference in our feeling and behaviors. See Acts 10:28.



Our feeling patterns and habits can be modified. We should let Christ permeate our thought patterns, speech, and conduct. In doing so, we let Christ control our thoughts, feelings, and behavior. We cannot control what others say or think about us, but we can control how we choose to react.

**Like a city that is broken into and
without walls is a man who has
no control over his spirit
~ Proverbs 25:28**

As Christians, we should be striving to put Christ into our minds (Galatians 2:20) so that our feelings, thoughts, and behaviors reflect the love of God. (Proverbs 23:7) When this happens, we will live the abundant life of John 10:10. It starts in the here and now and continues throughout eternity.

NewLife Behavior • Unit 3 Understanding Our Feelings • Lesson 8



• • • STUDY QUESTIONS • • •

Name _____ Date _____

Address _____

1. We tend to base our feelings and behaviors on what we believe to be true, even though we may be
 - (a) sad
 - (b) inaccurate
 - (c) angry
 - (d) none of these
2. The decisions we make will affect our
 - (a) income
 - (b) destiny
 - (c) marriage
 - (d) all of these
3. In Proverbs 12:15, Solomon said: The way of a fool is
 - (a) right
 - (b) wrong
 - (c) easy to correct
 - (d) right in his own eyes
4. Everyone expresses his or her negative and positive feelings by word or
 - (a) smile
 - (b) eyes
 - (c) behavior
 - (d) frown
5. Emotions (whether of love or hate) are in the
 - (a) heart
 - (b) mind
 - (c) head
 - (d) eyes
6. The mind is the core of our thoughts, feelings, and
 - (a) actions
 - (b) dreams
 - (c) goals
 - (d) all of these
7. Negative (selfish) feelings can produce results that are
 - (a) positive
 - (b) hurtful
 - (c) neutral
 - (d) ambivalent
8. Feelings are the basis of positive and negative
 - (a) self-esteem
 - (b) reactions
 - (c) other-esteem
 - (d) experiences
9. We will begin to accept our responsibilities and consequences of our actions when we draw closer to having the mind of
 - (a) Solomon
 - (b) David
 - (c) Moses
 - (d) Jesus
10. As we allow Christ to permeate our thought patterns and habits, our feeling patterns can be
 - (a) harmed
 - (b) made perfect
 - (c) modified
 - (d) rationalized

Discussion Questions.

1. Why do we tend to base our feelings and behavior on what we think?
2. What was Peter probably feeling and thinking when he cut off the ear of the guard?
3. Why are facts void of feelings?
4. Why do wise decisions require more than emotional guidance?
5. What feelings do effective parents express toward their children?
6. How can we improve the way we control/express our feelings?
7. Can pre-teenage children accurately read parental behavior, in terms of what the parents are feeling and thinking?

Reflection

Now that you have finished this lesson, and without reading your first answer, please write a few sentences in the space below describing how valuable you think you are to God.



Applying the Lesson

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor in the space below.



Video Questions for Lesson 8

View Video #8 and Answer the following Questions:

1. What kept Moses from entering the Land of Canaan?
☐ A. Anger and disobedience to God
☐ B. Anger and debating with God
☐ C. Anger and arguing with Aaron
☐ D. Moses was no longer needed by Aaron

2. To do God's work, we need people unlike which of the following?
☐ A. Joshua
☐ B. Elijah
☐ C. Ahab
☐ D. Esther

3. An example of people with positive feelings, thoughts and behavior toward God's mission, does not include which of the following?
☐ A. Mordecai
☐ B. Ruth
☐ C. Joshua
☐ D. Abraham

4. Which of the following is not accurate?
☐ A. Feelings influence our behavior
☐ B. God created us with feelings
☐ C. Feelings are not a part of our minds
☐ D. Feelings can cause our positive and/or negative reactions

5. Which of the following statements is true?
☐ A. Our feelings come from our parents.
☐ B. I decide to be angry or glad.
☐ C. It is fair to hurt your enemy if he hurts you.
☐ D. The desired end of all our actions should be to protect ourselves.

"Understanding Anger"

By H. M. Motsinger, Ed.D.

"If any person be in Christ, he is a new creature . . . "

(Second Corinthians 5:17)

Dear Student, Before you start this Lesson, View the following Video:

Sense of Self – Lesson 9 Understanding Anger

<https://www.youtube.com/watch?v=nz8UkITtuvY>

Unit 3: Understanding Our Feelings

Lesson 9

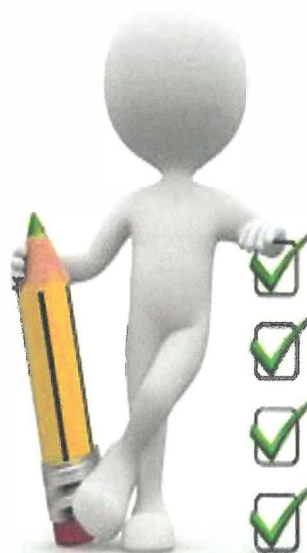
RESPONSE SHEET

Dear Student,

We have found that thoughtful *written* responses greatly enhance students' understanding of this course material. Therefore, we encourage you to use this Response Sheet as an aid in the study of this lesson.

Before You Start

Before you start this lesson, on the lines below, please write three or four sentences describing what you think God feels about you as an individual. Then, refer back to these sentences when you finish the lesson. Compare what your final thoughts are with your pre-reading thoughts.







Understanding Anger



We recommend that you read this entire lesson through at least once without looking up any of the scripture references. Finally, go back for a more in-depth study - looking up all the scriptures - before you attempt to complete the Study Questions.

Remember: It is normal to become angry, but harmful to stay angry.

Key Verse: In your anger, do not sin. ~ Psalm 4:4; Ephesians 4:26

*Harsh words
stir up wrath...*

Proverbs 15:1

1. Introduction

Much anger stems from an unwillingness to acknowledge that our emotions are no more under control than if we were adolescents, whereas we like to think of ourselves as sophisticated adults.

The real answer is to use this very upsetting emotion with great determination as a powerful incentive to grow in the love of God. We have to let go of selfishness and put the situation to the good use by accepting the feelings but refusing to act them out.

This sort of self-discipline has the urgent backing of Saint Paul in his letter to the Ephesians in Ephesians 4:26 – “Be ye angry and sin not: let not the sun go down upon your wrath”.

One problem, a big problem, with anger is that after we have dumped all our anger on a person, we tend to feel better. The person on whom we make the dump is now angry, but we can't understand why. Another problem is that we tend to take our anger out on someone who cannot hurt us. For example, we don't express our anger to our boss, do we?

*"Angry words O
let them never,
from the tongue
bridled slip..."*

*~ Words & Music
by:*

Horatio R.

Palmer, 1867

*Put away anger...
and be kind...*

Ephesians 4:31

Anger is common to all people of all ages. It is a part of human existence. At times we have all lashed out in anger or silently boiled in frustration. There are invariably many areas ripe for anger in the common or everyday problems of mankind. Being human and being involved in anything worthwhile will expose us to anger-producing situations. Anger can cause violent behavior or chronic grumpiness. Legions of common irritations can steal our joy and ruin our relationships.

Understanding anger is essential for anyone endeavoring to exhibit NewLife Behavior.
This means that we must learn better and healthier ways to exercise our emotions.

In this lesson we will define anger and seek to understand it. We will cover the emotional (feelings), cognitive (thoughts), and behavioral (actions) components of anger.

We will ask the question... "Is anger a sin?" And, we will explore the causes of anger. We will discuss some Bible illustrations of anger. We will look at the nature of God's anger.

Much anger stems from an unwillingness to acknowledge that our emotions are more under control than when we were adolescents, whereas we like to think of ourselves as sophisticated adults. The real answer is to use upsetting emotion with great determination as a powerful incentive to grow in the love of God.

In the next lesson we will list some common *negative* ways of handling anger and also some more *productive* ways to respond.

11. Defining and Understanding Anger

A. What is Anger?

Anger is a complicated human response. More than any of our other emotions, anger is composed of biological reactions, thoughts, interpretations of feelings, decisions, habits, and sometimes even subconscious motives.



Anger varies from irritation and brief displays of temper to violent rages. The most common behaviors during a loss of temper involve physical manifestations such as shouting, fighting, hostility and even physical abuse. But there are also hidden angers, which manifest themselves in disagreeable attitudes, negativity, cynicism, sarcasm, passive aggressive behavior, school-age nicknames, resentment, and a sullen demeanor.

Sometimes people are angry with God. This is not necessarily wrong if expressed properly. In the Old Testament book of Job, Job was very angry with God.

B. The Components of Anger

Anger involves an *inner* emotional response and an outer behavioral response.

"Anger and fighting are the lowest forms of communication." ~

There are 3 components of Anger:

EMOTIONAL • COGNITIVE • BEHAVIORAL

These components occur almost simultaneously so that the person experiencing them has a *surge* of anger. Some researchers believe our brains are designed to give our emotions the upper hand over the cognitive. By understanding this, it is possible to see the way anger is expressed may be sinful, but the *feeling* of anger is part of a God-designed internal system which can give people energy and motivation to tackle difficult and life-threatening tasks.

1. The Emotional Response (The Feeling Process): Feelings that we experience are, in part, the result of our emotional response to a changing environment. Times of stress cause chemical changes in the body that result in increased blood flow and a larger production of blood cells to counteract infection. The liver produces more sugar to build up the body's energy. Any unfamiliar or stressful event can produce these physical reactions and cause increased heart rate and lung function, increased digestive activity and other arousal factors. This explains the link between anger and high blood pressure.

2. The Cognitive Response (The Thought Process): Many times people use the expressions, "I was so mad I couldn't see straight," or "I just got carried away," or "That kid makes me so mad!" These responses hide the fact that there are thoughts occurring prior to and during anger which depends upon their mental interpretation of the event

A nurse taking care of a rude patient who is dying of cancer will have more patience with that person than she will have later that day with her rude husband or disobedient child.

3. The Behavioral Response (The Action Process): The behavioral response to anger is made up of words or actions that people use or do not use as an expression of their angry feelings. These may range from covert to silent sulking to violent homicide. The response may cause an explosion of overt angry behaviors (shouting, throwing, hitting), or the response may be covert behaviors (resentment, irritation, sulking, which if not dealt with, may eventually cause ulcers or an "implosion" of hidden anger. This may lead to deep depression and even...suicide.

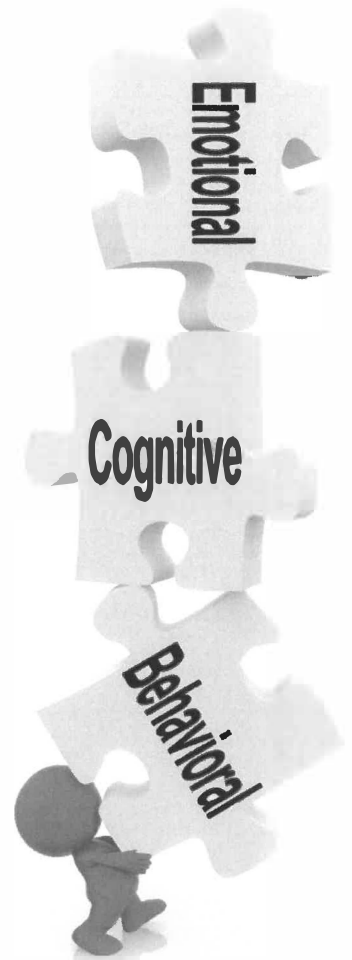
C. Anger: A Learned Response

An angry response can be learned at an early age by examples of those in our environment. As in all areas of behavior, those with whom we associate can have a powerful influence on us.

This is brought out in Proverbs 22: 24-25

"Do not make friends with a hot tempered man. Do not associate with one easily angered or you may learn his ways and yourself become ensnared."

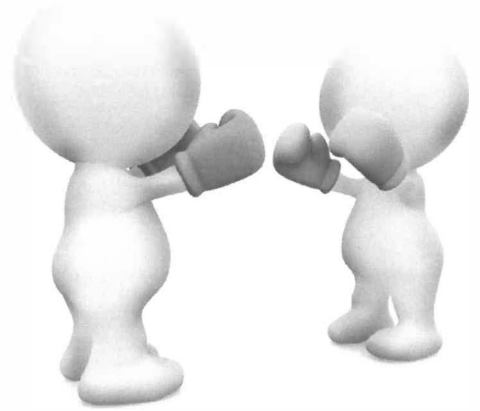
Anger can be a short-lived explosion or a general attitude of hostility. Since the expression of anger is learned, it can be *unlearned*.



D. The Positive Side of Anger

Anger provides energy and motivation for certain difficult tasks. Anger like pain, may serve as a warning that something is wrong with our attempts to relate to our environment.

Anger may actually benefit our relationships when it is worked through positively with others. Anger can be a warning that something is wrong inside a person. Self-examination in these instances can produce personal growth.



E. Biblical Examples of Productive Anger

In Exodus 32, God and Moses burned with anger against the Hebrew people when they set up idol worship just as he had received the Ten Commandments from God. While the people were shouting, Moses threw the tablets of stone to the ground and burned the golden calf in the fire. With the energy of anger, he quickly regained control of the Israelites.

F. Anger in Relationships

Sometimes we get angry with strangers, but more often our anger is directed toward those whom we love the most and with whom we spend the most time. Anger can work *for* or against relationships. *We can know that we can be in control even when we are angry.* People who have learned to express their anger properly will gain more respect than those who express it in negative ways.

G. Hostility and Bitterness

Hostility and bitterness are distinctly different from anger. By itself, anger is a natural response that may be expressed instructively or destructively.

However, hostility and bitterness are not the result of a sudden surge of emotion. They are attitudes toward life and people. They arise when people hold on to their angry feelings and their unforgiving attitudes or resentment. Angry people are not *born* angry... they become progressively angrier as they fail to deal with their anger appropriately.

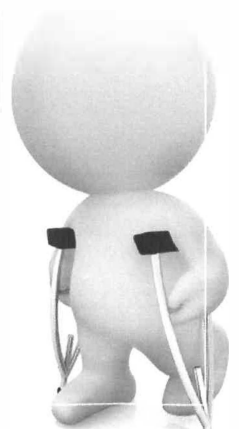
Anger is temporary. Hostility and bitterness are of much longer duration. Hostile people originally may have had feelings of hurt, frustration or fear and became hate-filled in response to the offending person or situation. Human history has a long series of hostilities.

Hebrews 12:14 advises us to make every effort to live in peace with all men. Verse 15 explains why...



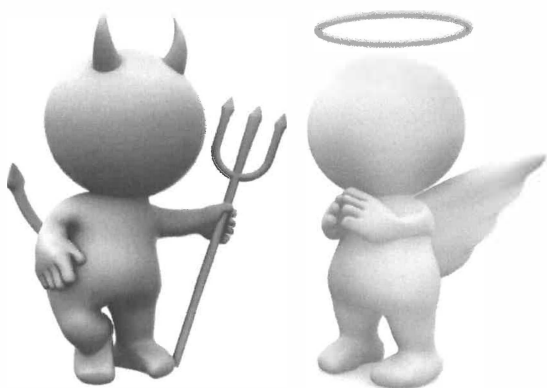
“... that no bitter root rise up to cause trouble and defile many . . .”

Anger is the *root* referred to, and hostility is what sprouts from that root. Hostility and bitterness usually result in hurting the one who is hostile and bitter far more than the one to whom the hostility is directed. This is why it can be very detrimental to one's health.



It eats away a person's insides. It is like a beautiful bottle with acid inside – everything may look OK from the outside, but eventually – it eats all the way through. It is like dying from being stung over and over. By not dealing with their anger, hostile people develop such a habit of being hostile that they forget what made them angry in the first place... they are just, “mad at the world.”

Once we saw an interview of a woman on TV, a victim of a brutal rapist who had blinded her as well as causing other permanent physical disabilities. Asked if she felt bitter toward her attacker, she said “no.” She said that he had taken away her sight, but she was not going to let him take away any more of her energy or time and that she would not let him rob her of the joy of life. How marvelous! She had learned how to keep from being stung by the same wasp over and over. She had effectively dealt with her anger.



Anger is not wrong when it is defined as the arousal of feelings one experiences to frustrating events. Anger itself is neutral, a normal human response. If anger is a normal response, why do certain passages of scripture teach that it is wrong? (Colossians 3:8; Ephesians 4:31)

Put in the context of Ephesians 4:26, anger is not called a sin but one is warned of the possible sins that can come from unresolved anger. James 1:20 says to be slow to anger, “for the anger of man does not produce the righteousness of God.” Whoever is slow to anger is better than the mighty, and he who rules his spirit than he who takes a city.” (Proverbs 16:32)

H. The Anger of God

More scriptures that support the idea that anger itself is neutral and not a sin are references to the anger of God (Exodus 32:10, Numbers 11:33, Isaiah 65:15, Psalm 78:38). Psalm 7:11 reads “God is a righteous judge, one who expresses His wrath every day”. But anger is only one part of God’s character. God is also described as being *slow to anger* (Psalm 103:8; Isaiah 48:9; Jonah 4:2). He is merciful and loving. God’s anger is directed by His righteous response to sin but limited by His patient and merciful character.

David, as a young boy, became angry when he saw members of the Lord’s army frozen in fear of the giant Goliath (Read I Samuel 17 for the full story.) David’s anger and total sense of dependence on God allowed him to act without fear. Later in David’s life, he burned with anger as he listened to the prophet Nathan’s story about the rich man stealing from the poor man. (See II Samuel 12.) Perhaps it was this “anger energy” that allowed David to face the accusation that it was David himself who was the wicked man in the story.

“Lose your anger before sundown.”

In the New Testament, we see that Jesus became angry and expressed it. In Mark 3:15, He is angry at the Jews’ hardened hearts in response to His miracle of healing a man’s withered hand. In John 2:13-15, His wrath is shown as He drives the money-changers from the temple. Paul is another example of one who showed anger without sinning. Paul addressed the churches angrily when they had to be corrected. (Galatians 1:6; 3:1; 4:21; and 5:12).

Dr. Lindsey Garmon, in his book, *Controlling the Fires of Anger*, shares factors that may contribute to sinful anger.¹ His factors are as follows:

1. Cultural Dignity is Down: He writes, “There is a breakdown of good manners and social dignity in our culture. Rudeness and vulgarity are not only tolerate, but glorified.”
2. Sense of Excitement is Exaggerated: “Feelings of entitlement! Fill a society with people who hold strong, even exaggerated feelings about what they deserve from others, and you are likely to find high levels of frustration and anger – even rage.”
3. Time is Short: “Being rushed and being rude are, frequently, two sides of the same coin. Low levels of patience can lead to high levels of anger.”
4. Daily Stressors Are Many: “Our lives are crowded and cramped up with stress. Demands are heavy...People feel the need to constantly multi-task in an effort to get it all done.”
5. Life Space is Crowded: “Overcrowding can stir feelings that spark the fire of anger.”
6. A Desire To Control Is Engrained: “Many of us learn early that anger is a tactic for gaining control and winning personal battles.”
7. Technology is Intrusive: “Technology can be a blessing that brings burdens. The world of high tech can become intrusive.”
8. Wounds From the Past Are Dead: Confucius said, “To be wronged and robbed is nothing unless you remember it.” Remembering our hurts over and over again is the essence of resentment.
9. Daily Life is Very Competitive: “Competition can be fierce when a company is downsizing, Bosses are demanding.”
10. Relationships are Tense: “In too many marriages, there is lots of tension and turmoil...There is friction which can cause heat – Chronic anger that can lead to abusive talk and even violence.”

I. What Makes People Angry?

Remember the TV series, “The Incredible Hulk”? In every episode the Bill Bixby character (before becoming angry and turning into the Hulk) said... “Please don’t make me angry. You won’t like me when I am angry.” This series fostered the myth that anger is an uncontrollable force within people. Anger can and must be controlled, but anger is not necessarily unexpressed anger.

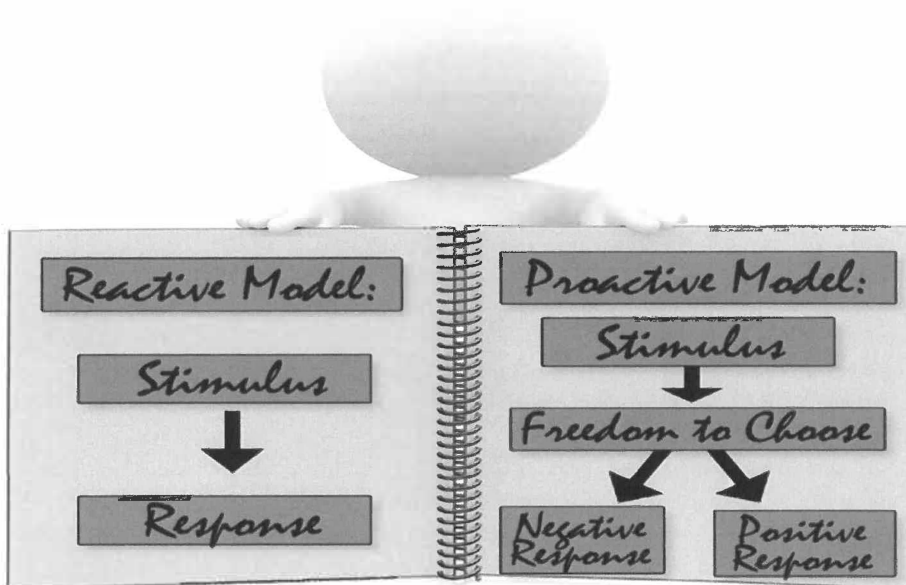
The answer to the question, “What makes people angry? is **nothing!** People make themselves angry.

