

# Jesus And Your Image

## Lesson 2: Broken

**What we want students to learn:** That they don't have to hide their brokenness from God or the world.

**What we want students to do with what they've learned:** To let down their guard and to express to God where they are most broken, and where they need His presence the most.

**Scripture Focus:** Luke 18:35-43

**Supporting Scripture:** 1 Timothy 1:15-16

**Overview:** Many of the teenagers in your youth group project an image of invincibility. They project a person who has it all going for them. And even if they are open about their mistakes, it's often done in a humorous light. Few teenagers project an image that makes much room for the struggles, the pain, and the brokenness so many of them suffer with. Yet, God welcomes their brokenness. God stands ready to heal their pain, just like Jesus did for the blind man in Luke 18. But like the blind man, we have to be willing to unashamedly own our brokenness, not caring about how we look or sound. We can't worry about our image and realize the fullness of our sin and suffering. This lesson will help you challenge students to give their hurt to God, not worrying about their image, and trusting Him to heal their pain.

### Teacher Prep Video

The *Jesus And Your Image* Teacher Prep Videos are short videos designed to help you grasp the main points of the lessons as you prepare to teach.

To access your "*Jesus And Your Image* Lesson 2 Teacher Prep Video," click on the URL below.

- <https://youthministry360.com/jesus-and-your-image-teacher-prep>

### Bible Background

The Bible Background is designed to help you provide some context for the Scripture you'll be studying. The Details gives you background info for each book, The Setting informs you what's happening in and around the passage, and The Main Point gives you an overview of how the passage will be used in the lesson.


- **What do we mean by "context"?** In every ym360 Bible study lesson, you'll notice we make a point to encourage you to provide the context for the passages you study. By "context" we mean at the very least helping students know who wrote the book, when it was written, and why it was written.
- **What's The Big Deal?** When we teach the Bible without giving context, students don't get a "big picture" understanding of the story of the Bible. But this view is vital to grasping the story of God's plan of redemption for humankind. As you teach, use the Bible Background to help summarize the context.

### The Details

- **Author:** Luke was a doctor, a Gentile Christian and a companion of Paul.
- **Time frame:** The Gospel of Luke was written around 60 AD.
- **Purpose:** Luke is the only Gentile author of the Bible. His entire purpose was to write an accurate account of the life of Jesus so as to present Jesus as Savior, fully God and fully man. It is one of the synoptic Gospels, having much in common with the Gospels of Matthew and Mark.

### The Setting

In the chapters preceding Luke 18, Luke has pictured Jesus healing, teaching, and engaging in some rather



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tense debate with the Pharisees. Luke transitions from multiple vignettes of this sort to a discussion Jesus had with His disciples about the end that awaited Him in Jerusalem. Apparently these interactions were happening as Jesus was traveling with His disciples. For as they approached Jericho, Jesus encountered the blind man that you'll focus on in this lesson.

### The Main Point

We learned in Lesson 1 that we all have an image we project. This image does not come out of a position of strength; it's in reaction to our weakness. The truth is we are all broken people. The image we present to the world is meant to cover up our brokenness and hurt.

In this lesson, we want our students to focus on the broken areas in their lives, and give up trying to hide or fix these areas themselves. Instead, they need to turn their brokenness over to Jesus ask that He heal their pain and give them a story that reflects His image.

### Lesson Plan

The Lesson Plan contains three elements: An introductory activity called The Lead In; the Bible study section called The Main Event; an application-focused segment called The Last Word.

### The Lead In

- **Goal:** To help students think about the idea of brokenness and what it really means for their image.
- **Set-Up:** You're going to need a cardboard box, a print out of the girl's face on the "Lesson 2 Lead In Activity Sheet" (contained in your lesson 1 folder), either note cards or scraps of paper (enough for each student to have one), and a pen and pencil to write with. Before class, you'll need to print the "Lesson 2 Lead In Activity Sheet" and tape it to the front of the cardboard box, so that the girl's face is facing the class and the box is open at the top.

**FIRST**, explain that you're going to be talking about a super-important concept today, but one that can be a little bit of a downer. Encourage students to hang in there, as it's a lesson that everyone needs to hear.

**THEN**, start off by distributing note cards and scraps of paper. Explain to students that the purpose of today's lesson is to think about the effect all of the "junk" in our lives has on us, and what's it like to try and hold it all together. Instruct students to think of something that would cause pain, stress, fear, disappointment . . . anything that might be something that would cause a modern day teenager to feel depressed or sad. Explain that these are completely anonymous and they are going to turn them in to you when they are finished. Give them a couple minutes to do so, then collect them.