“Fret not thyself because of evil doers.” (Psalm 37:1) If people are angry it is because they have chosen to be angry, Anger is a decision...a choice.

The diagrams in figure 9-1 (taken from Steven Covey’s book *The Seven Habits of Highly Effective*

People)² are excellent illustrations of how we have a choice and how we will respond. The first diagram illustrates what Dr. Covey calls the “reactive model.” This model shows, like the Hulk, the false but commonly held belief that we are victims our stimuli...that we can’t help but respond in a “knee jerk” fashion. The second diagram illustrates that between the stimulus and our response, we have a choice. We can decide how we will react. Dr. Covey calls this the “proactive model”.

Figure 9.1 Two Models of Angry Behavior



J. Ventilation of Anger: Good or Bad?

An old Freudian theory for handling anger is catharsis or the emptying of the emotional tank. Freud thought this was a cure for anger.

Ventilating activities such as talking it out, exercising, pounding pillows or plotting revenge were looked on as therapeutic. This kind of activity might be helpful in a small way, but ventilation can easily get out of hand. The problem with this kind of anger expression is that, more often than not, the physical reaction to anger becomes accelerated. It is like adding fuel to the fire.

K. Self-Esteem, Anger and Loneliness

The more self-esteem problems people have, the more self-absorbed their lives can be. To people that have low self-esteem, ordinary situations can sometimes become threatening, and anger is not far behind. Feeling lonely or inadequate in life may lead to the need to feel like the most important person. Ironically, when these people "wear their feelings on their sleeves" others will start tiptoeing around them, afraid of making them angry. The result is that the lonely person becomes... even lonelier.

L. Frustration

A common contribution to anger is a feeling of frustration, which results when people are blocked from their goals. A person who is more goal-oriented may experience more frustrations in life. The amount of frustration a person experiences depends upon the importance of his goals and his persistence in pursuing them.

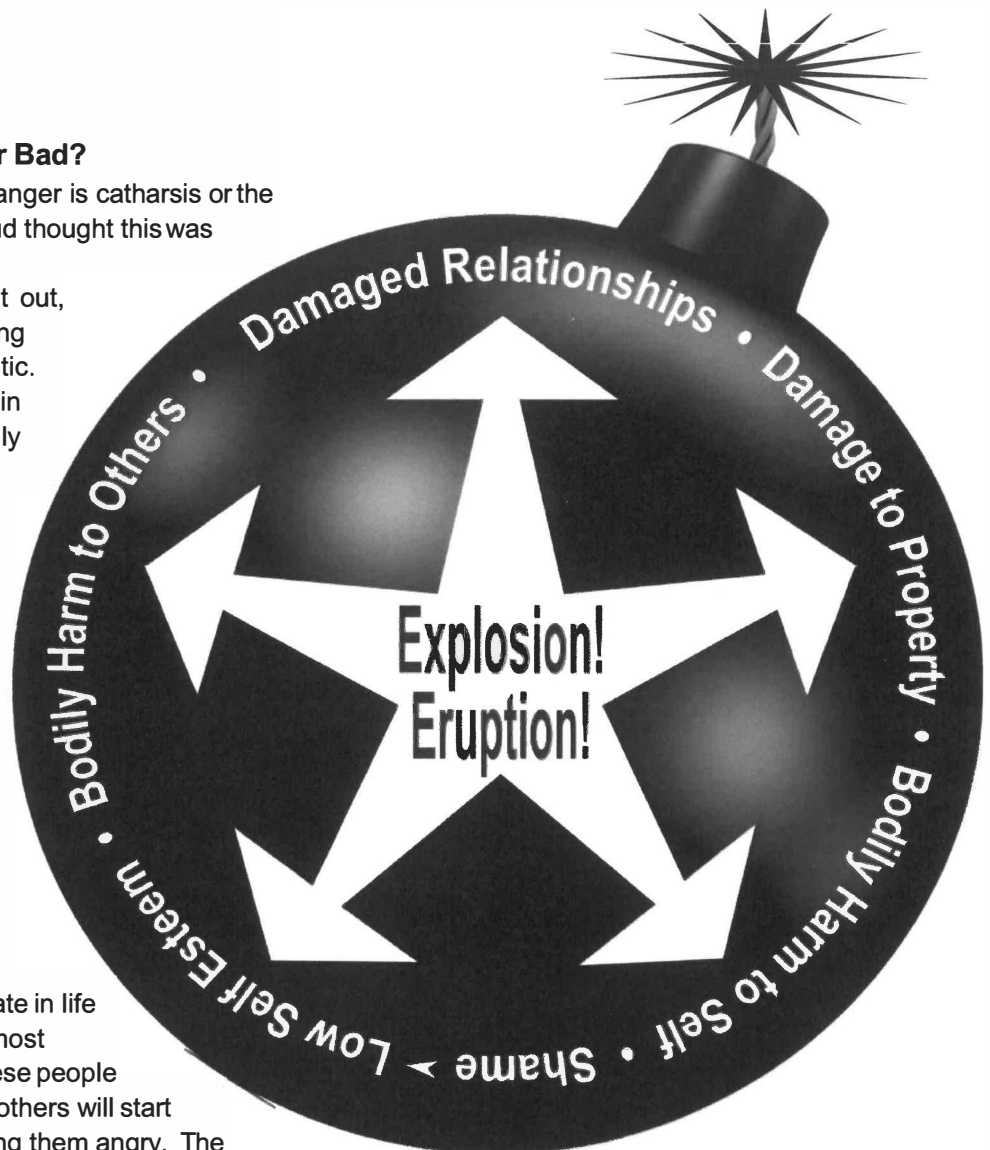


Figure 9-2.

*The Effects of
Venting Anger*

M. Yielding Our Rights

A frequent cause of anger is related to our perception that someone has violated a right that we feel we have. In fact, it is not possible to have a conflict with someone unless personal rights are involved. We may feel that we have a "right" to be respected, enjoy personal health, earn money, or not have a rude driver cut in front of us, or people break in front of us while waiting in line. When we feel we have a "right" to something and someone impedes on that right... we tend to become angry.

Jesus yielded His "right" to be in heaven with God (Philippians 2:6-8) so that He could come to earth to fulfill God's plan. Abraham yielded his "right" to have his son when he purposed to obey God by offering Isaac upon an altar. (Genesis 22:1-10)

The solution to yielding our rights and not becoming angry is to realize that everything we are and have are not really ours, but belongs to God. When we transfer ownership of everything to God, we can

be confident that He will take good care of it. The concept of thanking God for all that happens is the key to yielding rights. God may withhold certain rights for the purpose of forming His character in us. Ultimately, God is more concerned about who we are inside than about what we do outwardly. It may be that He wants us to deepen our spiritual life through trials or irritations.

Our anger may be seen as God's alarm system to highlight areas not yet yielded to Him. We need to remember Romans 8:28. "...All things work together for good to them that love God, to them who are called according to His purpose."

All of us must eventually lose everything we have, including our successes and health, as we age and die. We arrived in this world naked and we will exit the same way. Of course, God means for us to value our work and our relationships, but if we put our faith in anything that can be taken away from us, whether it be a spouse or children or profession... we have put our faith in the wrong thing. Our relationship to God and His eternal plan for us is what can sustain us and never be lost. (Matthew 6:19-21)

We need to see the behavior of the person who made us angry as giving us an opportunity to let our light shine.

N. Feeling anger? What's your IQ?

Dr. David D. Burns writes an eye-opening chapter on anger in *Feeling Good: The New Mood Therapy*.³

He begins by asking, "What is your IQ?" By IQ, he means "Irritability Quotient." If we possess a high IQ, it puts us at a great disadvantage in relationships with others. He offers an "Anger Inventory" from which we can determine our Anger Quotient.

Burns writes against anger turned inward and anger turned outward. He favors neither of these "solutions". He recommends the "Cognitive solution".

In this solution we stop creating our own anger. He tells us that we actually create our anger. It is our relationship between our thoughts and our anger. It reminds me of what Solomon wrote in Proverbs 23:7, as a person thinks in his heart (feelings) so he believes. Burns suggests that we change our thinking (interpretation of the event) in order to change our anger behavior.

Burns continues by giving four thinking distortions that affect our angry behavior.

1. Labeling the person. This causes us to filter out any thoughts of the person that runs counter to our angry feeling. This labeling causes us to feel inappropriately indignant and morally superior.
2. Mind-reading the person. This causes us to assign labels that are usually inappropriate.
We can think he is stupid, unfair and misjudge his behavior.
3. Magnification of statement about the person. This includes making false statements that exaggerate the severity of the situation. We would say things such as, "He is acting this way on purpose and I cannot/will not handle it much longer, using "should" and "should not". This behavior puts us in a position of qualifying, for an entitlement. If we do not get the entitlement, we feel we have an injustice laid against us.
4. This leads us to insisting on perfection from the other person, which will result in making ourselves miserable and becoming immobilized.

All of us must eventually lose everything we have, including our successes and health, as we age and die.

As I stated earlier, we arrived in this world naked, and we will exit it the same way. Of course, God means for us to value our work and our relationships, but if we put our faith in anything that can be taken away from us, whether it is a spouse or children or profession... we have put our faith in the wrong thing. Our relationship to God and His eternal plan for us is what can sustain us and never be lost. (Matthew 6:19:21)

III. Conclusion

Jeff Tierney, Tom Dowd, and Susan O'Hare wrote an article, "Empowering Youth to Change."⁴ Tierney and his team wrote about the Boys Town treatment model. They described the program as follows::

"The Boys Town treatment model has sought to provide youth with an enriching environment that facilitates change yet encourages each youth to develop individually and with an increasing sense of responsibility and self-control...recognizing problem behaviors as events involving antecedent and consequential reactions from those in the youth's environment."

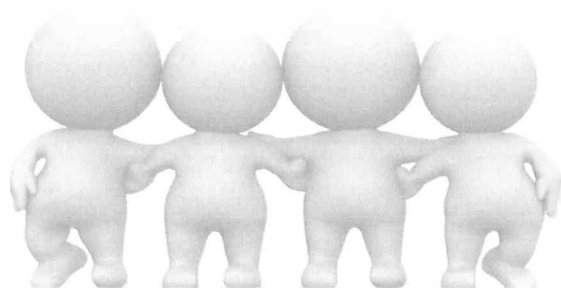
David had the right to be angry with Saul, but managed his behavior out of respect for God's right to select Saul as king.

(Read First Samuel 24:1-6.)

David could not control Saul's behavior so David let his mind control his response. (Read First Samuel 24:1-22; 26:1-25.)

Anger is a neutral feeling that is neither good nor bad, but we may express it in a sinful way. We have a choice in how we will react to anger producing situations. We do not have to be victims of our emotions.

Angry feelings affect us physically, emotionally, and behaviorally. Anger has a positive side in providing energy and motivation to do difficult tasks or in showing us when we need to work on a relationship or on our attitudes.



NewLife Behavior • Unit 3 Understanding Our Feelings • Lesson 9



• • • STUDY QUESTIONS • • •

Name _____ Date _____

_____ Address _____

1. There are three components of anger: emotional, cognitive and
 - (a) behavioral
 - (b) depression
 - (c) outbursts
 - (d) forgiveness
2. Since the expression of anger is learned, if expressions are negative, they can be
 - (a) Difficult to change
 - (b) impossible to change
 - (c) unlearned
 - (d) permanent
3. For certain difficult tasks, anger provides energy and
 - (a) direction
 - (b) failure
 - (c) justification
 - (d) motivation
4. Anger is short-lived. Hostility and bitterness are of much longer life and
 - (a) lead to heated conversations
 - (b) are of much longer duration
 - (c) lead to louder verbalization
 - (d) none of these
5. Sin can possibly come from anger that is
 - (a) unresolved
 - (b) controlled but bitter
 - (c) in the future
 - (d) all of these
6. Psalm 37:1 tells us not to react to evil-doers with
 - (a) evil
 - (b) good
 - (c) fret
 - (d) possible regret
7. If people are angry, it is
 - (a) their choice
 - (b) dictated by events
 - (c) provoked by others
 - (d) often unavoidable
8. The concept of thanking God for whatever He allows to happen is the key to yielding
 - (a) our position in traffic
 - (b) our rights
 - (c) to enemies
 - (d) none of these
9. God is more concerned about who we are on the inside than He is about what we do
 - (a) at home
 - (b) in secret
 - (c) in church
 - (d) outwardly
10. Anger is neither good nor bad, it is a feeling that is
 - (a) neutral
 - (b) forward
 - (c) reverse
 - (d) all these

Discussion Questions...

1. Why is it normal to become angry?
2. Why is it not normal to remain angry?
3. Is it possible to be angry and not sin? Why?
4. How do harsh words stir up wrath?
5. Do the emotional, cognitive, and behavioral components occur simultaneously? Why or why not?
6. Is anger a learned behavior? Why?
7. How does hostility differ from anger? Please explain.

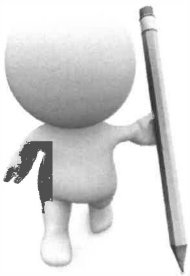
Reflection...



Now that you have finished this lesson, write a few sentences in the box below that tell what you have learned that has increased your understanding of anger.

Applying the Lesson...

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or studymate.



Video Questions for Lesson 9

View Video #9 and Answer the following Questions:

1. Good advice about angry people with high tempers is to:
 - (a) Stay away from them
 - (b) Teach them how to control their temper.
 - (c) Report their behavior to their superior
 - (d) Hug them every time you meet them.

2. Which of these traits should I consider when engaging an angry person:
 - (a) Well, everyone gets angry.
 - (b) The results can be costly
 - (c) Prolonged anger makes it difficult to correct the situation
 - (d) All of the above.

3. What was the best reason behind David's decision to not kill Saul when he had the chance in First Samuel 24:5-13?
 - (a) Saul was the father of his best friend, Jonathan
 - (b) David wanted to embarrass Saul
 - (c) David respected Saul as God's appointed King of Israel.
 - (d) David was afraid of King Saul's soldiers

4. The difference in Peter's sin of denying Jesus and Judas' sin of selling out on Jesus was:
 - (a) Peter repented with great sorrow.
 - (b) Peter was the leader of Jesus' disciples.
 - (c) Judas did not repent.
 - (d) All three.

5. Stored up anger can:
 - (a) Create long term hostilities
 - (b) Rob us of peace of mind
 - (c) Rob us of joy
 - (d) All of the above

"Handling Anger"

By H. M. Motsinger, Ed.D.

"If any person be in Christ, he is a new creature . . ."

(Second Corinthians 5:17)

Dear Student, Before you start this Lesson, View the following Video:

Sense of Self – Lesson 10 Handling Anger

<https://www.youtube.com/watch?v=ro6EWB19-38>



Unit 3: Understanding Our Feelings

Lesson 10

Handling Anger

• • • • R E S P O N S E S H E E T • • • •

Dear Student,

We have found that thoughtful *written* responses greatly enhances students' understanding of this course material. Therefore, we encourage you to use this **Response Sheet** as an aid in the study of this lesson.

Before You Start

Before you start this lesson, on the lines below, write about 3 situations in which you are likely to become angry and how you behave when you are angry. Then, refer back to these words when you finish the lesson.



Unit 3: Understanding Our Feelings

Lesson 10

Handling Anger



We recommend that you read this entire lesson through at least once without looking up any of the scripture references. Finally, go back for a more in-depth study - looking up all the scriptures - before you attempt to complete the Study Questions.

Remember: How we handle our anger is our responsibility — not the person or situation connected with our anger.

Key Verse: My dear brother, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, because man's anger does not bring about the righteous life that God desires.

~ James 1:19-20

I. Introduction

In this lesson we will look at some destructive ways of handling anger. We will then also look at some ways anger can be handled productively. We will learn that we do not have to be a victim of our own anger.

We have included some Biblical examples of how anger was handled and what is meant when the term "slow to anger" is used.

We will learn the difference between *holding in anger* and *holding back anger*, how to be one who **FACES** anger problems with others effectively, and how to handle someone who is angry . . . with **CLASS!**

II. Destructive Ways of Handling Anger

A. Holding in Anger

The suppression of angry feelings and the resulting resentment is

Harsh
words stir
up anger...
Proverbs 15:1

"ANGRY WORDS!
O LET THEM NEVER,
FROM THE TONGUE
UNBRIDLED SLIP..."
~WORDS & MUSIC
BY HORATIO R.
PALMER

perhaps the most common response to anger. Resentment results form a long history of unexpressed anger. Evidence suggests that suppressed anger relates to hypertension and heart disease. Also, those who suppress anger usually develop guilt feelings because they believe that their anger is wrong or even sinful.

*Any fool
can start a
quarrel.*

Proverbs 20:3

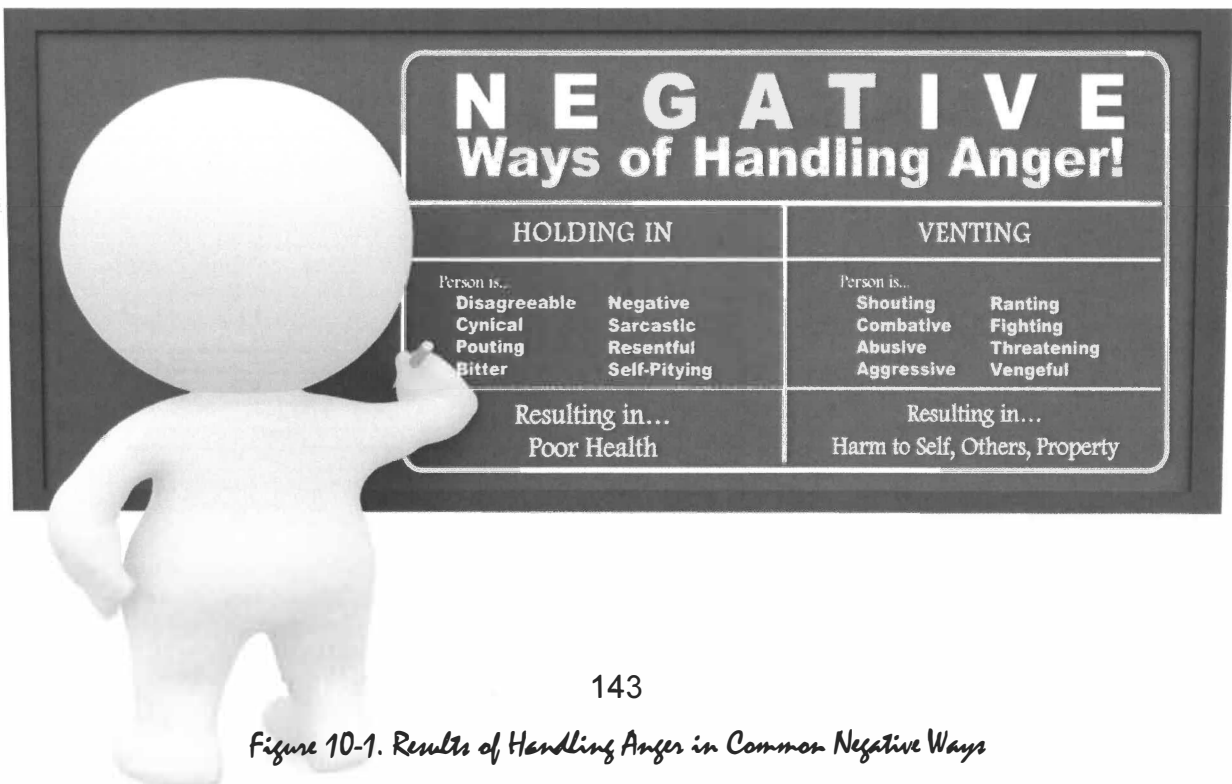
B. Passive–Aggressive Behavior

When someone is angry with us and holds resentment toward us, he may express his anger in subtle ways. He may procrastinate, obstruct us, be stubborn or he may engage in intentional inefficiency. This *passive-aggressive* behavior expresses anger that the person would not dare to express openly.

C. Ventilation

“Ventilation” is another common method of handling anger. This may mean confronting offensive people, letting someone know that he is wrong, cursing at every irritation, or vocally expressing displeasure at disappointing events.

This kind of expression of anger is wrong when it is directed at hurting others or allowed to get out of control. Sometimes ventilation accelerates to such an extent that people hear themselves saying things that they did not mean to say, or that they do not even believe. Conflict of this kind – especially verbal hostility – keeps problems going and causes *more conflict*. Shouting and storming usually do not accomplish anything productive. A clear, controlled, thoughtful expression of anger is a far more valuable tool for people who want to be heard. We should ask ourselves, “What is our goal?”



NEGATIVE Ways of Handling Anger!			
HOLDING IN		VENTING	
Person is...		Person is...	
Disagreeable	Negative	Shouting	Ranting
Cynical	Sarcastic	Combative	Fighting
Pouting	Resentful	Abusive	Threatening
Bitter	Self-Pitying	Aggressive	Vengeful
Resulting in... Poor Health		Resulting in... Harm to Self, Others, Property	

III. How to Handle Anger in Positive and Productive Ways

A. Seven Steps for Handling Anger

1. *Acknowledge the Anger.* Accept that anger is a natural human emotion. Do not deny that you are angry.
2. *Control Thoughts.* Problems with anger begin with thoughts of self-pity, discouragement, jealousy or other negative thoughts. Imagining ourselves "in the other man's moccasins" or trying to see the other person from God's point of view can make a tremendous difference in how we feel and will diffuse our anger.
3. *Discern the Causes of Anger.* Anger can be traced to one of several possible origins. It requires time and effort to uncover its source. Anger has a way of hiding behind many masks. A line can usually be drawn from anger to guilt, fear, and feelings, of inferiority, trauma, or even pain.
4. *Challenge Irrational Beliefs.* If we are frequently angry, we need to challenge our belief structure. It is not healthy to expect children to always be good or automobiles to always run well. Everyone should acknowledge that growing old and becoming ill are parts of life. When beliefs fit reality, anger becomes less of a problem.
5. *Do Not Be Bothered by Everything.* Being slow to anger means possessing a mindset that allows people to recognize and accept the normal troubles that come with living and relating to others. Someone once said, "Don't stress over the little 'stuff,' and all the 'stuff' is little."
6. *Consider the Goals for Relationships.* In terms of Christian responsibility to love and serve others, holding back anger, also means having a forgiving mind set. It is almost impossible to sustain both anger and a spirit of forgiveness with the same person at the same time. We may not be able to avoid having hurt feelings, but we can control our feelings of anger and replace them with forgiving thoughts.
7. *Develop Peace of Mind.* Holding back anger and taking time to work at changing angry responses develops a sense of control, patience, and peace. We can become characterized by patience even when we are angry. We can have patience in spite of feelings of turmoil.

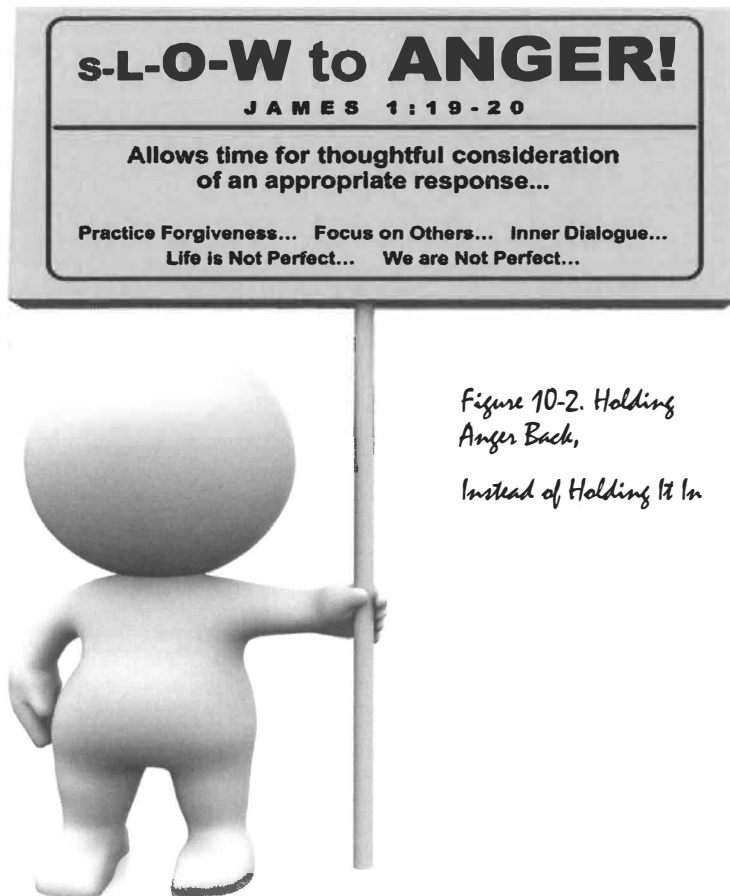
B. Slow to Anger: Holding Anger Back

Every angry person needs to learn how to be slow to anger. The usual responses to anger, as we have seen, are to hold feelings in or to let them all out in a display of temper. Even though there are problems with both of these, we can modify them to be less harmful. Angry feelings can be held back and managed – not just buried inside. Dealing with anger may mean developing a mental framework for accepting the stressful situation or deciding how best to express the anger to dissolve the problem. It includes both these elements: (1), taking control of anger by holding back (not holding in!) and (2) dealing with anger by thinking and deciding. This is what the Bible means by being “slow to anger.” (James 1:19 & Proverbs 16:32)

Slow to Anger = Holding Back Anger

Holding in anger & holding back anger are 2 completely different things!

In James 1:19-20, being slow to anger is emphasized because it is the path for preventing more anger. In order to deal with our anger, what is needed is the knowledge and skill of being able to discern *if*, *when*, and *how* it is best to express it.



*Figure 10-2. Holding
Anger Back,
Instead of Holding It In*

It begins with being slow to anger, stopping to think about it, not just sliding automatically from an irritation to a public outburst. The time between the irritation and the response may be short or long while the person is controlling his thoughts, considering his goals and reflecting on his view of life and its purpose. Then he is free to decide what to do next. Communicating anger usually guarantees that the angry person will not need to express anger in hostile, underhanded, or devious ways such as through heated criticisms or sarcasm. (Proverbs 15:1)

There are also other good reasons for *not* expressing anger (figure 3-3). Sometimes it may be difficult to express anger to others without threatening them or making them feel guilty. Expressions of anger will be of little or no value if the angry person is not willing to go to deeper levels of solving a problem in a relationship. Proper anger expression is a beginning, not an ending.

C. Expressing Anger Properly

Proverbs 27:5-6 says that an “open rebuke” or “the wounds of a friend” may be very beneficial. The three verses of Ephesians 4:25-27 urges people to speak truthfully and timely or soon with their neighbors about their anger and are instructive about the proper expression of angry feelings. (See verse below, easel diagram)

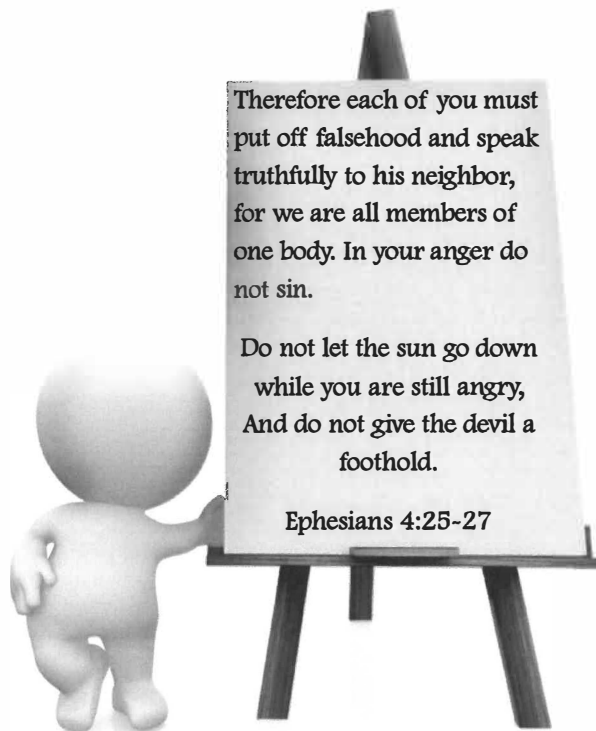


Figure 10-3

In these verses, we can see three steps to help people with angry feelings.

1. *There Are Times When Anger Needs to Be Expressed*

The time to express anger properly has not arrived until a person acknowledges the anger and the responsibility for it. It is not right to blame anger on others. We are responsible for how we feel.

2. *Anger Must Be Expressed Without Sin*

How can we express anger without sin? Admitting anger and expressing it correctly helps people to avoid more subtle sins such as criticism and self-pity.

Also, the expression of anger does not need to take the form of temper outbursts or acts of hostility. We can decide to confront it, *lovingly* (See Figure 10-3).

3. *Anger Must Be Dispelled Quickly*

We are to settle matters quickly. Even if we don't take "before the sun goes down" literally, the idea is to not let anger have time to fester. The process of being slow to anger should be started, and the person should be deciding if and how to proceed.

The greater the anger and the more important the relationship, the less time one can afford to waste in not expressing anger and seeking to heal the relationship.

IV. Rules for Confrontations:

Be One Who **FACES** His Own Anger Problems Productively.

In preparing to engage in an honest confrontation, keep these points in mind that you can be one whom effectively and productively **FACES** problems with others.

E: Focus on *Feelings* not on *Faults*.

Stick to the **Facts**. Say, for example . . . "When you don't listen to me, it makes me feel unimportant to you" instead of . . . "You never listen. You are the most selfish person I know." Also, stick to the **Facts** of the present problem. Don't bring up past offenses or every bad habit the person has.



Figure 10-4.

Managing Anger

A: Allow the other person to respond. Don't just talk, but be prepared to listen.

C: *Compliment* before *Criticizing*. Be *Concerned* and work toward a *Compromise*. *Concentrate* on the other person. *Communicate* understanding. Work for win-win results. Share critical comments about the other person and in the same breath as positive qualities (*Complimenting*). This helps people listen to criticism without becoming defensive. Since you have practiced being slow to anger, you can take the focus off of yourself and *Concentrate* on the other person. This will make you more open to working toward *Compromise*. Give up the idea that someone will "win" and someone will "lose." *Communicate* that you understand the other person's point of view.

E: Express your feelings in private. Never *Exaggerate* the offense or make threats about ending the relationship. This will usually prevent mistakes. Most problems are not that serious.

S: Work toward a *Solution*. Do not keep on and on airing offenses, but make this time of confrontation efficient and productive. Concentrate on working toward a *Solution*.

Corrie ten Boom (Also you will find this story in lesson 3), tells of a chance meeting in a German church where she spoke after the end of the war. After her speech, a German man came to her with complimentary remarks and with his hand out-stretched to shake her hand. Corrie writes that she recognized the man as one of her first jailers. Corrie states that immediately her memories of him came to her mind. She could not smile, shake his hand or bring up any positive feelings.

Corrie realized that Jesus had died for this man, even with all the pain and suffering he had caused her and others, especially her sister, who died in the camp. Still, she could not shake

his hand, even as she realized that Jesus had died for him. So she prayed, “Lord Jesus, I pray, forgive me and help me to forgive him.”

Still Corrie could not shake his hand or smile. Then she prayed, “Jesus, I cannot forgive him. Give me your forgiveness.”

“As I took his hand, the most incredible thing happened. From my shoulder along my arm and through my hand a current seemed to pass from me to him, while into me sprang a love for this stranger that almost overwhelmed me. So, I discovered that it is not on our forgiveness any more than on our goodness that the world’s healing hinges, but on His. When He tells us to love our enemies, He gives, along with the command, the love itself.”¹

V. Handling Angry People with CLASS!

We have spent the prior part of this lesson about how to handle our own anger. This part of the lesson deals with how we should respond to others who are angry. These guidelines are helpful whether the angry person in question is our child, mate, business associate or friend.

- C:** Remain **Calm**. Show a **Caring** and **Concentrated** attitude toward the other person. Remain **Committed** to serving, and **Confident** in your ability to help. Since the other person is out of control, your being calm and **Controlled** will give the other person stability and strength.
- L:** **Listen** to the other person in a responsive manner, without looking for faults. Ask the angry person *who* did *what*, when, where, and *how*, but never ask an angry person *why* he did something. This will only push him into a defensive position, and he may stop trying to communicate with you. When you **Listen**, do so not only with your ears but also with your eyes and your heart.
- A:** **Agree**. When possible, look for agreeable comments. We may not be able to agree with many of the things that an angry person is saying. Don’t respond to those things – just ignore them for the time being. But if the angry person says something that you can agree with . . . **Agree** with him/her strongly.
- S:** Give absolutely no **Solutions**. If you try to tell angry people what they *should* or *ought* to do, you may stop them from trying to communicate with you. They may storm off saying, “You just don’t understand.” The angry person is not ready to receive any solutions. Angry people are not in a receiving mode but a giving mode, and what they want to give you is their anger. Just continue to listen at this point.
- S:** After the person has calmed down, reluctantly give your one best **Suggestion** (not solution) and then immediately take it back. Say, “I have an idea, but I don’t know if it will work in our case. No, on second thought, you probably wouldn’t want to do it.” If the person doesn’t encourage you, do not share it. Perhaps he will come back to you later.

If the person *does* ask for your suggestion, watch his or her eyes while you are talking. If you see indications of disagreement – back off. Later the person may come back to you for information (after having time to think). Or, he or she may think of some solution from spring-boarding off your suggestion(s).

Reacting to Angry People

We all know people who seem to have a negative, even an angry response to most situations. One of their favorite phrases is, “Yes, but...”

Sometimes, it is not appropriate to ignore them or walk away, even though we wish to. Odd as it may seem, I suggest that we don’t fight or flee. I suggest that we “float” above the situation.

Floating involves being calm, concerned, and compassionate. Calmness allows the other person to see you as being level-headed, even when they probably are not. Being concerned allows the other person to see you as being open and interested in his point of view. Showing compassion allows the other person to see you as being willing to entertain his point of view.

According to Newberg and Waldman in How God Changes Your Brain when we show compassion, even if it is not our point of view, “...Our brain will resonate to our kindness. In fact, research has shown that highly emphatic people are more likely to respond to an angry expression by smiling.” They also stated that angry people do not have the ability to smile while they are angry.²

A real example of this can be found in our political leader in the American Revolution. Following the military victory over the British forces, the next big battle was moving the 13 colonies through the process of becoming states in a confederacy and then finally into a central government with rules based on a constitution.

George Washington had the respect of his troops and political leaders due to his leadership and integrity. Thomas Jefferson had respect due to his ability with words. He wrote the Declaration of Independence. Alexander Hamilton had respect, for a while, due to his personality, close relationship with George Washington, and being Secretary of the Treasury.

James Madison, a close political ally of Jefferson, had a leadership weapon that fit him perfectly. He was small in size, very nice, and gentle, eager to give the credit to others, able to share but not overpower others with his large amount of information. He seemed to lack a personal agenda, yet his side in any debate or argument seemed to win. He would be the one called on to write the US Constitution. He led the forces to get the constitution approved by the 13 states, which was no small feat, being that the individual states were very state-rights oriented and careful to protect the goals of their states. This was especially true for the slavery issue.

How did Madison do this? We don’t know for sure but it seems that he had what Newberg and Waldman shares with us in their book, How God Changes Your Brain.¹ They give seven steps due to their belief that the human brain is designed to resonate to the cognitive and

emotional states of each other person. They describe this process as Compassionate Communications.

1. Just prior to an important and possible stressful meeting, take five minutes to deeply relax and fantasize your ideal interactions.
2. Visualize smiling faces greeting you.
3. Spend one minute holding a compassionate thought about your possible antagonist.
4. When entering the meeting greet everyone with a compassionate smile.
5. Now take a deep breath and also deeply relax your arms, legs, and face.
6. Speak softly and respectfully of each person.
7. Allow others to speak to you.³

It is not known what traits listed by Newberg and Waldman were possessed by James Madison, but Historian Joseph Ellis writes the following, "In appearance, Madison was almost invisible in comparison to the other flamboyant leaders. He was non-threatening, gentle and eager to give credit to others."⁴

I must say that these last two steps remind me of two other situations. One is the thought that President Theodore Roosevelt is reported to have said, "Speak softly but carry a big stick." Second, while recently watching the popular TV show, "Shark Tank", the guest was telling his story with such excitement that he did not stop to answer questions. Finally, Mark Cuban, one of the panelists, spoke up and in a loud voice said, "Shut up!"

I am not sure if the Apostle Paul followed the above steps or not, but he followed the overall plan of Compassionate Conversation. As you read Acts 24-26, you will see how respectful Paul was of Felix, Festus, and Agrippa.

VI. Conclusion

Failure to handle his anger kept Moses out of the Promised Land. (Num. 20:12)

We can learn to be in control of our angry feelings. We can choose to take the thoughtful approach and practice holding back our anger until we decide *if* and *how* to express it.

We can learn to be one who **FACES** anger producing problems with others in productive ways. We can also learn to handle angry people with **CLASS!**

"Anger serves no utilitarian purpose." Wayne Dyer, Feeling Good: The New Mood Therapy, by David Burns.

Burns gives the two following guidelines to help us determine when our anger is productive and when it is not.

- Is my anger directed toward someone who has knowingly, intentionally, and unnecessarily acted in a hurtful way?
- Is my anger useful? Does it help me achieve a desired goal or does it simply defeat me?

Burns then gives ten methods one can use to reduce one's anger when it is not in our best interest.

1. Develop the desire (p.165)
2. Cool down the hot thoughts by inserting some cool thoughts. (p.162)
3. Use imagining techniques to filter out the hot thoughts that will stay in our mind long after it is effective. (p.169)
4. Rewrite the rules we expect in a relationship. The problem with our rules is that the other person may not accept our rules. Also omit or revise the rules based on "should" into a more realistic term. (p.172)
5. Learn to expect craziness. (p.176) Watch out for negative results from others in the family, team, office, etc. Those also involved on the sidelines are watching to see how the change in the key relationship will impact them.
6. Enlightened manipulation. (p.177) Focus on rewarding the desired behavior, rather than focus on complaining about the undesirable behavior. Keep a record of the success in this method.
7. Reduce the number of times you use the "should" word.
8. Increase the number of times you compliment the person versus the number of times you correct the person. Disarm the person if he starts to argue, by agreeing with him. Then follow your positive comments by clarifying your main point calmly and firmly.
9. Talk to the angry person with understanding (empathy) of their thoughts and motives without being angry.
10. Putting it all together: Cognitive Rehearsal. Practice prior to facing your antagonist. Think of the words that will probably set you off. Practice saying those words as the other person says them. Inoculate your mind against these words. Practice using cool words to replace the hot words that you have used in the past.⁵

Les Carter, noted author, gives 3 suggestions on handling our anger.

1. Become very honest about how you set yourself up for disappointment. By clinging to your many fantasies.
2. Accept the realities that circumstances can be ugly, even when they involve people who seemingly should know better than to live with distasteful behaviors.
3. Recognize your anger is fed by a shock reaction ("I can't believe this is happening to me"), and drop the shock.⁶

Course 1 - A Sense of Self

To wrap up our information handling anger feelings inside ourselves as well as from others, let us look at six suggestions.

1. If you react improperly, apologize immediately. *Be angry and do not sin; do not let the sun go down on your anger. ~ Ephesians 4:26*
2. Talk slower, softer, with slow breathing. This helps to calm emotions and brings greater objectivity to a discussion. *A gentle answer turns away wrath, but a harsh word stirs up anger. ~Proverbs 15: 1*
3. Realize the Power of the tongue. *When we put bits into the mouths of horses to make them obey us, we can guide the whole animal. Consider ships as well. Although they are so large and are driven by strong winds, they are steered by a very small rudder wherever the pilot is inclined. In the same way, the tongue is a small part of the body, but it boasts of great things. Consider how small a spark sets a great forest ablaze. The tongue also is a fire, a world of wickedness among the parts of the body. It pollutes the whole person, sets the course of his life on fire, and is itself set on fire by hell. ~James 3:3-6*
4. Use less words. *When words are many, transgression is not lacking, but whoever restrains his lips is prudent .~Proverbs 10:19*
5. Do not engage in every argument. Many arguments are a waste of time. Knowing when to be silent in the midst of conflict is a sign of self-control. It indicates your wisdom as to what is or is not important.
6. Practice constructive arguments:
 - a) Listen to what the other party has to say.
 - b) Try to understand their thinking and position.
 - c) Instead of doubling down on your position, be ready to change your thinking.
 - d) Avoid misunderstanding. To clearly communicate, repeat back what the other person says, using different wording if needed.