**NEXT**, point to the young lady whose bright, happy face is prominently pasted on the box at the front of the room. Ask students to describe her appearance. Ask them to try and imagine what she is like. You could even choose to make up a little background info on her, painting her as a typical teenager.

**THEN**, explain to students that much like a typical teenager, or adult for that matter, this young lady deals with things that cause her pain and heartache. And while the outside might look happy and bright, she struggles with pain that causes a great deal of emotional stress on her.

At this point you're going to begin filtering through the responses your students have submitted. Some may not be appropriate or relevant. Simply put those aside. But for every response that is appropriate and relevant, read it aloud and drop it in the box. So, it might look something like this:

- **Like many teenagers, this girl deals with (read from sheet of paper) her parent's divorce. (Then drop the sheet of paper in the box.)**



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**NEXT**, continue like this until you have read all of the sheets of paper. (You may be prepared to add a few more to the list depending on how well your group came up with responses.) Then, ask students:

- **Has the outside appearance of our girl changed any at all?**
  - o Answer: No.
- **But what do we know about what's inside of her? What's going on that she is hiding?**
  - o Answer: Encourage students to maybe restate some of the things that were listed, or to generally summarize that the girl is dealing with a lot of pain and hurt.
- **How are many teenagers today just like this girl?**
  - o Answers will vary.
- **Why do we try so hard to put on a good face when inside we're hurting?**
  - o Answers will vary.

**FINALLY**, transition to the Main Event by saying something like the following:

- **This is a simple look at a big problem we're all guilty of to some extent. We all struggle with things, some more potentially life-changing than others. We all have disappointments. But the problem is that we're so concerned about projecting a perfect image, that we can't open up enough to get the help we need. Even worse, we try and hide our brokenness from God. But in today's lesson, we're going to see how Jesus stands ready to embrace our brokenness and heal us. But we have to be willing to let go of our image. Let's see what I mean.**

## The Main Event

- **Goal:** To help your students understand that they don't have to hide their brokenness from God or the world.
- **Set Up:** None needed.


**FIRST**, briefly remind your students that this is the second lesson in a four-part Bible study called "Jesus and Your Image." Ask if anyone can remember what you talked about in the previous lesson, or any high-points that stood out for them. Use the following bullet points to guide your review:

- **Jesus calls us to "deny ourselves," meaning our image is to be driven more by who God is and less by who we are.**
- **We need to step back and evaluate the image we present to the world and whether it's focused more on us or on Christ.**

Explain that this week, you're going to build on this idea by helping them discover what Jesus says about our image and our brokenness.

**NEXT**, instruct students to turn to the Gospel of Luke, chapter 18. While they are doing so, ask if anyone knows anything about the Book's author. Provide details of the context of the Book and the passage by using the Bible Background, specifically the Details and Setting sections. Then, read or have a student read Luke 18:35-43. Then lead students in a brief discussion. Ask something similar to the following:

- **In verse 35, Luke tells us how this man is broken. How is he broken?**
  - o Answer: Blind is obvious answer. But have students explore deeper. He's a beggar, so he's broke and has a low social standing. He's likely uneducated. And he would be considered an outcast from society.
- **How would you feel in a similar situation?**
  - o Answers will vary.
- **What could the man do to overcome his brokenness?**
  - o Answer: Really, nothing without Christ.
- **When he hears that Jesus is passing by, he asks Jesus for what? (Mercy) What does he mean by mercy?**



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- o Answer: He probably means for kindness. Mercy is probably best understood as God's unearned favor, or undeserved compassion. Mercy would be a gift.
- **When the crowd hears him crying out, they try to silence him. Why?**
  - o Answers will vary, but essential most people don't want to face brokenness, either in themselves or others.

At this point, pause for a moment. Explain that this man's brokenness was easy to see. It was a physical issue. But it's not hard to imagine that the people in the crowd following Jesus around all had their own issues. And yet, they kept quiet. Say something like the following:

- **The crowd seemed put off by this man's abrasive, embarrassing display of need. In other words, he wasn't being very image conscious. He wasn't keeping it all together. He wasn't putting on a happy face. He was broken. He was screaming for Jesus, pleading with Him. And the crowd, which include His disciples, didn't like it. But yet, the man was undeterred.**

Continue your discussion. Ask:

- **Why do you think the blind man was unstoppable? Why do you think he continued to call out to Jesus?**
  - o Answer: Two things: 1) He recognized his own brokenness, and 2) he knew that Jesus was the only way for him to be made whole.
- **Jesus responds to him, and asks him clearly what he wants. Why do you think Jesus asked this question?**
  - o Answer: He wanted to make sure the man understood his brokenness, and also see if he would have the faith to ask.
- **What can we learn from the blind man's example? How should we respond once we recognize our own brokenness?**
  - o Answer: In the same way, passionately pursuing and calling after Jesus.
- **What can we learn from the man's response?**
  - o Answer: That when Jesus brings us through the pain of our brokenness, that we are to remember His work in our lives and praise Him accordingly.