Conflict is inevitable, but what counts is how we deal with it. ~ John Bentley

NewLife Behavior • Unit 3 Understanding Our Feelings • Lesson 10



• • • STUDY QUESTIONS • • •

Name _____ Date _____

Address _____

1. Resentment results from a long history of unexpressed
 - (a) love
 - (b) anger
 - (c) disagreements
 - (d) emotional needs
2. Two things usually do not accomplish anything productive:
 - (a) begging/nagging
 - (b) threatening to divorce or leave
 - (c) threats/criticisms
 - (d) promises to change
3. As a human emotion, anger is
 - (a) unexpected
 - (b) natural
 - (c) unwanted
 - (d) unexplainable
4. Every angry person needs to learn to be
 - (a) slow to anger
 - (b) quick with an apology
 - (c) quick with a reason
 - (d) quick with a good place to hide
5. Holding anger in and holding anger back are
 - (a) different
 - (b) OK
 - (c) identical
 - (d) similar
6. What usually guarantees that the angry person will not need to express anger in hostile ways?
 - (a) counting sheep
 - (b) remaining silent
 - (c) communicating it
 - (d) nothing
7. Anger must be expressed without
 - (a) harming self
 - (b) sinning
 - (c) hurting others
 - (d) all three
8. In confrontation, give up the idea that one will win and the other will
 - (a) not be hurt
 - (b) lose
 - (c) "kiss his cousin"
 - (d) forever be an enemy
9. Ask the angry person who did what, where, when and how but never ask about the
 - (a) why
 - (b) damage
 - (c) apology
 - (d) justification
10. Listen to an angry person with your ears, eyes, and
 - (a) mind
 - (b) tape recorder
 - (c) heart
 - (d) camcorder

Discussion Questions...

1. Why is the handling of our anger our responsibility when someone else made us angry?
2. Why does our anger not bring about the righteous life that God desires? James 1:19-20
3. Why is suppression of our anger the most likely way of handling our anger?
4. Why is passive aggressive anger usually used by more females than males?
5. Why is ventilation of anger more often used by males than females?
6. In the 7 steps in handling anger which is the easiest one for you to use?
7. How does holding anger hurt us?

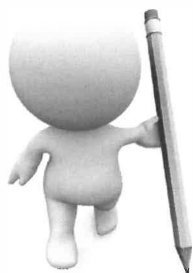
Reflection...

Now that you have finished this lesson, write a few sentences describing how you will react differently the next time you encounter one of the anger producing situations you listed in the beginning.



Applying the Lesson...

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or studymate.



Video Questions for Lesson 10

View Video #10 and Answer the following Questions:

1. To effectively control our anger, which of the following do we need to closely monitor?
 - a. Emotions, thoughts, and behavior
 - b. Emotions, desires and behavior
 - c. Desires, thought and behavior
 - d. Desires, emotions and thoughts
2. "Harsh words stirs up anger" comes from:
 - a. Proverbs
 - b. Psalms
 - c. Job
 - d. Ephesians
3. Confucius stated:
 - a. Think of the other person
 - b. Think of your job security
 - c. Think of your family
 - d. Think of your consequences
4. The formula for handling your anger is _____. Choose the word that states the word under consideration.
 - a. Faces
 - b. Laces
 - c. Fault
 - d. Facts
5. Give the formula for handling the other person who is angry you.
 - a. Careful
 - b. Class
 - c. Clouds
 - d. Walk



NewLife Behavior

Unit 4 Understanding How We Think

Lesson 11

"As a Person Thinks"

By H. M. Motsinger, Ed.D.

"If any person be in Christ, he is a new creature . . ."

(Second Corinthians 5:17)

Dear Student, Before you start this Lesson, View the following Video:

Sense of Self - Lesson 11 As A Person Thinks

<https://www.youtube.com/watch?v=XiX1rga5r-Y&t=8s>

As a Person Thinks

• • • • RESPONSE SHEET • • • •

Dear Student,

We have found that thoughtful *written* responses greatly enhances students' understanding of this course material. Therefore, we encourage you to use this **Response Sheet** as an aid in the study of this lesson.

Before You Start

Before you start this lesson, on the lines below, please write 3 or 4 sentences about how you perceive yourself, others, and your surroundings. Then, refer to these words when you finish the lesson.



As a Person Thinks

We recommend that you read this entire lesson through at least once without looking up any of the scripture references. Finally, go back for a more in-depth study – looking up all the scriptures – before you attempt to complete the Study Questions.

Remember: Our behavior comes from the interaction of our emotions and our thinking.

Key Verse: Your attitude should be the same as that of Christ Jesus...

~Philippians 2:5

1. Introduction

This unit will look at our thought & decision-making process – how we think and decide. I think it is very appropriate to insert a statement from a very wise and intelligent man, as well as being highly respected for his thoughts about mankind.

Albert Einstein Re: Religion and the Human Brain

Our time is distinguished by wonderful achievements in the field of scientific understanding and the technical applications of those insights. Who would not be cheered by this? But let us not forget that knowledge and skills alone cannot lead humanity to a happy and dignified life. Humanity has every reason to place the proclaimers of high moral standards and values above the discoverers of objective truth. What humanity owes to personalities like Buddha, Moses, and Jesus ranks for me higher than all the achievements of the inquiring and constructive mind.

From the HUMAN SIDE¹.

**A word
fitly
spoken is
like apples
of gold...**

Prov. 25:11

As a person thinks in his heart, so he behaves.

~ Proverbs 23:7, NKJ

**To get ahead
in life, think
of others
first.**

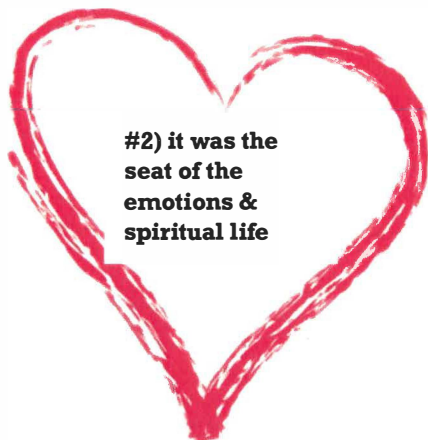
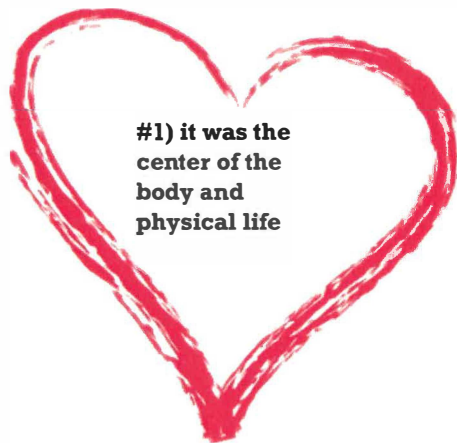
The above proverb provides an extremely important truth. We are what we think we are. Our mind controls not only what we think and do but also how the person *feels*.

Andrew Newberry and Mark Waldman, in *How God Changes Our Brain*, tell two conclusions from research and positive reasons for a person involved with religion.

They state, "First, involvement with religious and spiritual activities generally does no harm, unless....you focus on an authoritarian God who fills you with anger and fear....even minimal religious participation is correlated with enhancing longevity and personal health." And second, "Activities involving meditation and intensive prayer permanently strengthen neural functioning in specific parts of the brain that are involved with lowering anxiety and depression, enhancing social awareness and empathy, and improving cognitive and intellectual functioning."²

The ancients believed that the heart had two purposes.

(See heart drawings.) It is as the *seat of the emotions and spiritual life* that the heart is important for our study. It is the source of intellectual life and where man's personality lives.



*...think of
yourself
with sober
judgment...
Romans 12:3*

In our culture, we have moved these intangible aspects of our being from the heart to the brain. The important point is not precisely *where* these parts of our being live... it is that each of us has our own *unique* personality and intellect. We are all different, but we are still all alike!

Newberry and Waldman also give eight ways to exercise and strengthen our brains. They are to:

1. Have a faith that leads us to trust our beliefs. They lead to hope and optimism. Since we are not always 100% sure about our choices in matters emotional, physical and spiritual health, we still need to trust our beliefs. This becomes a matter of faith. We need to have a strong faith. This is the best way to exercise our brain.
2. Have a dialogue and social interaction with others. Interacting with others is our second best way to strengthen our brain. Language and the human brain work closely with each other. The greater we work our language skills, the stronger our brain will be.
3. Follow a plan that includes aerobic exercise. Vigorous aerobic exercise strengthens every part of the brain. Running and walking are especially conducive to brain development. Exercise is credited with strengthening concentration, body movement and breathing.
4. Practice meditation at least 20 minutes per day. Meditation and intensive prayer, even ten minutes per day, can have positive development on cognition, relaxation and psychological health. Studies have shown how meditation shows positive effect on reducing smoking and binge-drinking behavior. Meditation has also shown positive result on passing tests.
5. Develop the practice of yawning. It will bring you into a heightened state of cognitive awareness. Studies about exercising the brain has shown to increase our feelings of empathy for others.
6. Consciously relax your body. The brain reacts positively to relaxing and pleasant music. Conscious relaxation will enhance cognitive skills and a sense of spiritual wellbeing. This activity lowers the brain's release of stress-stimulating neurochemicals. Stress just happens to be our number one killer.
7. Staying intellectually active. This will strengthen the neural connections thorough out the frontal lobe. This in turn, improves our ability to communicate, solve problems and make rational decisions regarding our behavior. This improves behavior related to diet, exercise, avoids tempting health risks activities in older adults, who engage in memory and Mnemonic exercises one experiences in chess and mahjong. Mental stimulation increases one's ability to react with less anger or fear.
8. Smile, because it will strengthen the brain's neural ability to keep a positive outlook on life. Smile even if your heart is not in it. It will help improve your mood and thereby improve your point of view. It also improves the response you receive from others. Our smiling to others helps their mood as well. This in turn, helps us to feel calmer, more peaceful and alert.

Also a healthy diet is very good for the brain. Another factor is sleep. Less than five hours per night results in significant cognitive decline.

Newberry and Waldman close their eight recommendations with the following comment, “None of the above are based on any religious orientation, but you can easily integrate them into any spiritual tradition you favor.”³

We are a unit. There is a unity and interdependency between our thinking, feeling, and doing. We are made up of our physical body, personality, intellect, etc. If we change one part of ourselves, we change. We become a different person. If the change is in our personality, we will still look the same but we are not the old person that we once were. We are a different person. The same applies to our physical body.

Have you known someone who has lost a limb, had some disfiguring illness, or heart trouble? His personality will likely change. Often, he will become bitter and angry. Others will become more caring and understanding. The story of Phineas Gage by Emily Elert illustrates this idea.

*In 1848, Phineas Gage was working in a factory, tamping blasting powder into a hole in a rock with an iron rod. This resulted in an accidental explosion that shot the rod through Gage’s left cheek, brain, and exited the left side of his skull. Gage actually survived the explosion, and after treatment, even returned to work. Gradually, however, his personality changed. He went from being pleasant to an obnoxious, profane, and unreliable person.*⁴

It all depends upon how he chooses to look at his physical condition, but it does change him. It can be for better or worse.

The Apostle Paul tells us that when we come to Christ and allow Him to change our inner man, *then we will think and act like Christ*. (See Romans 6:4; Galatians 2:20; and Philippians 2:5) This first lesson will examine how we think.

**If we can better understand how we think, we can better understand why we behave the way we do. Remember...
As a person thinks in his heart, so he behaves. ~ Proverbs**

11. The Brain

The brain is the seat of our personality, intellect, and emotions, but *it is not our mind*. (Bill Gordan, “Your mind does not care what your brain thinks.”⁵) The brain is a physical organ like all organs in our body. The brain provides the physical environment and structure where our mind lives. One is physical while the other is an abstract force. Although we know there is a link between the two, we do not know what it is. When the brain is damaged, the mind also suffers.

The brain is like a busy metropolis. Each part has a role. Communication is a major key to keep us functioning properly.

The human brain is a rather remarkable organ. It controls everything we do. Its main function is to coordinate the nervous activity of the body. Along with the spinal cord, it makes up the body's central nervous system. It receives incoming nerve impulses from the senses, analyzes them, and makes the required adjustments in the body.

Craig Feudenrich and Robynne Boys report that "Our brain, spinal cord and peripheral nerves make up a complex central nervous system. In tandem, they regulate all the conscious and unconscious facets of our life. The nerve cells, neurons, gather, and transmit electrochemical signals-similar to gate and wires in a computer. (Feudenrich, Craig and Robynne Boyd, "How Your Brain Works", ©HowStuffworks.com) ⁶

According to Quian Quiroga of the University of Leicester, "Our brains are able to create very complex processes. Just imagine the perfect harmony with which we move different muscles for normal walking. Thousands of neurons are involved in this and to determine the role of each is complicated." ⁷ Just think what the brain processes just to get ten fingers to play a piano classical piece of music.

According to Facing Additions in America the 2016 U.S. Surgeon General's report on alcohol, drugs and health, the brain has 86 billion nerve cells. They travel between 2 and 395 feet per second, while an electrical current travels at near the speed of light (983,571,087.0 feet per second). The brain's electrical impulses are electro-chemical in nature. It is not known what chemicals create them. These nerve impulses carry information from the body's sense organs to the brain, interpret it, and then send a command to other parts of the body to take some action. ⁸

The brain is made up of chiefly water (78%), fat (10%), and protein (8%). It consumes about 20% of the body's energy. The color of the brain depends upon the type of cells in a region. Areas where the bodies of the nerve cells are closely packed are gray (gray matter). Areas where the axons (a thread-like fiber that extends from the body of the nerve cell) are closely packed) are white.

Our brain is the seat of our personality, intellect, and emotions.

The brain is divided into left and right hemispheres. Each has specific functions. The *left* hemisphere is usually the dominant one. It emphasizes logical precision and exactness. It is the center of speech, reading, writing, and arithmetic characteristics. It sorts out information in an analytical and sequential order and creates or entertains ideas. It is more like a digital computer. Examples of "left-brained people" are lawyers, doctors, mathematicians, and computer programmers (*but there are always exceptions.*)

The left side of the brain is seen by some as the western mind. Daniel Siegal advocates that the left side develops later in life and is responsible for logic, spoken and written language, linearity, lists, and literal thinking. A person with low social-personal skills might be seen as a person with slow right-side skills. Whereas a person with high analytical skills might be perceived as having high speed left hemisphere skills.⁹ Left hemisphere people tend to be mathematicians, and work in areas where technical and analytical skills are needed. I suggest that we dedicate whatever we have to God and go from there.

The *right* hemisphere is concerned with wholeness. It is largely non-verbal. It is the center of geometrical and perspective drawings. Its goal appears to be the establishing of holistic images and the synthesis of information. It is also the center of emotions, music and poetry. It is similar to an analog computer, in that it builds up whole pictures and discovers patterns rather than looking at the details. Examples of “right-brained people” are usually poets, musicians, writers, and painters. The right hemisphere controls the muscles on the left side of the body. The left hemisphere controls the muscles on the right side of the body.

We are either *right*-brained or *left*-brained people. It appears that we are born this way. The big question is not whether we are right-brained or left-brained, but... **what we do with our natural ability? Let us dedicate it to God.**

Do we
waste what
God has
given us?

OR

Do we
develop
it to its
greatest potential?

Although one hemisphere might dominate in our thought process, we need both hemispheres to meet the demands of our normal day-to-day living.

For a healthy brain to function properly, it must be used. It is like a muscle. The more we use it, the stronger it becomes. When we ignore or neglect it, it weakens. The difference is that the brain is strengthened not by *physical* exercise, but mental exercise. That is, by reading, studying, thinking, creating, and so forth.

Most people harm their brain by neglecting it. When we put it on “automatic” and coast through life...our brain weakens.

The next greatest harm is caused by the abuse of drugs and alcohol. Drugs and alcohol cause physical damage to the brain. This damage reduces our ability to think and function and reduces our ability to develop that potential with which we were born. When the brain is bombarded with chemicals over a prolonged time period, it becomes addicted (dependent) on them in order to feel half-way “normal”.

The brain is also one of the world’s great pharmacies! It *produces* its own opiates to reduce or kill pain. It also commands other parts of the body to produce hormones and chemicals that our body needs.

The brain plays a vital role in substance use, misuse, and addiction. Research conducted in 2016 by the US Surgeon General’s office regarding the connection between brain and addiction has greatly increased our insights on prevention and treatment. This understanding is helping researchers understand how addiction is driven by changes in the brain.

Course 1 - A Sense of Self

These effects cause the euphoric feelings that one experiences during the initial use of the drug. We are also motivated to continue the use despite the chances of significant harms. As one continues the use of the drug, “neuroadaptations” occur in the structure and function of the brain. This can set the substance user up for relapse and craving of the substance. More than 60% of the people treated for a substance use disorder experience relapse within the first year after being discharged from treatment and a person can remain at increased risk of relapse for many years.”¹⁰ The addiction cycle disrupts the normal functioning of the brain. However, we need to realize that addiction is not a guaranteed consequence of substance use.”¹¹ The following factors can help in determining the likelihood of addiction.

1. A person’s genetic make up
2. Other biological factors
3. The age when one begins using the substance
4. The person’s unique psychological history and personality
5. Environmental factors such as
 - a. Availability of drugs
 - b. Family and peer dynamics
 - c. Financial resources
 - d. Cultural norms
 - e. Exposure to stress
 - f. Access to social support¹²

Five of the key findings about addiction to alcohol and drugs by the Surgeon General’s Report are:

1. A chronic (recurring) brain disease that has potential for recurrence and recovery.
2. A process involving a three-stage cycle: a. Binge/intoxication, b. withdrawal/negative effect, and c. preoccupation/anticipation.
3. A disruption in three areas of the brain is particularly important in the onset, development and maintenance of substance use disorders: the a. basal ganglia, b. the extended amygdala, and c. the prefrontal cortex.
4. The changes in the brain persist long after substance use stops, and
5. Adolescence is a critical “at-risk period” for substance use and addiction.”¹³

The key to remember is that the addiction cycle disrupts the normal functions of the network of neurons.

Psychiatrist, Charles D. Mottlinger, in a Feb.1, 2018 presentation in Dallas, Texas, stated the following safeguards to the person who has problems handling any situation that could or has led to addiction.

1. Until the addicted person is well beyond being healed:
 - a. Stay away from what hurts you, be it food, drugs, depression, alcohol etc.
 - b. Be mindful of what hurts/helps you. Stay away from what hurts you. Stay close to what helps you.
2. Realize your brain works just as it is supposed to.
3. Realize we are not powerless.
4. Put yourself on a spiritual course.
 - a. Give love to all, including our enemies. Matt. 5:44
 - b. Join a group, go home, and give and receive support. Luke 15:17-18

c. Help self by helping others. I Tim 6:17-19

d. Stay away from what harms you, by focusing on doing good. Acts 10:38, and

e. Do what gives you peace. Psalm 1, Gal. 5:22, Col. 3:15

In our Bible class, a medical doctor shared with us a very meaningful bit of wisdom that all of us in the class understood. He said if we are working with someone who has an addiction problem, we need to encourage them to do three things: (This is being repeated for emphasis.)

5. Change their playmates,

6. Change their play toys,

7. Change their playground.

111. The Mind

“What is the mind?” Some say an “abstract force.”

Some believe the mind lives in the brain. It is more than just the brain cells and electro-chemical impulses that make up the brain. Some see it as the faculties involved in perceiving, remembering, considering, evaluating, and deciding. In some sense it is reflected in such occurrences as...

Sensations • Perceptions • Emotions • Memory • Desires • Motives

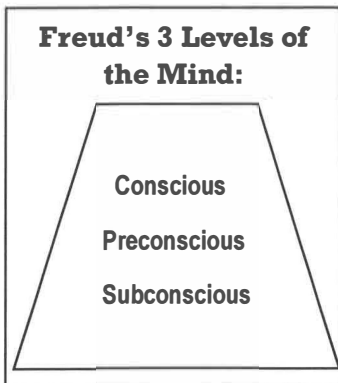
Various Types of reasoning • Choices • Personality Traits • The Subconscience

The mind is an invisible, abstract force that is created by and emerges from the brain. From a Biblical point of view, the mind is *man's seat of reasoning*.

It is with the mind that man decides to serve or reject God. In Genesis 1:27, man is said to be created in God's image. Many scholars believe that this is referring to God's ability to think and reason. Also, they believe that the mind and soul are the same or are at least connected in some way. In truth, the mind is a mystery. We all have one, but we do not know exactly what it is or understand how it works. The brain is also one of the world's great pharmacies! It *produces* its own opiates to reduce or kill pain. It also commands other parts of the body to produce hormones and chemicals that our body needs.

IV. The Two Parts of the Mind

The mind is made up of two parts: a conscious and an unconscious.



The 2 major views as to the relationship and size of the conscious and unconscious minds were developed by Sigmund Freud and Alfred Adler.

Freud compares the mind to an iceberg. The conscious part was the tip of the iceberg seen floating above the ocean...extremely small the unconscious is like the rest of the ice berg. It makes up 70-80% of the iceberg, but remains out of sight, under water. Freud believed that the unconscious controlled the conscious.

Adler, on the other hand, viewed the conscious and unconscious minds, as cooperating for a higher purpose, that our thoughts and feelings become conscious as soon as we are faced with a difficulty and unconscious as soon as our personality requires it. He felt that the unconscious was small and controlled by the larger *conscious* part of the mind

Freud also divided the mind into three levels. the top is the “conscious”, the middle is “preconscious”, and the bottom is the “unconscious” mind. (See Illustration)

The difference between these two views is extremely important Freud says that we are not consciously responsible for what we do and think. Those decisions are made for us by our unconscious minds over which we have no control. *Our past training and environment are what controls us. Freud says we are free from guilt.*

Adler, on the other hand, says we are responsible for what we do and think. Past training and environment are important, but we consciously decide what we want to do. We are responsible for our actions - individually. And we must bear the results of our personal decisions.

A. The Conscious Mind

There have been many attempts to define consciousness or what the conscious mind does. Although the function of the conscious mind (consciousness) defies definition, we do understand some aspects of it. One of those aspects is that it is the biggest part of the mind.

The conscious mind is the mind's “executive.” Like a company's president, it is a person's controller and administrator. It is responsible for knowing why and what we are doing. It perceives reality, knows what we sense (see, hear, feel, smell, and taste), and knows our emotions, and senses the emotions of others.

The conscious mind is that part of our mind that is functioning when we are awake. Our five senses report to it. It gathers the information they provide, evaluates it, and makes decisions.

Sometimes people say that they just **do** things without thinking about them. This is not true. Our mind is always at work – thinking, evaluating, and deciding. Our mind can do more than one thing at a time.

The conscious mind also handles our interpersonal relations and communications. How we treat people and what we say to them does not just happen. We treat people we love and enjoy being around differently from those we dislike or do not even know (because we have not yet established a relationship with them).

B. The Unconscious Mind

In its function, it can be compared to an airplane's automatic pilot. It controls those automatic body functions of which we are rarely aware. Part of its function is to keep us breathing, our heart pumping, the blood flowing, and tell us when we are hungry. Unlike the conscious mind that functions only when we are awake, the unconscious mind never stops working. It works twenty-four hours a day, seven days a week.

The unconscious mind does not form or evaluate truth or values. It accepts everything we tell it as truth. It takes those stored thoughts, feelings, and actions and integrates them into our basic personality. If we tell ourselves a lie... the unconscious looks upon that lie as truth and treats it as the truth. This is why teasing children can lead to having untrue thoughts in their mind that is treated as truths.

Although the unconscious is a kind of automatic pilot – it can be trained, educated, and changed. This is highly important to us because it deals with *new life behavior!*

One method of bringing about such change is through “self-talk.” Formal self-talk is when we consciously decide to make a certain change. We may write a short, positive statement describing exactly how we will be after the change, and then read it repeatedly over a period of time. This uses the conscious mind to educate and change the unconscious.

Another method is through hypnosis. This is when a hypno-therapist uses hypnosis to place suggestions directly into the unconscious. Both self-talk and hypnosis can make dramatic and fast changes in our lives.

C. The Conscious and Unconscious Linked as a Unit

The conscious mind influences the unconscious mind. The two parts of our mind are linked together. We can control our mind by deciding what kind of person we want to be.

Once we have made that decision, “Self-talk” is one method used to shape the unconscious mind.

Although our mind has two parts, it is still one. We cannot exist without both parts. When our conscious mind is under a great amount of stress, our unconscious mind reflects that stress in how our bodies function.

It is the unconscious mind that triggers the production of adrenaline. Adrenaline is important in that it provides us with a boost of energy in a crisis. However, this adrenaline is actually poisonous to our bodies unless it is used in some type of physical activity.

What makes us sick, as the old saying goes... “is not what we eat, but what is eating us!” A disruption between the conscious and unconscious parts of the mind also can cause psychosomatic illnesses.

Alfred Adler writes about the connection of the two types of minds, the conscious and the unconscious. The unconscious mind knows what we do not understand. As soon as we do understand it, it becomes part of our conscious mind. We have a tendency to lay aside thoughts which stand in our way and take up those thoughts which advance our position.

As a friend or therapist helps us realize what we have been denying, the thought moves from unconscious to the conscious mind. As this happens, we decide either to use this “new” information to move forward or we lie to ourselves and try to force it back into the unconscious.¹⁴

Humans are social beings; therefore, our actions are driven by social forces and not by sexual urges. We are goal oriented to improve ourselves.

V. Conclusion

Think Twice – Speak Once

God created man with a brain and a mind. The brain is the physical part of brain cells and electro-chemical impulses. Somehow these brain cells and impulses create a force, called the mind...capable of thinking, feeling, and creating behavior (Proverbs 23:7NKJV)

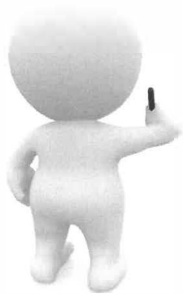
Many religious scholars believe that it is the mind that makes us *in the image of God*.

Many New Testament writers say that man's goal should be to change his earthly oriented mind into one that is oriented toward Christ. (1Corinthians 15:49; II Corinthians 3:18; Colossians 3:10; II Peter 1:4; I John 4:4-6)

Remember: Decisions Determine Destinies.



NewLife Behavior • Unit 4 Understanding How We Think • Lesson 11



• • • STUDY QUESTIONS • • •

Name _____ Date _____

Address _____

1. There is unity between our thinking, feeling and
 - a. illness
 - b. behavior
 - c. mood
 - d. IQ
2. The brain's main function is to coordinate the body's
 - a. nervous activity
 - b. emotional activities
 - c. activity
 - d. all three
3. Nerve impulses carry information from the body's sense organs to the brain, interprets it, and sends what?
 - a. commands
 - b. shock
 - c. socks
 - d. clues

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4. The left hemisphere of the brain emphasizes logical precision and
 - a. pain
 - b. exactness
 - c. energy
 - d. all three
5. To reduce or kill pain, the brain produces its own
 - a. pain
 - b. resentment
 - c. bitterness
 - d. opiates
6. The mind is an invisible, abstract force that is created by and emerges from the
 - a. heart
 - b. behavior
 - c. brain
 - d. all three
7. The conscious mind is the mind's
 - a. conscience
 - b. executive
 - c. secretary
 - d. all three
8. Unlike the conscious mind that functions only when we are awake, the unconscious mind never
 - a. stops working
 - b. works
 - c. functions
 - d. none of these
9. The unconscious mind does not form or evaluate truth or values. It accepts everything we tell it as
 - a. lies
 - b. truth
 - c. supposition
 - d. half-truth
10. Although the unconscious mind is a kind of automatic pilot, it can be trained, educated, and
 - a. subdivided
 - b. set forever
 - c. changed
 - d. all of these

Discussion Questions...

1. Is it possible to actualize Phil. 2:5?
2. Are we really what we think we are?
3. How does thinking of others first help us to get ahead in the world?
4. Was Zig Ziglar right when he stated this?

"We can have anything we want if we will just help enough others get what they want."

5. How can we develop our brains to their greatest potential?
6. What things do we do without even thinking about them?
7. What do you think this statement means?

"It is not what we eat, but what eats us, that makes us sick!"

Reflection...



Now that you have finished this lesson, write a few sentences in the space below describing new ideas you have learned about the mind and the brain.

Applying the Lesson...

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or study mate.



Video Questions for Lesson 11

View Video #11 and Answer the following Questions:

1. Our brain is the seat of our _____, intellect, and emotions.
 - a. knowledge
 - b. intellect
 - c. know how
 - d. personality
2. The brain is characterized by all the following except
 - a. 78% water
 - b. very soft
 - c. 10% fat
 - d. size of an orange
3. Pertaining to the brain, which is not true?
 - a. accepts a flood of information
 - b. consumes 20% of the body's energy
 - c. receives 4 gallons of blood per day
 - d. controls our five senses
4. The largest part of the brain is the frontal lobe which handles our planning and organizing.
 - a. True
 - b. False
5. In Ephesians 4:17-25, Paul admonishes the Ephesians to:
 - a. love the Lord
 - b. put off the old self
 - c. talk more seriously
 - d. follow God's example

Through Christ, I Think I Can, Therefore I Can!

By H. M. Motsinger, Ed.D.

“If any person be in Christ, he is a new creature . . .”

(Second Corinthians 5:17)

Dear Student, Before you start this Lesson, View the following Video:

Sense of Self – Lesson 12 Understanding How We Think

<https://www.youtube.com/watch?v=KH-galWzYh8>

Through Christ, I Think I Can, Therefore I Can!

.... RESPONSE SHEET

Dear Student,

We have found that thoughtful *written* responses greatly enhances students' understanding of this course material. Therefore, we encourage you to use this **Response Sheet** as an aid in the study of this lesson.

Before You Start,

Before you start this lesson, on the lines below, please write 3 or 4 sentences about how you perceive yourself, others, and your surroundings. Then, refer back to these words when you finish the lesson.



Through Christ, I Think I Can, Therefore I Can!

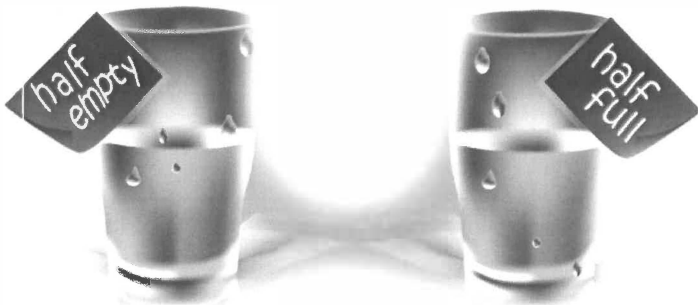


We recommend that you read this entire lesson through at least once without looking up any of the scripture references. Finally, go back for a more in-depth study - looking up all the scriptures - before you attempt to complete the Study Questions.

Remember: Our minds can defeat our best intentions or raise us to victory against our greatest of enemies.

Key Verse: I have been crucified with Christ and I no longer live, but Christ lives in me. ~ Galatians 2:20

1. Introduction



Our perceptions have an odd way of changing reality into something that it is not.

Perception as defined by Webster is knowledge gained by what we see, hear, feel or think.

For our meaning, it also relates to what we think or believe others are thinking about what we have said or done. It also reflects our attitude and behavior based on what we perceive. Our perception is clouded or influenced by what is already in our minds. The girl told the boy, "You don't like me." The boy said, "Yes I do. Why do you say I don't?" She replied, "Yesterday, while I was

*I can do all
things through
Christ...*

Philippians 4:13

*The Lord is
my shepherd,
I shall not
want..."*

Psalms 23:1

standing at my locker in the hallway, you walked right past me and did not speak to me.” Here is a case of a misperception. She misjudged his behavior.

*The Lord is
my shepherd,
and that is
all I need. ~ A
Child*

John Newton, writer of several hymns and also famous for writing “Amazing Grace,” had a misconception also. He was the visiting preacher at a friend’s congregation. He decided to preach extemporaneously. Right in the middle of his sermon, “Newton dried up completely with a bad attack of speaker’s nerves.” In explaining it later he wrote a friend, “I set off tolerably well though with no small fear and trembling.” Newton saw the reaction of the audience and felt mortified. He berated himself for his poor performance. By two days later, with the help of a fellow minister, Newton realized his misperception of his ability, pulled himself together and resumed his preaching.¹

Gene Stalling, famous football coach for the University of Alabama and the St. Louis and Phoenix Cardinals, and his wife, Ruth Ann, faced an experience that changed the way they perceived babies born with health issues. After having two healthy daughters, they had a son that was born with Down syndrome. Gene writes in his book, Another Season, about his dream for a boy child that would carry on his family name, throw a football, go on a date and have children.²

It is a book worth reading by all parents. It relates Gene and Ruth Ann’s feelings about having their unfulfilled expectations and yet through the changes in their perception of who they were, the story of their son, John Mark, became a truly inspiring story.

Gene, in facing reality of a son with Down syndrome, felt that experiences such as this did not happen to “a guy like him.” He felt such a situation happens to people who had, “a lot fewer advantages than I did.” He wrote, “All my life I thought that good things came my way because of a little luck and great deal of hard work. But now I felt unlucky, and for the first time in my life I felt different from almost everybody I knew.”³

Friends and loved ones recommended that Gene and Ruth Ann place John Mark in an institution. To Gene and Ruth that was never a consideration and therefore it was out of the question. Their six, plus other family members and friends, surrounded John Mark with loving tender care for the next 34 years.

In closing out Gene’s book he wrote, “In thirty-four short years Johnny had gone from an object of pity, someone to be locked up in an institution, to a man who was not only loved but valued by countless people.”⁴

It is like the partially filled glass of water. Is it half full? Or, is it half-empty? It all depends on our perception. If we are optimistic, we will probably say that it is half-full. On the other hand, if we are pessimistic, we will probably say that it is half- empty.

The question is not: “How much water is in the glass?” Both the optimist and pessimist agree that the glass contains the same amount of water. Their disagreement is whether it is half *full* or half *empty*. As the old saying goes . . .

"It's all in the mind"

The same applies to whether or not a rainy day is a beautiful day. To some people it is beautiful while to others . . . it is miserable. It is our perception or attitude that makes it either beautiful or miserable.

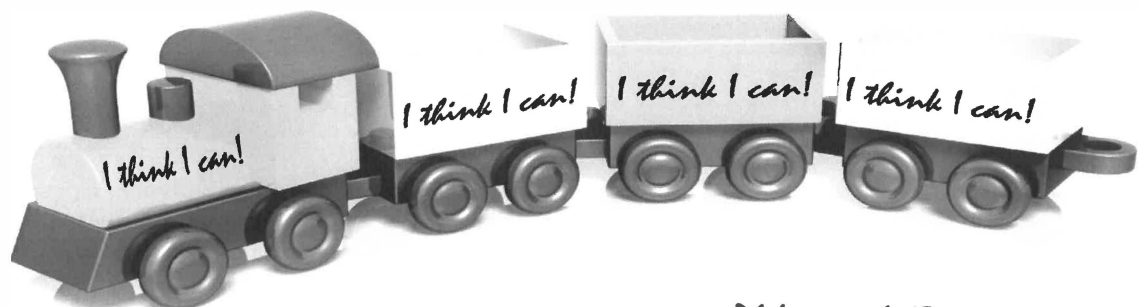
Our perception is important in many ways. Our medical wellness is just another one factor influenced by our mental perception. Blair Justice in Who Gets Sick: Thinking and Health writes that, "Our physiological reactions are related to how much trouble we perceive and how much control, if any, we believe we have over the situation. When we perceive our trouble as being more threatening than challenging or our capacity to cope as more hopeless than promising, the physiological changes that ensue may lead to illness."⁶

What we do, feel, and think is not based on what *actually* happens but on how our minds interprets what happens. In many ways, our perceptions are more important than what *actually happens*. We do not act or feel on what happened, but on how we *perceive* what happened. Our perceptions guide how we "see" or perceive a situation or what we think is reality. In other words, if we modify our perception, it will be easier to modify our behavior.

Our language is full of little sayings that stress the importance of our perceptions:

We can because we think we can • We are what we think • We are not what we eat • We are what "eats" on us! Often we can't because we think we can't. Such as "Yes, I know, but..."

They all teach the power our mind has over what we do and what we are. If we think that we are or can do something special, then most likely we will do it. There is a children's story of the "Little Train That Could." None of the big, powerful trains could climb the big hill, but the little train - as he started up the hill - kept saying...



Philippians 4:13

And he made it all the way to the top of the big hill. We are like that little train. If we think that we *can*, we will. If we think we *will fail*, we will fail.

In the story of the woman caught in adultery, (John 8:1-11) we see the men ready to stone her. My concern about this story is that since they caught her in the act, then I would assume there was a man involved in the act also. Why is the man not also brought before Jesus? My response is based on the fact that Jesus did not condemn her. Perhaps Jesus read the hearts of the men with the rocks and perceived them as using the woman as a means to find fault with Jesus.

11. The Importance of Perception

Allow me to share a scenario of such a case. I was at the airport with a few close friends awaiting the arrival of another close friend. We were chatting and I noticed a couple of ladies, a few feet from our group, were talking to each other. A third lady turned to join their conversation. One of the two ladies, acted to block the third lady from joining them. The third lady backed off and with a red face, moved to another couple of ladies and joined them with full acceptance.

As I thought about that situation, I felt sorry for the third lady trying, without success, to join the group. For a moment I felt anger at the lady who blocked the third lady. Then I thought the blocking lady had a need to protect her place with the other lady. If the lady doing the blocking did not succeed, she would probably have felt left out. No one wants to be left out. Being left out is a real problem related to perception. We might think we are not important to others. It would have been great if the lady, instead of blocking, reached out and invited the third lady into the group.

Our mind is an extremely powerful machine. It not only controls our physical body but our entire outlook or perception of life. If we shape and develop it into the type of person we want to be, it in turn will shape our personality and perceptions into winning the game of life.

**It is a frightening thought, or it could be an exciting thought,
but *we make ourselves what we are!***

The big question is . . . "Are we what we really want to be or are there some reasons to not change?"

Our perceptions include not only what we think. They include what we think of *others*, how we interpret what others do, and how we interpret the natural world around us.

Our perceptions are not formed in isolation. Normally, a *group* of people - such as family, church, school, friends, fellow workers, community, or nation - influences and shape our

perceptions. There is nothing wrong with peer pressure or being influenced by others. In fact, it is necessary for us to become a complete and healthy person.

Healthy parents influence their children to grow and develop into physically, mentally, socially, and spiritually healthy people. Churches influence us to develop and maintain a healthy and personal relationship with God. They teach us the brotherhood of man and that we have a responsibility to one another.

Attending church is a great place to meet people who can help us feel loved and of value. However, when we enter the church building, and go straight to our pew, have a seat and speak to no one, we may feel lonesome and ill at ease. The person sitting in front of us, behind or beside us provides us with a potential friend. When we ignore them, they have a right to ignore us. No one wins and we might leave the church building feeling hurt, and then judge the people as being unfriendly or maybe biased.

An Old Testament story can be found in 2 Kings 5:1-15 about a high-ranking government official, named Naaman. He had leprosy and his king sent him to Israel for a cure. The king of Syria sent him to the prophet, Elisha. Elisha did not invite Naaman, the commander of the king of Syria, to come and be wined and dined, etc. Elisha, simply sent a message to Naaman to go bathe seven times in the muddy Jordan River. Naaman perceived of these instructions as an insult to him. He felt he deserved curing, as well as being wined and dined, because of his high-ranking status in Syria. When Naaman finally agreed to do the seven baths, he was cured.

Naaman had two failures before he was able to do the correct thing. First, he failed to realize (2 Kings 5:11-12) faith requires humility. (James 4:10; 2 Corinthians 12:7-9) Second, he failed to carry out Elisha's instructions.

Schools influence us in our education, social life, and citizenship responsibilities. Our fellow workers influence us in how we perceive and value our job. We cannot escape each other's influence. It is part of the way God created us as individual social beings.

Like most things that God creates, influence in itself is *neutral*. It can be either good or evil. When we allow ourselves to be influenced by that which is good and holy (the mind of Christ), we become the type of person that God wants us to be. When we do this, our perceptions of ourselves, the people around us, and our natural world... become Christ-like as well.

David, in 1 Samuel 17, showed his perception of God and how this perception colored his perception of Goliath. In verses 45-49, we see David's perceiving God as the one who rules and protects Israel and His army. David also perceived that he was protected by God. He exercised faith, not so much in himself as in God. It was God who would take on Goliath. David, just as Paul in Philippians 4:13, believed he could do all things through Christ (or God)

Paul (in Philippians 2:5-11) encourages us to have the same attitude as Christ – one of humility and service. This attitude is one of obedience and suffering for the sake of others. It is not selfish or arrogant. However, it is not our attitude that the majority of the people in the world accept. Just as God influences people for good, the Devil influences people for evil. In First Corinthians, Paul reminds us...



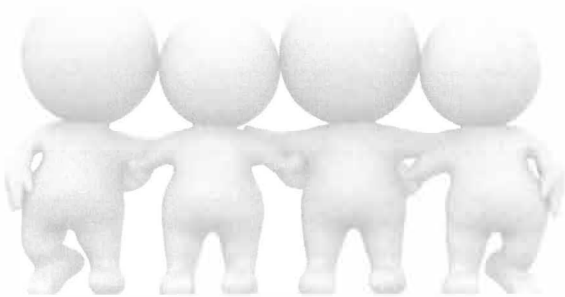
Do not be deceived, bad company corrupts good morals. ~ 1 Corinthians 1

When we allow our attitudes and perceptions to be formed by evil people, we will **very likely** become evil.

The people with whom we live and associate influence us to become like them. If we live and associate with Christians, then our attitudes and perceptions will be focused on God (consider II Corinthians 6:14-18).