**THEN**, explain that you're going to look at one more example of brokenness from the New Testament. Have your students turn to 1 Timothy 1:15-16. Give them a little background of the passage then have a volunteer read the verses. Then, lead students in a short discussion. Ask:

- **If Paul were super concerned about image control, and looking like he had it all together, what could Paul have said? How could he have projected himself to his audience?**
  - o Answer: That he was an Apostle; that he had started churches all over the place; that he had seen a vision of the risen Jesus; that he went on numerous missionary journeys; and so on.
- **But what does Paul say instead that shows he cares more about giving his brokenness to God than making sure his image is squeaky clean?**
  - o Answer: He said that he was the worst of sinners, owning up to his brokenness.

**FINALLY**, transition into the Last Word by saying something similar to the following:

- **I'm broken. You're broken. Everyone is broken in some way. But that's not the end of the story. Jesus wants to bring healing to us. He wants to heal the areas of brokenness in our lives. We don't have to hide them, we don't have to pretend they are not there. We need to be like the blind beggar, and like Paul, acknowledging that we are broken and crying out to our savior to heal us. Focusing on keeping a perfect image only keeps us from actually experiencing Jesus' healing. We can't be concerned about looking like we have it all together and still show Jesus our brokenness.**

Make sure no one has any questions, then move to wrap up the lesson with the Last Word.



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### The Last Word

- **Goal:** To help students let down their guard and to express to God where they are most broken, and where they need His presence the most.
- **Set-Up:** None needed.

**FIRST**, explain to students that as you wrap up this lesson, you're going to do something that's a little different, maybe a little challenging, and for some, maybe even a little uncomfortable. But explain that being uncomfortable simply means you're stepping outside of your image control mindset and getting real with God. Encourage students to recall the reaction of the crowd to the blind beggar in Luke. Say:

- **The crowd was uncomfortable because facing people who are open about their brokenness is difficult. It's more difficult facing our own brokenness. Maybe that's why the crowd was so unnerved: maybe the man's willingness to be open about his needs shamed those who were still too concerned about image to truly ask God for help.**

**THEN**, split your students up into pairs. Explain that you are simply going to end the class by praying for each other, by praying that God deals with our desire to have a perfect image, and opens us up to expressing our brokenness to Him. Instruct students to sit in silence for a moment, as long as it takes to listen to God, and get their hearts in a good place. Then, explain that you want them to take turns praying that the other person would open up to God and, like the beggar, expect God to heal whatever it is that they are struggling with. After one partner goes, have them switch and repeat.

**FINALLY**, allow students as much time as they need to do this. Help keep them focused and quiet. This will be challenging for some students. After it seems like every pairing has finished, bring them back together and wrap it up by saying something like:

- **We're all broken. Many of us have faced issues in our lives that have hurt us, wounded us, and damaged us. Yet we still try to hide behind a perfectly manicured image. We need to stop trying to fool God and ourselves. God stands ready to offer healing and grace. He offers mercy. I pray that you take God up on his offer of mercy today.**

Close in prayer.

[Postscript: Be sensitive to issues that may have arisen with this lesson. It is likely that some of your students are coming face to face with areas of brokenness that they have tried to hide, bury, or get rid of unsuccessfully for years. Let your students know you are there for them if they need further help or guidance.]

- Don't forget to distribute the devotions to your students this week. If you're printing them, have them available for students as you wrap up class. If you're texting a link, posting them on Facebook, or some other means of electronic distribution, make sure you inform students of when they will be receiving them.
- Use the Social Media guide to stay in touch with students via text or Twitter, and to encourage them to follow through with reading their devotions.



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## We Want To Hear From You . . .

- Do you have questions about a lesson?
- Something that worked particularly well you want to share?
- Something that didn't work you want to bring up?

We value your feedback! Please do not hesitate to email us with your questions, comments, or concerns, at [feedback@youthministry360.com](mailto:feedback@youthministry360.com).