If we live and associate with people who are not Christians, then our attitudes and perceptions will be focused on living *without* God.

There is no way to get around it... people influence us. If we are unhappy about our life, our perceptions will be focused on living without God. We will be influenced and controlled by the Devil.

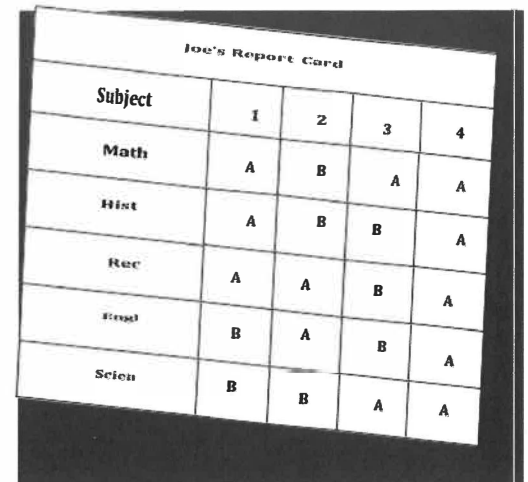


There is an old saying that describes how people influence us
(Perhaps based on Psalm 1:1) . . .

“At first you walk with them, next you sit with them, then you are one of them.”

We decide what kind of person we want to be by deciding with whom we associate.

Our perceptions cover all parts of our life. Our perception about ourselves decides our self-worth. Do we perceive ourselves as loving, valuable, and unique? Do we perceive ourselves as worthless and unlovable? Our self-esteem is based on our perception of ourselves. If we want to have a positive self-esteem, then we need to have a positive perception of ourselves.



A photograph of a report card titled "Joe's Report Card". The table shows grades for various subjects across four quarters. The subjects are Math, Hist, Rec, Eng, and Scien. The grades are as follows:

Subject	1	2	3	4
Math	A	B	A	A
Hist	A	B	B	A
Rec	A	A	B	A
Eng	B	A	B	A
Scien	B	B	A	A

How we interpret what we do in life is shaped by our perceptions. A student who usually makes all A's, and gets B's one semester, suddenly sees himself as a failure. Why? He has established a standard of perfection for himself. If he can no longer be perfect, then he is a failure. The B did not make him a failure. In fact, even with one B, he is still in the top ten percent of his class. He forgot that he does not live in a perfect world and that nobody is perfect. We are never truly perfect, even though we might think that we are.

Also, our perceptions determine how we see others and how we relate to them. If we have trained our perceptions to see others as self-serving and mean, then that is the way we will see everybody.

We are inclined to look for ulterior motives in what others do. If we lose our wallet and someone returns it, all we think about is, "How much money does he want as a reward?" In reality, the person who found and returned it just might be living a good and holy life without any thought of reward. If a reward would be offered, he would likely turn it down.

If we train our perceptions to see the good in people, then we will not be so judgmental and suspicious of everything they do. We can accept an act of kindness as... simply as act of kindness. If someone is rude to us, we give him the benefit of the doubt. Such a person might be having a bad day. Remember the Golden Rule . . . "Treat others as you want them to treat you."

Our perceptions and attitudes do not remain the same forever. Attitudes and perceptions change. When we change them, be sure to change them to be positive and good. It is important that we play an active part in changing our negative perceptions and attitudes into positive ones. Our perceptions determine how we see ourselves, our life experiences, and expectations – both of ourselves and others. We decide what we become even if we do not realize it.

Stephen Covey, author of *The 7 Habits of Highly Effective People* tells a story of how he and his wife were hurting rather than helping their son improve his baseball skills. As Covey discussed the issue with his wife, he said that "to change our effectiveness with our son, we must first change our perceptions." They defended him against people who laughed at him. They made their son believe that they had to protect him.⁶

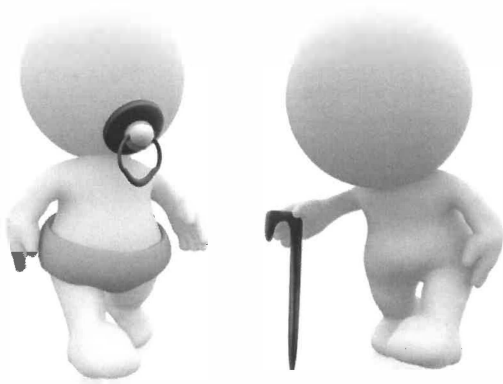
III. How We Form Our Perceptions

Daniel Siegel, in his book, *Mindsight*, writes “Each of us has a unique mind: unique thoughts, feelings, perceptions, memories, beliefs, and attitude, and a unique set of regulatory patterns. These patterns shape the flow of energy and information inside of us, and we also share them with our minds. “...we can learn to shape these patterns, to alter our minds, and also our brain...”⁷ I think this idea can be seen as we make changes in our playmates in particular.

Our perceptions are not formed in isolation. They are formed and influenced as we go about our daily lives – in everything that we do and are. Two examples come to mind. One, in the Colonial period of American History and until 1865, Black people were bought and sold as slaves. Second, it was not until 1920 that our American women could vote. Years of peer pressure kept the African in slavery and the women out of the poll booths. It was when enough people stood up for what is right that changes were made.

Our physical makeup is an important influence on our perceptions. This includes our five senses (seeing, hearing, tasting, touching, and smelling). Each of us has a different chemical makeup. What may be one person’s comfort level is another person’s *distress* level.

An example is something as simple as the temperature. What is comfortable to one can be extremely uncomfortable to another. There is nothing wrong with either person.



Another physical factor that influences our perception is age. Age covers everything from the number and intensity of our life experiences to our energy level. As we grow older, we tire more easily. What happens when you put a three-year-old and a seventy-year-old together? Who stops first? The 3-year-old cannot understand why his grandfather does not have the same boundless energy that he has...

They are just different. Because of their differences, they perceive the same temperature as either comfortable or uncomfortable.

Fatigue is another physical factor that colors our perceptions. When we are rested and full of energy, we look at life and events with a different view than when we are tired.

One of the growing physical and mental problems today is something called... "Chronic Fatigue Syndrome." It is a condition in which a person is so physically and mentally overworked and stressed out, that he lives in a constant state of fatigue. How do you think that such a condition would affect your perception of yourself and the world around you?

Another major factor in the formation of our perceptions is our habits. Everybody has them. Habits are necessary for us to survive. They are our routine way of doing things. They allow us to act without having to make a conscious decision for everything we do. Habits are necessary, but not all habits are good ones. If one of our habits is to respond aggressively to everything that someone says to us, that habit is faulty. We need to develop a new way of responding to people.

Our dominant needs and values are a factor in the formation of our perceptions. We all have the same basic needs. Abraham Maslow says that these basic needs are physical, safety, social, self-esteem, and self-actualization. He places these needs in a pyramid or “stair-step” hierarchy.⁸

The lower-level need must be met before we can meet or even consider meeting the next one higher up. If we accept Maslow’s idea, our dominant needs and values will vary according to where we are on the “stair-step” of needs. If we are dying of hunger and thirst, we really do not care if we are socially acceptable to the Governor. All we care about is getting food and water to stay alive.

(Abraham H. Maslow, Motivation & Personality, 3rd Ed., 1987, Harper

& Rowe, pp 15-31)

Another factor that helps form our perceptions is our knowledge or experiences. Everything that has happened to us remains stored away in our brain. It waits until our need to call upon it to help us understand our current experience. The more experiences we have, the greater our store of knowledge.

If in the past we have seen somebody smoke a cigarette and then see a person put his hand in his pocket, we perceive that he is looking for a light. We perceive that act of putting his hand in his pocket as neutral toward us. We do not see it as threatening our safety.

**Maslow's
Definition
of Basic
Human
Needs**

Fig 12-1



Also, our past feelings and relationships help form our perceptions. If funerals always make us sad, then when we go to a funeral or even *think* about one, we will tend to be sad.

Our perceptions are also formed by our style of behavior. Our behavior is a result of our culture, family background, sex roles, job, and self-concept. These factors influence how we behave. We live within a single large culture, called “American.” It contains several subcultures. Even the subcultures contain... subcultures. Although these subcultures differ from each other, they have more in common with each other than with a *non-American* culture.



For better or worse, the world sees us all as Americans, regardless of how we see ourselves.

I have read that Japanese-Americans have a harder time adjusting to Japanese culture than other Americans.

The reason was that the Japanese-American culture had evolved into the basic American culture with only hints of Japanese culture.

Japanese-Americans had their idea of what Japanese culture should be. When it was not, the shock was almost too great for them. Also, the native Japanese refused to accept Japanese-Americans as Japanese. They saw them as Americans. Japanese-American culture was not Japanese... it was an American subculture.

Our culture, job, sex, and self-concept help to define us. They determine what we do and how we behave. When we add all these things together, the influence they have on our perception of our world, others, and ourselves is vast. When we see others behaving differently from us, we perceive them as being different. This defines them as a threat to us.

We need to learn that different is not a moral or a value measurement. Different is just different!

Finally, the responses we expect from others help to form our perceptions. Once again, it is like the man with an unlighted cigarette in his mouth and his hand in his pocket. We perceive that he is looking for a cigarette lighter. Why? Because we have seen this set of actions time and time again. It has helped form how we perceive him.

IV. Ways to Increase our Christian Perception through Meditation

Nine Scriptures that provide us with examples that encourages us to meditate:

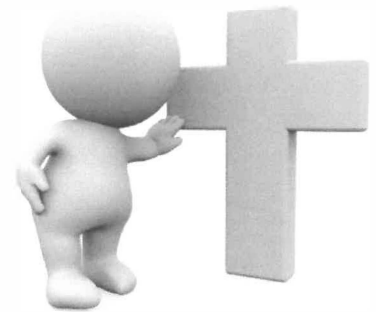
1. Genesis 24:63..."He (Isaac) went out to the field on evening to meditate."
2. Joshua 1:8..."Keep this book of the law always on your lips; meditate on it day and night."
3. Psalm 1:2..."but whose delight is in the law of the Lord, and who meditates on it day and night."
4. Psalm 77:6..."I remember my song in the night. My heart meditates and my spirit asked."
5. Psalm 119:15..."I meditate on your precepts and consider your ways."
6. Psalm 119:48..."I reach out to your commands, which I love, that I may meditate on your decrees."
7. Proverbs 23:7..."For as a person thinks within himself, so is he."
8. Luke 2:19..."But Mary treasured up all these things and pondered them in her heart."
9. Philippians 4:8..."Finally, brothers and sisters whatever is true, whatever is noble, whatever is lovely whatever is admirable-if anything is excellent or praiseworthy-think about such things."

Meditation is one way to develop our perception as a Christian. Instead of meditating on the world around us, we meditate on great Biblical truths. Some of these are...

I am of value to God and mankind because I am made in the image of God.

I believe I have the mental power to take and maintain control of my thoughts, actions, and feelings.

I feel that I am a good person; therefore, I do not need to prove it to others.



I am responsible for my own present and future well-being.

I believe that I am a winner even though I sometimes lose...

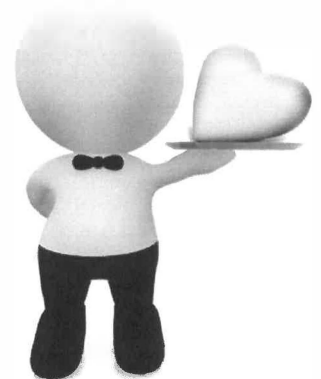
I am the only person who can make myself happy or sad.

I feel alert mentally, responsible socially, relaxed physically, and appreciated emotionally.

I believe that better relationships begin with me and that I can give and accept love and respect.

I am aware of why things, both positive and negative, happen to me.

I will die physically, but there is a part of me that does not die.



The world accepts most of these ideas as ways to develop a more meaningful life. A non-Christian that follows these principles will live a better life and become a better person (morally), but he remains a sinner.

It is only when we put God into each principle, that we will not only have a better physical life, but also, a heaven- centered life.

IV. Conclusion

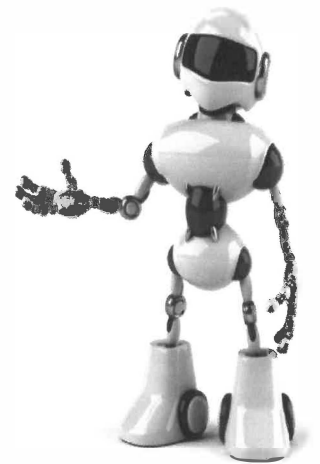
**The person who thinks he can't is correct.
He will not even try or practice.**

God did not create man to be mindless. We were created with the power to think, to perceive, and to act, with our own free will.

It is as Solomon said...

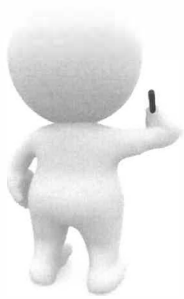
*For as he thinks
within himself, so is
he*

Proverbs 23:7



Our perceptions are built around conscious and unconscious thoughts and feelings. Newburg and Waldman recommend that we become more aware of what we think, feel, say, and do. They advocate "...training our brains to become more organized and calm. Stress diminishes, and life begins to feel more pleasant and rich."⁹

If we want to reach our greatest potential, we have to develop our *perceptions* into a Christ-like attitude. We do this by centering our lives, thoughts, and actions on trying to be the kind of people that God meant for us to be (Genesis 2:15-25; Romans 6:4; Galatians 2:20; Philippians 2:5-11, 3:15).



... STUDY QUESTIONS ...

Name _____ Date _____

Address _____

1. Our perceptions include (among other things), what we think, what we think of others, how we interpret
 - (a) what others do
 - (b) dreams
 - (c) stars
 - (d) signs
2. Which scripture(s) teaches “We can do all things through Christ?”
 - (a) Phil. 4:13
 - (b) Col. 4:13
 - (c) Gal. 4:13
 - (d) Eph. 4:13
3. In some ways, our perception and attitudes about an event are more important than what actually happens.
 - (a) (true)
 - (b) false
4. We decide what we become, even if we do not
 - (a) realize it
 - (b) want it
 - (c) like it
 - (d) say it
5. Our physical makeup influences our
 - (a) patience
 - (b) persistence
 - (c) perception
 - (d) social placement
6. Our routine way of doing things is determined by our
 - (a) Income
 - (b) friends
 - (c) family
 - (d) habits
7. Maslow says that our basic needs are physical, safety, social, self-esteem and
 - (a) self-actualization
 - (b) self-loathing
 - (c) selfishness
 - (d) all of these

8. Everything that happens to us is stored in our brain. It waits until we need it to help understand our current

- (a) economy
- (b) politics
- (c) experience
- (d) none of these

9. The responses we expect from others help to form our

- (a) resume
- (b) history
- (c) perceptions
- (d) all of these

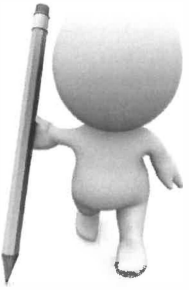
10. I am of value to God and mankind because I am made in

- (a) God's image
- (b) sin
- (c) Oklahoma
- (d) this world

Discussion Questions...

1. How can our minds defeat our best intentions or raise us to great victory?
2. What does it mean when you are asked, "Is the glass half empty or half full?"
3. Please explain Philippians 4:13: "I can do all things through Christ who strengthens me."
4. Explain, "It is all in your mind."
5. How are our perceptions formed?
6. If someone found and return your lost wallet/purse with all \$300 of you money still in it, what would you do?
7. How does fatigue color our perception?

Reflection...



Now that you have finished this lesson, write a few sentences in the space below describing new ideas you have learned about the mind and the brain.

Applying the Lesson...

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or study mate.



Video Questions for Lesson 12

View Video #12 and Answer the following Questions:

1. Our minds can raise or lower our self-perception, regardless of other people's opinion of us.

- a. True b. False

2. David killed Goliath because

- a. He had a better weapon
- b. He was a marksman with the sling
- c. He was fighting as an instrument of God
- d. All of the above.

3. What type of water is dangerous for sheep either to stand or walk in?

- a. muddy b. fast moving
- c. icy cold d. hot

4. Which of the following gets us in trouble?

- a. walking with the enemy
- b. sitting with our enemy
- c. talking with our enemy
- d. all three

5. We can use Jesus as our

- a. yoke b. guide
- c. shepherd d. all three

Our Inner Struggle - The Conscience

By. H. M. Motsinger, Ed.D,

“If any person be in Christ, he is a new creature . . .”

(Second Corinthians 5:17)

Dear Student, Before you start this Lesson, View the following Video:

Sense of Self – Lesson 13 Our Inner Struggle, the Conscience

<https://www.youtube.com/watch?v=9dOY74ISwK4&t=5s>

"Our Inner Struggle: The Conscience"

• • • RESPONSE SHEET • • •

Dear Student,

We have found that thoughtful *written* responses greatly enhances students' understanding of this course material. Therefore, we encourage you to use this **Response Sheet** as an aid in the study of this lesson. Before you start this lesson, on the lines below, please write three or four sentences about how you think the conscience works. Then, refer back to these words when you finish the lesson.



Our Inner Struggle ~ The Conscience

We recommend that you read this entire lesson through at least once without looking up any of the scripture references. Finally, go back for a more in-depth study - looking up all the scriptures - before you attempt to complete the Study Questions.

Remember: We educate our conscience to approve or disapprove our actions.

Key Verse: Answer people with gentleness and respect, keeping a clear conscience, so that those who speak maliciously against your good behavior in Christ may be ashamed of their slander. ~ 1 Peter 3:16

1. Introduction

Our conscience is that part of us that guides us in making decisions about what is right and what is wrong.

From this definition, we see that our conscience is an active part of our decision-making process. It does not allow us to decide solely on feelings or thinking. It combines our thinking, feeling, and willingness (Proverbs 23:7) to act so that when we decide - our entire being is part of that decision.

The goal is not just decision-making. It is making decisions that have a moral value. The atheist has no morals that come from God, because to the atheist there is no God. To the Christian, it is deciding between what is good and evil, right and wrong, and appropriate and inappropriate.

*...keep hold of the
deep truths of the
faith with a clear
conscience.*

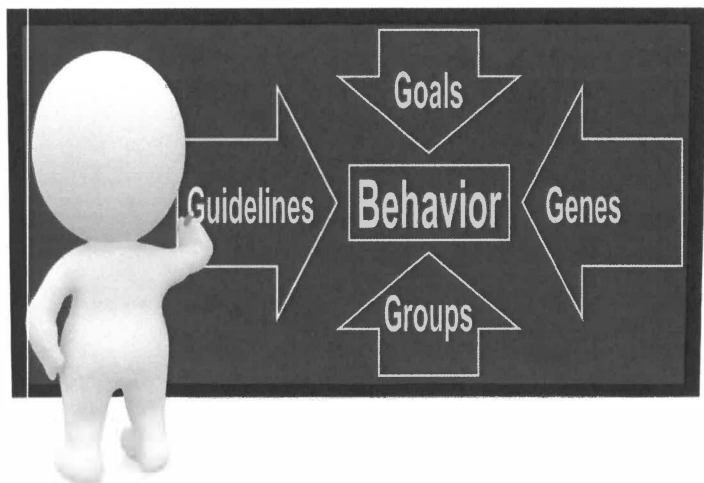
1 Timothy 3:9

*There is no
pillow so soft as
a clear
conscience.*

French Proverb

Our conscience is that part of our mind that judges what is right and wrong. For it to make value judgments, the conscience must be properly trained and developed. This places a great responsibility on our families, schools, and churches. These - especially the family - have the greatest influence on us in our developmental phase of life.

In a sense these influences – families, schools, and churches - are responsible for what we become. This does not, however, remove the primary responsibility that belongs to us for our decisions and behavior.



I strive always to keep my conscience
Clear before God and Man.
Acts 24:16

We know that murder is wrong, not just because the Bible or some civil law says it is. Something deep down inside us tells us that murder is wrong. The Bible and the law tells us *why* it is wrong.

I have met a few people who believe that under some circumstances that murder is not wrong.

You may have also met a few such people. The conscience acts as a “filter” or “trusted advisor” between what we want to do and what we do.

While teaching the NewLife Behavior courses in prison, a male Christian inmate told me that he was in prison because he killed his wife and a friend for having a sexual relationship. He felt he was justified for protecting his children from having a mother with such behavior. I feel this student was still letting his anger overrule whatever level of conscience he possessed.

One of my inmate students told our class and me that his older brother heard him and his two friends talking about planning a burglary. His older brother said, “Let me show you how to do it and not get caught.” My student said, “We followed my brother’s plan, and that is why we are in prison.” Here is a case of a lack of a moral conscience and a lack of street smarts.

Another case involved a lady in her late 20’s. She and two male companions went to her former boyfriend’s house to get some items which included her rings. Upon arrival, she saw his new girlfriend wearing her rings. She became irate. She and her two companions tied up the girl and put her in their car. They drove out of the city into a wooded area. Their plan was to scare her by strapping her up. In the act, one of the men shot and killed the girl. Then they burned the body and buried it. The girl’s body was not burned enough to prevent the police from identifying her. All three were arrested but there was not enough proof for the police to convict the female. The two men were convicted and sentenced.

The woman who led the two men went free of punishment by the State, but not by her conscience. Being in severe pain, she went to a church where she learned about Jesus and was baptized. Later,

she went to the judge and confessed her role in the kidnapping and murder. She received a sentence of 40 years in prison. She is coming up for parole as I write this story. One of her Christian teachers told me that this woman became a devoted Christian and gave herself to helping other inmates. To me this is an example of the results of giving your mind over to Christ. It changes the conscience.

A case involves two late teenage friends. Both were already university graduates and atheists. On May 21, 1924, they picked up a 14 year-old hitch hiker named Bobby Franks. For the fun of it, they killed him and buried his body. In due time they were arrested, tried, found guilty, and given a long sentence. Hal Higdon wrote about this crime in his book, *The Crime of the Century: The Leopold and Loeb Case*. My interest in including this story here is the lack of remorse shown by the two boys. They were sons of two wealthy businessmen. They enjoyed a life based on buying whatever they wanted. Being highly intelligent, they acted as if they had committed the perfect crime. What they lacked was a moral environment at home. In the city of Chicago, during the crime-ridden 1920s, prohibition and the folk hero, Al Capone, were the basis of their values and conscience. It is OK if you are smart enough to get away with it.'

The conscience acts as a “filter” or “trusted advisor” between what we want to do and what we do. If we want to do something that has a moral value, that desire or want is sent to our conscience. The conscience determines whether the desire is either right or wrong and tells us how to act. It does not function in a vacuum, but with the influence of all our accumulated knowledge and experience.

Just because our conscience tells us that something we want to do is right or wrong, does not mean that we will follow its advice. Sometimes, we will ignore it and go against its advice. This creates what we commonly call a “guilty” conscience.

see three well-known Bible characters having to deal with their conscience. David (in Second Samuel 12:1-23) committed adultery with Bathsheba, and then to hide the pregnancy of Bathsheba from Uriah, he had Uriah killed in battle. God sent Nathan to tell David that what he had done would bring serious problems to David and his family. Another time when David was conscience stricken was when he had his army commanders to take a census of Israel and Judah. (2 Samuel 24:1-25) Taking a census was a sin, and after it was done David was conscience stricken” and punished. (v.10)

Peter was a man who made rash decisions. Peter defended Jesus against the soldiers in the Garden in Matthew 28:49 and John 18:10. Then he denied knowing Jesus three times. (Matthew 26:34; 69-75) I believe that Peter’s conscience attacked him in Matthew 26:75, when Peter heard the rooster. Then Peter went and wept bitterly. (Matthew 26:75) Peter made a great comeback. Later, he joined the other disciples and apostles and became an excellent leader of the early church. He preached the first gospel sermon. (Acts 2) Then in Acts 10 Peter was very brave to introduce Christianity to Cornelius and his Greek household. Peter wrote two epistles defending Christ.

Judas was a questionable character. He is known as the one who carried the money for the group traveling with Jesus. In Mark 3:19; 14:10-50, we see Judas selling out Jesus to the religious leaders. Then I think, his conscience got the best of him and being filled with remorse, he tried to return the money. When the money was rejected, his deed stabbed him in the conscience. Now he cannot go back to his fellow disciples or the religious leaders. Filled with guilt he takes his own life by hanging himself. (Matthew 27:3-5)

II. The Conscience

The study of the conscience is not a scientific study, but a study of philosophy and religion. It is from philosophy and religion that values, morals, and ethics spring and exist. It is with our values, morals, and ethics that our conscience is concerned.

Science, on the other hand, deals with trying to explain the workings of the physical world. It describes physical entities, but *not* their origins, values, and goals.

Karl Menninger in his book *Man Against Himself* writes that knowledge of the conscience is not very scientific. He states that, "It has now been quite definitely determined that conscience is an internal, psychological representation of authority, originally and mainly parental authority, but fused in later life with prevalent religious, and social standards. It is largely formed in infancy and childhood and seldom keeps pace with the changes in external environment." He further states that sometimes it is a good guide and at times it can be a bad guide.²

My recommendation would be to keep our Bible as the cornerstone around which our conscience is built.

Our conscience is not a physical organ like the brain or the heart. It is part of that force the brain generates called the mind. It is not something that can be corrected or removed by surgery. It is not something of which a doctor can point and say... "This is a conscience." It is part of that invisible aspect of us that makes us what we are. It is part of our mind. It is part of our personality. It is part of our soul.

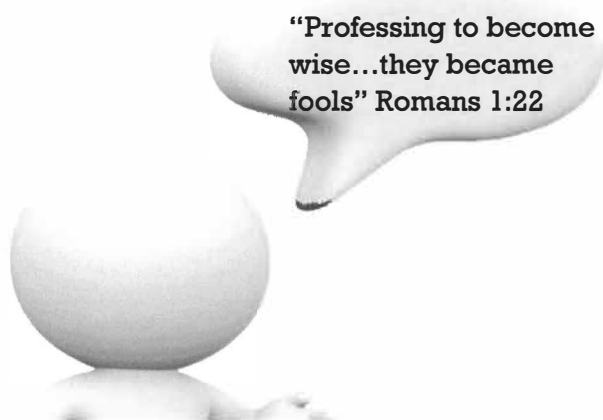
A. The Role of Conscience

The Apostle Paul tells us that God did not just create the universe and go off and leave man by himself. In Romans 1:18-32, Paul tells us that we can know God by looking at the universe around us. Paul says that not only can we know God from looking at His universe. But also has placed that knowledge within each of us. God has built within us the knowledge that certain things are right and certain things are wrong. We can know the difference between right and wrong. We have an inborn, almost instinctive, knowledge of what we "ought" to do. This is the idea of *oughtness*. Since we have this *oughtness*...we have no excuse when we reject God and do evil.

Oughtness is the basis for our conscience. The problem is that when we reject God, we also reject the basis for our conscience. The world turns upside down. Right becomes wrong and

wrong becomes right. Good becomes evil and evil becomes good. We become as Paul described the people of his day in Romans 1:22.

Paul gives us an idea of how the conscience develops. It has both an inborn and a learned aspect. The inborn aspect is that sense of *oughtness* God built in us. The learned aspect is the impact that our environment (family, friends, church, culture, society, etc.) has upon us.



B. *The Conscience as a Filter*

When an event happens or when we consider doing something that has moral or ethical value, it is filtered through our conscience. This is built by God, but parents and others influence what the filter will approve.

How does our conscience filter events? It depends on several factors. One factor is the strength of a relationship. Another is whether it has developed to be sensitive and receptive to God's teachings.

Just because a person's conscience is based on the Bible, does not mean that a person will follow the advice of his conscience. If his relationship to the event is a strong, personal one, he might decide to act against the advice of his conscience and do what he wants to do.



A good example would be a Christian becoming involved in an extramarital affair. His conscience tells him that it is immoral and to end it. Because of his relationship with his mistress, he decides that he will ignore his conscience and continue in the affair. What happened to this man's conscience? It offered the right advice, but the man decided to ignore it.

Another example is that after an individual's conscience has been developed, he rejects the inborn sense of oughtness, using a criminal model. His conscience tells him that it is okay to steal. If he is in a situation to rob a store and does so, his conscience will tell him that he made the right decision. What he did was immoral and violates God's commands, but he is not troubled by it. His conscience has been so trained that it tells him he made the right decision. So, stealing does not bother such a conscience much.

Dr. Stanton E. Samenow, author of *Inside the Criminal Mind*, writes that "...the criminal is not totally without conscience. Whatever fragments of conscience he has, occasionally do deter him."³

To be able to commit a crime the criminal blocks it off, until his crime is committed. Then he releases it. Samenow also writes about a burglary committed by a man. When the man learned that the woman was suffering from cancer, his remorse made him return what he had stolen which bolstered his view that he was a compassionate person.⁴

In summarizing what Samenow had learned in his research about the thought of criminals, he stressed that, "Behavior follows in the wake of thought. To eliminate criminal behavior, it is essential to first change the way a person, like Leroy, thinks."⁵

Samenow is telling us the same thing we see in Proverbs 23:7. As a person thinks in his heart (feelings) so is he (in his behavior). KJV

C. The Role of Parents in Developing the Conscience

Parents play an important role in how a person's conscience develops. Our parents are the most important influence in our early lives. For the first few years of our lives, they are our only or major role models. They determine our view of society, culture, morals, and ourselves.

The basic goal of the parents is to guide children to become mature, independent adults. If the parents are supportive, they will want their children to become their own persons instead of just becoming clones. They will model what it means to be mature and Independent. They will model a conscience that recognizes its inborn sense of oughtness and possess a sensitivity to God's teachings.

They give their children the freedom to experiment with not only what they have modeled but also with other points of view. It does not mean that they approve of everything that their children do.

*Healthy families provide boundaries
within which children are allowed
to experiment.*

Children allowed to go through this process will develop a strong moral conscience.

When parents disagree on values, the children are left to make their own decisions. Their friends usually help them decide.

Authoritarian parents refuse to allow their children any freedom to experiment. They demand that their children become *clones* of their parents. They have to accept – without question – the parents' values and worldview. Such children do not have an independent or mature outlook or a strong moral conscience. They have just accepted their parents' value system without developing it into their own value system. They survive until faced with a major challenge, and since it is not their own value system, it will collapse.



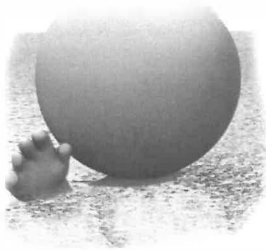
D. *Two Types of Conscience*

1. ***The clean, good, sensitive, and clear (Christ-centered) conscience***

A person with a clean, good, and clear conscience has used Christ as his model. (Acts 23:1; 24:16; First Timothy 1:5, 19; Hebrews 9:9, 14; 13:18) Regardless of the type of conscience that a person initially develops, he can change it to be Christ-like.

Because our conscience is developed does not mean that
it can never be changed.

It will either change for the better or worse.

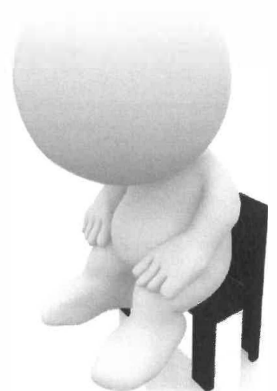


The direction of change will be determined by what we believe. If our emphasis is on money and material objects, our conscience will tell us that anything we do to gain money is right. It will also tell us that failure to do anything possible to gain money is wrong.

If our emphasis is on Christ, our conscience will tell us when we violate Biblical teachings. We allow ourselves and our conscience to come into contact with Christ through baptism (Romans 6:3-11) and the conscience is disciplined as we seek to diligently follow Him. (Luke 9:23)

The new life that He provides not only cleanses us from sin, but purifies our conscience. (Colossians 1:21-22; First Peter 3:16, 21; First John 1:7) Once we submit to the lordship of Jesus Christ, the direction our conscience takes is to help us become Christ-like.

What does it mean to become like Christ? When we walk in the Spirit, we produce His fruit. Life is characterized by love, joy,



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peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. (Galatians 5:22-23)

Biblical Guilt is good!

It produces godly sorrow, which produces repentance.

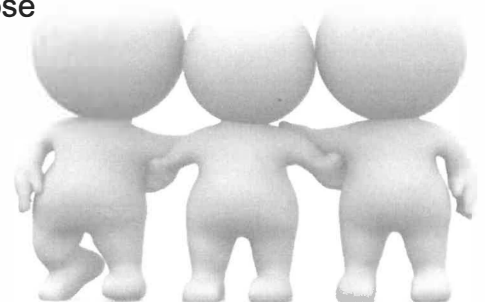
2 Corinthians 7:9-12

Guilt is similar to pain. If I burn a part of my body, but did not feel the pain, it would certainly be a detriment to my body and its ability to function to its potential.

When a Christian violates his conscience, it causes him to feel a sense of guilt. This means that his conscience is doing its job and this godly sorrow will produce the necessary correction in one's behavior. (Second Corinthians 7:10) One important aspect of a Christ-centered conscience is that it is sensitive to the needs and concerns of others. In Romans 14:1-12 and I Corinthians 10:23-30, Paul talks about the need to be sensitive to those Christians with weak consciences.

Am I my brother's keeper? YES!

Genesis 4:7



A Christian with a weak conscience lives an extremely dangerous life. The weaker it is, the greater chance there is that he will develop the mindset of sin. Just because a Christian has a weak conscience does not mean that he will automatically return to a life of sin. He can live a Christian life as long as he does not violate his conscience. Paul says that whether we are weak or strong, we answer to God for what we do. Christ knows our heart, and He also knows whether we are living within the context of our conscience. If our conscience is weak and we violate it, Christ will judge us accordingly.

A Christian with a strong conscience has an obligation to help the weaker brother grow stronger in the image of Christ. He should do nothing that would violate the weaker brother's less developed conscience. (Romans 14:21) This does not mean that the weaker brother has a veto on what the stronger brother can do. It means that the stronger brother considers his weaker brother and tries to help him grow.



Many try to make Paul say that we should not do anything that the weaker brother does not want us to do. Paul does not say that. What he is saying is that we should not try to force our weaker brother to do something that will cause him to reject Christianity or place his salvation in doubt. What Paul is telling Christians is, although something might be *lawful* to do, it is not always wise to do it. In other words, let love and God's word be your guide in all things.

Both the weaker and the stronger brother have obligations to each other. They both have to be sensitive to the needs, feelings, and beliefs of each other. They both have to answer to the Master, who will hold them accountable if either of them holds the other in contempt. Christians - whether weak or strong – have an obligation to love and understand one another.

The Christian has obligations not only to other Christians but also to the unbeliever. The Christian needs to be sensitive to the needs and condition of the unbeliever. By being sensitive to the unbeliever, the Christian can lead him to know Christ.

It is NOT okay if you do not get caught!



2. *The weak, defiled, seared, and guilty (flesh centered) conscience*

There are two types of people who have weak, defiled, seared, and guilty consciences. The first type is the Christian who is living a life of willful sin. (First Corinthians 8:7, 10, 12 and First Timothy 4:2)

This is the person who has at one time accepted Christ as his Lord and Savior but, instead of walking in the Spirit, he allows himself to be drawn back into the ways of the world. One such example is a person named Demas, as is seen in Second Timothy 4:10. There can be several reasons a Christian allows himself to be drawn back into the world. One is that he never developed his conscience to be Christ-like. This does not mean that the Christian will never commit a sin. As long as he is on earth, the Christian will still sin. That is why Christianity is a “Grace” oriented religion.

Another reason is that he considered the deeds of the flesh to be more desirable than the fruit of the Spirit. This does not mean that the Christian will never commit a sin. As long as he is on earth, the Christian will still sin. However, this does not mean that he has a mindset to sin. Although the Christian sins, he knows what sin is and tries to avoid it. After committing the sin, the Christian repents. King David is a good example of immediate repentance after the prophet, Nathan, confronted him about his sin with Bathsheba.

The second type of person is the unbeliever. (Titus 1:15) This is the person who has never accepted Christ. This is the person who has always done the deeds of the flesh.

This does not mean that the unbeliever cannot do good deeds. He can. His mindset, however, is not walking in the Spirit. It is on doing what he wants to do. If it is doing good deeds today – Okay. If it is doing evil and wickedness tomorrow – Okay. He does what he wants without thought of trying to please God. He seeks to please himself.

Those who have weak, defiled, and seared consciences feel no pain of conscience when they violate the sense of oughtness. To them, nothing is pure and holy. They live a hedonistic life-style. They do exactly as they want to without regard to anyone else. Their consciences have become branded against doing good.

When a rancher brands his cattle, the burned flesh becomes tough and dead. The same is true of our conscience. When we have a mind-set of sin, our conscience becomes tough and dead. It seeks only what is evil – wrong.

3. Preachers offer altar calls after their sermons

Those who come are usually motivated by their conscience, caused by the preacher and his/her parents or friends and from reading the Bible or Bible related books.



4. A true story about parents fits the description of the weak, defiled type of conscience.

The parents trained their little boy to have sexual behavior with his female friend and same aged cousin and his own mother.

As an adult, his conscience bothered him to the extent that he could not have a sexual relationship with his wife and he was ashamed to tell her why.

Because he could not find a solution to his problem, he committed suicide.

5. A story of true repentance. A young girl and her boyfriend told the father of the young girl that they were going to attend a religious program. Instead, they went to a questionable café. While the couple was out for evening, the father read in the newspaper that the religious program had been canceled. When the daughter came home she told her father that she had enjoyed the religious program. Then she went to bed.

She could not go to sleep. After 30 minutes, she got out of bed and went to her father. She confessed to her father that she did not go to the religious program. She said her conscience would not allow her to lie to her father.

The father did not tell his daughter that he knew she did not go.

The next day the boy, without knowing the daughter confessed, came and also confessed to the girl's father. Needless to say, it all ended well.

6. A second true story. Ted Koppel (on the February 14, 1983 edition of Nightline)

asked how a prison inmate became involved in crime. The inmate told Koppel that his conscience had been trained to believe that there was nothing wrong with committing crime. In the interview, it came out that his parents had never accepted him. His self-esteem was low, and he had a low opinion of others. He resented not only his parents, but also everybody else. He viewed other people with jealousy, resentment, and frustration. To him jail was an escape from the problems and frustrations of life.

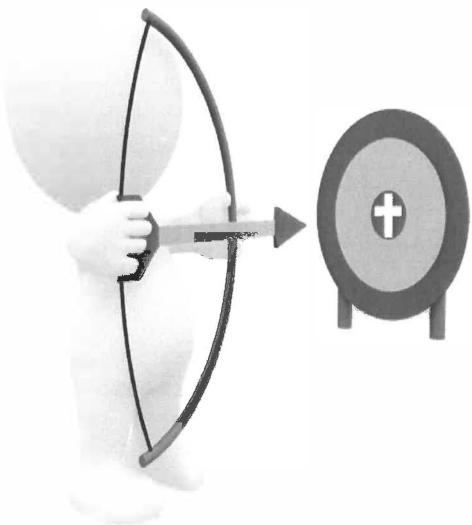
7. The influence of Peer Pressure. I grew up in a neighborhood where there was a group of older teenagers. One of my older brothers was part of that group. Another member of that group, Joe, had a father, two uncles and an aunt who were alcoholics. Joe told members of his group that he would never take a drink of beer or whisky for fear of becoming an alcoholic.

Certain members of this group teased Joe and made jokes about his not drinking. They did this until he had to decide to start drinking or leave the group. He decided to take one drink. Within a very short time, he became an alcoholic. He died when he was thirty years old.

The influence of members of a group can be very powerful. Even if they do not think they have such power.

III. Conclusion

A conscience is what makes you confess before others tell on you.



The human conscience was designed by God to guide us in making moral and ethical decisions. (Proverbs 22:6)

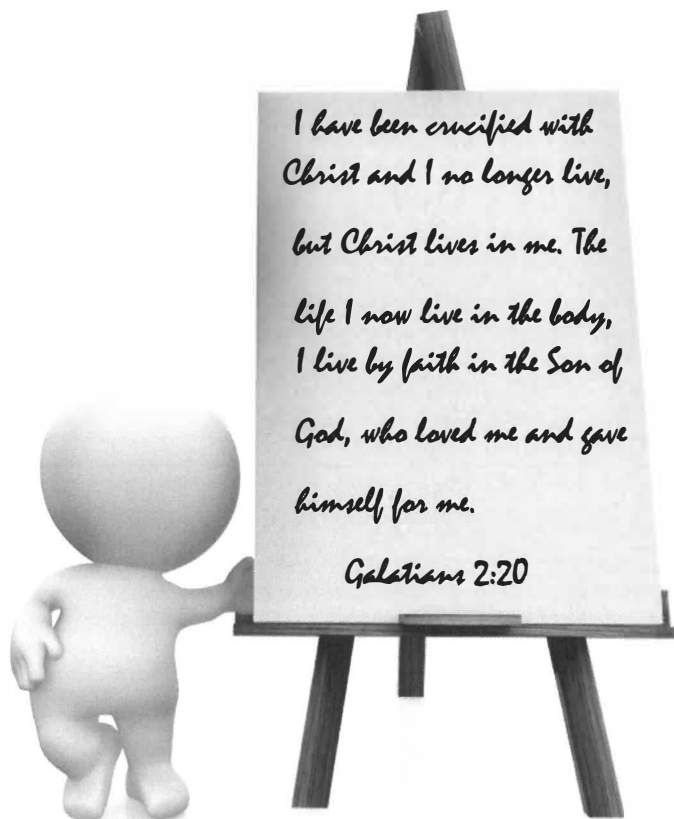
Within our conscience God placed a sense of *oughtness*, the ability to know right from wrong. God did not, however, leave it at that. He also made it possible for us to train and develop our conscience to make us Christ-centered or flesh-centered. As *adults*, consciences are trained. Depending on its training, the

Course 1 - A Sense of Self

conscience can either help or harm us. It is in our self-interest to train our consciences to be Christ-centered. (Galatians 2:20) When we do this, we can live life to the fullest in both this world and the world to come.

Conscience is the voice of God within the soul. ~ Peter Krutz

I would like to conclude this lesson and the entire course by referring you to the story of Clyde Thompson written by Don Umphrey in his book: *The Meanest Man in Texas*.⁶ Clyde went from killing four young men with a gun to saving his soul and many others with the gospel of Jesus Christ. His parents, family, and many others, including Julia Perryman loved Clyde. These were Christian people who helped Clyde to never forget he was created in the image of God. (Genesis 1:26-27) Beneath that tough exterior, Clyde's conscience stayed grounded in God. Julia and Clyde married and for their remaining days, Clyde took the gospel back into Texas prisons, churches, and anywhere he could get an audience. Thank you, Clyde and Julia for living for Christ. Thank you, Don for a fabulous story. HMM



End of Course

Course 1 - A Sense of Self

In the introduction, you read, “Seeing What God Sees!” I would “hope and pray,” as my Mama used to say, that now when you look in your mirror, you see more clearly, a soul created in the image of God. Genesis 1:26.

I grew up in a large family, that was so busy just surviving three wars and several years of depression, that going to church and having time for family Bible study just did not get our attention. Going to school got our attention only because it was mandatory. Going to college was not required, so it was never discussed.

In my early teen years, I accidentally found a Bible in my Mama’s closet. When I yelled out that I found it, she yelled back, “When you finish looking at it, put it back. I have all our family pictures hidden there. If I leave it out, you kids will take all my pictures and I will never get them back.”

As a teenager I attended church with my girlfriend. For my graduation, she gave me a Bible. I read it and marked many key passages. I still have it after almost seventy years. I was very proud of it. I used it to read the Old and New Testament stories. I studied how Christ started His church. I read how the Jews and Greeks became Christians. I read about the persecution early Christians suffered to keep the church going. I also read how I could become a Christian and years later taught my parents and brothers and sisters.

As I reach my four-score year, and then some, I realize that for me there are some key ideas that I hold dear. I taught these same ideas to my birth family, my wife and two children, my students in prison, my students in our congregations, my students on the mission field, and anywhere else that I had an opportunity.

I would call your attention to the “Student Goals” in the front of this material. There you will find 13 lessons that I created and taught. Over the last forty years, many revisions have been made in these lessons. In the front of this material, you will find a list of 33 men and women. Some of them were my students.

I am most grateful for their assistance and encouragement. Billy Triplett was in my first class. Upon his release from the Dallas County Jail, he went home to his wife and family. They invited me to come meet them. For the remainder of their lives they encouraged and assisted me.

John Henry Pruitt, a huge man with great musical talent, challenged me the first day I taught him and 60 of his co-inmates. My response was to walk to him and give him a big hug. To this day, I do not know why I responded as I did. I simply credit the Holy Spirit. John Henry became my friend and top advisor. He recommended that I write out these lessons and make them available to others. While in prison, John Henry became a teacher of these lessons. When he was released he became a vital part of the NewLife Behavior Ministry led by Buck Griffith. His advice and assistance helped us teach almost two million students.

This and other NewLife Behavior courses have been written and taught not only throughout the United States, but also in Africa, Asia, Europe, and Central and South America. Louis Gerber, a minister in South Africa, was our first teacher outside the USA.

By twenty-five years later, he has taught the NLB courses to thousands and helped others start the program in their countries. One such family that Louis helped was that of Barry Phiri of Zambia. Barry has taught the course in prison, to members of the military, and Bible students in many places throughout Africa. He learned about NLB lessons from his son, Phillip, and in turn trained his other family members to also become NLB trainers.

I introduced the NLB materials to Sara Armani in Nigeria. She was working with KCITI College. She has trained thousands and after 20 years, she is still training others. Her main students are high schoolers and adult women.

There are many, many more about whom I could write and inspire you. I do hope you will touch base with me so I can put you in touch with some of these NLB heroes of faith. Thank you for taking the course. I wish you have as much joy and fun as I have had as an NLB trainer and teacher.

I want to personally thank you for working your way through this study of Sense of Self. I hope you agree that you and I are of great value to our Creator and to each other. My wish is that you will share with others your story about how you are of great value because you belong to Him. Since we belong to Him, we can see and have a new life.

My hope is that this material has helped you see a new and better life reflecting God's love and His thoughts. My hope is that you will copy Christ's example of going about doing good as recorded in Acts 10:38. This is the best way I know for us to have JOY every day.

In closing, I do pray that these lessons will help you and our thousands of instructors to keep doing what I promised Billy and Thelma that we would do. (See introduction)
Again, I say thank you and may God bless your ministry. HM

NewLife Behavior • Unit 4 Understanding How We Think

Lesson 13

••• STUDY QUESTIONS •••

1. Our consciences are that part of us that guide us in making decisions about what is
(a) Good and better (b) Bad and worst
(c) Right and wrong (d) Left and right
2. Our consciences are not physical organs such as the brain or heart, it is a part of the
(a) Conscience (b) Mind
(c) Total brain (d) Feelings
3. Families, schools, and churches heavily influence our behavior but _____ are the most responsible.
(a) Mothers (b) Fathers
(c) Parents (d) Schools
4. Our consciences act as _____ or trusted advisors.
(a) Filters (b) Warnings
(c) Road blocks (d) Reminders
5. Our consciences are _____ aspects that make us what we are.
(a) Unwanted (b) Inherited
(c) Key (d) Invisible
6. Our consciences are related more to _____ and _____ than scientific matter.
(a) Philosophy (b) Religion
(c) Minerals (d) Psychology
7. Paul in Romans 1:18-32, writes how we can know God by looking at the _____ around us.
(a) People (b) Stars
(c) Animals (d) Universe.
8. Parents are to model a _____ for us.
(a) Rules (b) Conscience
(c) Reaction (d) Mind set

Course 1 - A Sense of Self

9. Healthy families provide boundaries by which children are allowed to _____.
(a) Experiment (b) Make mistakes
(b) Challenge the parents (d) Make mistakes and suffer the consequences
10. Biblical guilt is good because it produces _____ which produces _____.
(a) Public embarrassment. (b) Public shame (c) Shame
(d) Resentment (e) Godly sorrow (f) Repentance

Discussion Questions...

1. How can we educate our conscience?
2. Why is Acts 24:16 so important
3. How is this statement so true? "There is no pillow so soft as a clear conscience?"
4. Explain how some leaders seem to have such a clear conscience when the facts point to corruption, etc?
5. Why is a study of the conscience not a scientific study
6. Why does the conscience serve such an important role in a free society?
7. What are some key factors that can help parents develop a healthy conscience in their children?

Video Questions for Lesson 13

View Video #13 and Answer the following Questions:

1. The best word to use in describing "Conscience" is
 - a. Guide
 - b. Decision maker
 - c. God's voice
 - d. Parent's voice
2. The conscience has been described by some as the voice of
 - a. The soul
 - b. God
 - c. Most faithful friend
 - d. All three

3. Guilt, like pain, can be good for us.
 - a. True
 - b. False
4. A trained conscience can make one _____ before being turned in.
 - a. Confess
 - b. Stop
 - c. Change
 - d. All 3
5. "...keeping a clear conscience so that those who speak maliciously against your good behavior in Christ may be ashamed of their slander." Came from:
 - a. Peter
 - b. Mark
 - c. James
 - d. Paul

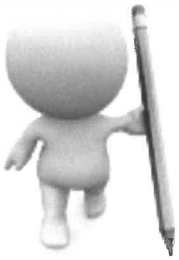
Reflection...

Now that you have finished this lesson, write a few sentences in the space below describing new ideas you have learned about the mind and the brain.



Applying the Lesson...

Finally, to gain the most from this study, list one or more ideas from the lesson that you want to use to change your behavior. Also, list any questions you want to ask your instructor or study mate.



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Final Exam

Course I - A Sense of Self

Some questions have multiple answers.

Mark all answers that apply.

1. The story from which of the following books/chapters tell us about God's love for sinners in three short stories?
a. ☐ Matt 15 b. ☐ Mark 15 c. ☐ Luke 15 d. ☐ John 15
2. Which person said, "The idea of a creator does not work for me?"
a. ☐ T. Huxley b. ☐ C. Darwin. c. ☐ J. Agassiz d. ☐ S. Meyer
3. Who has this point of view, "No one can know for sure about the creation."
a. ☐ Atheist b. ☐ Agnostic c. ☐ Christian d. ☐ Capitalist
4. The main message from Luke 15 is about:
a. ☐ Love producing grace
b. ☐ A lost sheep
c. ☐ A Lost son
d. ☐ A Lost coin
5. We are of great value to God because:
a. ☐ He sent His son to redeem us.
b. ☐ We were created in His image
c. ☐ We have a great commission
d. ☐ All three
6. Lesson 3, "A New Question-A New Life" is concerned with:
a. ☐ Musical instruments in the church
b. ☐ The role of Eve in the garden
c. ☐ What will we do with Jesus
d. ☐ Moses and his behavior at the burning bush
7. God does not call us to suffer.
a. ☐ True b. ☐ False
8. The G word that does not guide our behavior is
a. ☐ Genes b. ☐ Groups c. ☐ Guidelines d. ☐ Parental Gifts

Course 1 - A Sense of Self

9. Social factors that guide our behavior include all but
- a. ☐ Situation
 - b. ☐ Groups
 - c. ☐ Expectations from others.
 - d. ☐ Personal goals
10. The word "Psychological," as used in this course, means the same thing as Paul, in Phil 2:5 and Gal 2:20, when he referred to
- a. ☐ Our mind
 - b. ☐ Our attitude
 - c. ☐ Christ living in us
 - d. ☐ My friend's attitude about me
11. The key starting point to a healthy human or social development is:
- a. ☐ Self-confidence
 - b. ☐ Basic trust in someone
 - c. ☐ Several close friends
 - d. ☐ Financial security
12. When given a choice, children will probably choose to stay in a dysfunctional family rather than move to a healthy family.
- a. ☐ True
 - b. ☐ False
13. Which of the following is not a part of a family system?
- a. ☐ Roles
 - b. ☐ Rules
 - c. ☐ Wealth
 - d. ☐ Power structure
14. The three levels of human needs are self-oriented, Us-oriented and
- a. ☐ Others-oriented
 - b. ☐ Money-oriented
 - c. ☐ Fun-oriented
 - d. ☐ Work-oriented
15. The Christ-Oriented person will see self-esteem as:
- a. ☐ Others-esteem
 - b. ☐ Christ-esteem
 - c. ☐ Egotistical
 - d. ☐ Healthy self-respect
16. In Proverbs 12:15, Solomon said, "The way of the fool is..."
- a. ☐ Right in his peers eyes
 - b. ☐ Sometimes right
 - c. ☐ Sometimes an easy route with little to no reward
 - d. ☐ Right in his own eyes

17. The mind is the core of our thoughts, feelings and
- a. ___ Dreams
 - b. ___ Actions
 - c. ___ Goals
 - d. ___ All of the above
18. The three components to anger are emotional, cognitive, and
- a. ___ An outburst
 - b. ___ Forgiveness
 - c. ___ Behavioral
 - d. ___ Sadness
19. It is possible for sin to come from anger that is:
- a. ___ Unresolved
 - b. ___ Controlled
 - c. ___ Unexpected
 - d. ___ All of the above
20. Which of the following is not one of the five keys to handling angry people?
- a. ___ Listen
 - b. ___ Agree
 - c. ___ Make suggestions
 - d. ___ Walk away
21. To reduce or kill pain, the brain produces its own
- a. ___ Signal
 - b. ___ Opiates
 - c. ___ Process
 - d. ___ Resources
22. The subconscious mind can be:
- a. ___ Trained
 - b. ___ Educated
 - c. ___ Changed
 - d. ___ All three
23. Our perceptions and attitudes are ours to change.
- a. ___ True b. ___ False
24. Our conscience is our internal behavioral guide.
- a. ___ True b. ___ False
25. Our conscience:
- a. ___ is not a scientific study
 - b. ___ is not a physical body organ
 - c. ___ is based on a sense of toughness
 - d. ___ is all of the above
- Key to Final Exam

Key to Final Exam for Course I - A Sense of Self

1. C. Luke 15
2. B. Charles Darwin
3. B. Agnostic
4. A. Love producing grace
5. D. All three
6. C. What will we do with Jesus
7. B. False
8. D. Parental Gifts
9. D. Personal Goals
10. A. Our mind
11. B. Basic trust in someone
12. A. True
13. C. Wealth
14. A. Others-oriented
15. B. Christ-esteem
16. D. Right in his own eyes
17. D. All of these
18. C. Behavior
19. A. Unresolved
20. C. Make Suggestions
21. B. Opiates
22. D. All three
23. A. True
24. A. True
25. D. All three above

Key to Study Questions for Lesson 1

1. A. Science
2. A. Scientific Majority Vote
3. B. The Bible
4. C. Biological
5. C. Proofs of God
6. A. Christ
7. D. God
8. B. Each person
9. C. Faith, Hope and love
10. C. You

Key to Video Questions for lesson 1

1. A. Atheist
2. B. Thomas Huxley
3. D. All of the above
4. D. All of the above
5. C. Charles Darwin

Key to Study Questions for Lesson 2

1. B. Valuable
2. A. In His own image
3. A. Invisible
4. D. Intellect, will and emotions
5. A. Acting
6. D. All Three
7. B. Great Commission
8. C. Mansion and House
9. C. Returning to Heaven
10. D. Serving others

Key to Video Questions for Lesson 2

1. D. All 3
2. D. All 3
3. D. All 3
4. D. All 3
5. A. True

Key to Study Questions for Lesson 3

1. a. Great worth
2. b. Right
3. d. Behavior
4. a. Humility & c. Patience
5. a. Share it & b. Defend it
6. a. Fellowship & c. Bond
7. c. Forgiveness
8. a. Forgiven us
9. b. Live our lives
10. c. Against Jesus

Key to Video Questions for Lesson 3

1. a. What will I do with Jesus?
2. d. All three
3. c. Total change in behavior
4. d. all three
5. c. see her as Johnny saw her

Key to Study Questions for Lesson 4

1. D. Thinking and Feeling
2. A. A victim
3. D. Genes
4. C. Behavior
5. A. Disposition
6. A. Feelings
7. D. Guidelines
8. C. Aimlessly
9. C. Feelings of personal failure
10. C. Think

Key to Video Questions for Lesson 4

1. A. Atheism has a prior commitment to materialism
2. Feelings and Thinking factors
3. C. Eleven
4. B. Romans 8:1-8
5. B. Law and sin

Key to Study Questions for Lesson 5

1. A. The Mind

2. D. All three
3. C. Shame
4. C. Inferiority
5. B. Temporary cope
6. C. Start over
7. A. Complimented
8. B. Intimacy
9. B. Generativity
10. B. Death

Key to Video Questions for Lesson 5

1. A. Internal Sense of Self-control
2. A. Age 6-Puberty
3. A. Age 3-6
4. D. In old age
5. A. Romans 8

Key to Study Questions for Lesson 6

1. A. Afraid
2. B. Interdependent
3. A. & D. Rules and Power structure
4. A. Habits B. Adults
5. A. Parent C. Child
6. C. Communicate
7. D. All three
8. C. Appreciation for good behavior
9. A. Three times per day
10. C. Diligently

Key to Video Questions for Lesson 6

1. D. All the above
2. C. Adoption of Children
3. C. Christian friends for the children
4. C. Four
5. A. Diligently

Key to Study Questions for Lesson 7

6. A. Other-oriented
7. B. Hell
8. C. Insecurity
9. B. The right thing to do
10. B. Cohesive relations
11. A. Christ esteem
12. D. Grace
13. D. Christ-oriented
14. D. All the above
15. D. Values

Key to Video Questions for Lesson 7

1. A. True
2. A. True
3. D. All three
4. B. Fear no one
5. B. Christ Oriented lifestyle

Key to Study Questions for Lesson 8

1. B. Inaccurate
2. D. All three
3. D. Right in his own eyes
4. C. Behavior
5. B. Mind
6. D. All of these
7. B. Hurtful
8. B. Reactions
9. D. Jesus
10. C. Modified

Key to Video Questions for Lesson 8

1. A. His anger and disobeying God by hitting the rock.A
2. C. Ahab
3. A. Mordecai
4. C. Feelings are not part of the mind
5. B. I decide to be angry

Key to Study Questions for Lesson 9

1. A. Behavior
2. C. Unlearned
3. D. Motivation
4. B. Duration
5. A. Unresolved
6. C. Fret not thyself
7. A. Their choice
8. B. Our rights
9. D. Outwardly
10. A. Neutral

Key to Video Questions for Lesson 9

1. A. Stay away from them
2. D. All the above
3. C. David respected Saul as God's anointed King of Israel
4. A. Peter repented with great sorrow
5. D. All the above

Key to Study Questions for Lesson 10

1. B. Anger
2. D. All three
3. B. Natural
4. A. Slow to anger
5. A. Different
6. B. Remain silent
7. D. All three
8. B. Lose
9. A. Why
10. C. Heart

Key to Video Questions for Lesson 10

1. A. Emotions, thoughts and behavior
2. A. Proverbs
3. D. Think of the consequences
4. A. FACES
5. B. CLASS

Key to Study Questions for Lesson 11

1. B. behavior
2. A. nervous activity
3. A. commands
4. D. all three
5. D. opiates
6. C. brain
7. D. all Three
8. D. stop working
9. B. truth
10. C. changed

Key to Video Questions for Lesson 11

1. D. personality
2. D. the size of an orange
3. C. receives four gallons of blood
4. A. True
5. B. Put off the old self

Key to Study Questions for Lesson 12

1. d. all three
2. a. Phil.4:13
3. a. True
4. a. realize it
5. b. perception
6. d. habits
7. a. self-actualization
8. c. experience
9. c. perception of the situation
10. a. true

Key to Video Questions for Lesson 12

1. A. True
2. C. He was fighting as an instrument of God
3. B. fast moving
4. D. all three
5. C. all three

Key to Study Questions for Lesson 13

1. C. Right and wrong
2. B. Mind
3. C. Parents
4. A. Filter
5. D. Invisible
6. A. Philosophy and B. Religion
7. D. Universe
8. B. Conscience
9. A. Experiment
10. E. Godly sorrow and F. Repentance

Key to Video Questions for Lesson 13

1. A. Guide
2. A. Voice of the soul
3. A. True
4. D. all three
5. A. Peter

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About The Author

H. M. Motsinger is a husband, father of two and a grandfather of three. He grew up on a farm with two full time parents, four sisters and five brothers. Hard work and baseball served as his two main activities. Church involvement and academic interest came later following his college days.

Following a career in public and private schools, Dean of Continuing Education at Pepperdine University, and therapist in a private counseling practice, Wesley Whitt invited H. M. in 1984 to write a Bible-based curriculum to be taught to prison inmates. Within a few years, the lessons attracted the attention of church members in the US and foreign countries.

Little did H. M. know that this “short” assignment would turn into a 37-year commitment, under the name of NewLife Behavior. At the request of Texas State Chaplain, Emmitt Solomon, H. M. recruited, trained and encouraged instructors to teach the curriculum throughout the Texas prison system. In 2000, Buck Griffith and H. M. merged a major portion of their prison ministries. Buck, as president, assumed the leadership role of NewLife Behavior Ministries (NLBM.) H. M. formed NewLife Behavior International so he could take the curriculum to countries beyond the US borders.

In 2017, H. M. retired and Gary Bingham continued the ministry until health problems made it impossible for him to continue. Mike Biggers took on this leadership role in 2019. During these last two years, NLBI, under Mike’s leadership, has grown immensely. H. M. has been involved from that time until now with getting Course 1 - A Sense of Self ready for online study.

Since 1984, NewLife Behavior Ministries (NLBM) has taught Course I, Sense of Self, to over two million students inside the US.

Since 2008, NewLife Behavior International (NLBI) has taught the same program to over 300,000 students, in 30 countries, baptizing over 14,000 and planting 263 congregations in countries outside the US.

Inside the US, the curriculum has mainly been used with adults inside of prisons, jails, treatment centers and churches. In foreign countries, the curriculum has been used by teenagers and adults of all ages. It has been used in churches, high schools, colleges, especially Bible colleges and prisons.

H. M. designed the Responsive Teaching Model as the central concept in the Bible-based curriculum and instructional program. This model places Jesus and His love at the core of each lesson. Based on the grace of God, each student is encouraged to see Christ as their behavioral model for the way they should think, feel and act. The end-product is individuals finding meaning in their lives by helping others to find Christ in their lives.