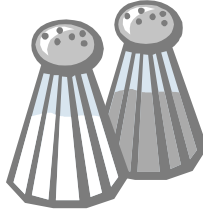


SPICE RACK®

E-Curriculum



by Mark DeVries

Note to the Teachers: The easiest thing to do (which actually becomes the most difficult before the end of the class!) is to use the same teaching method for the entire class period. What most of us are used to is simply lecturing or asking questions. And hey, if your kids are walking out each week saying, "Man, that connected with me. The hour just flew by!," then those two methods are fine. What this curriculum seeks to do is to give you active exercises that take the kids' attention off of you and their own discomfort enough that they CAN naturally answer the questions you want them to get at. Remember the rule: 1 minute of attention for each year of life lived. That means that even in our older classes, we should be shooting for changing our teaching methods 3 times in the class period. The reason there are seven different exercises is that I'm guessing that 4 of them won't work for your group. If an exercise doesn't work, try the next one. But please try to engage the kids with something besides the standard lecture and Q&A. Thanks for all your work in loving God's kids! Also, to aid you in your preparation, any special supplies recommended for this lesson are outlined in a box. Contact colyer@ymarchitects.com with any questions!

CONFIRMATION: A COMMITMENT TO STEWARDSHIP

"Giving Is Loving"

Deuteronomy 14: 22-23

Big Idea: "What is your only comfort, in life and in death?" "That I belong—body and soul, in life and in death—not to myself but to my faithful savior, Jesus Christ."

(Heidelberg Catechism, Question #1)

I. Gathering (Attendance, Announcements, First Timers)

II. Engaging the Brain (Total time for this section: 15 mins.)

A. "If I Had A Million Dollars"

1. Get a copy of the CD "Barenaked Ladies: Gordon" by the group Barenaked Ladies (*teachers don't be alarmed by the name of the group. The song to be played is appropriate for class and certainly thought provoking for the stewardship theme! Most of the youth will be familiar with the group.*)
2. The song is track #14 on the CD.



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3. Pass out lyrics to the song (See handout “F” that has the lyrics)

4. **PROCESS QUESTIONS:**

- What percentage of our money should we save?
- How much money should we spend on ourselves?
- How much should we give away to others?
- What part of our money is God’s?
- Does our relationship with Jesus tell us anything about how we spend our money?
- When we think about Jesus’ life are we moved to handle our money differently?

B. Video Clip Option *The Apostle*¹

1. MINI LECTURE: Robert Duvall plays Sonny, a Pentecostal Preacher whose life takes a sharp turn. He puts his wife’s lover in a coma then runs from his mistake and settles into a small community in Louisiana where he starts over. The people love him, and he starts a new church. At first the church is a small group of people who dearly love Sonny and his style of ministry, but it grows to become something that is the talk of the town. In the clip we catch a glimpse of what simple generosity looks like in a rural context and hear *The Apostle* make mention of tithing.
2. Start the clip at scene #24/Red church bus taking people to worship
3. Stop the clip at the end of scene #25/When Sammy and Sonny take food to the needy.
4. **PROCESS QUESTIONS:**
 - What happens in the clip?
 - What’s Sonny’s attitude toward the people with whom he interacts?
 - In what spirit are the people coming to worship?
 - So what is tithing? (From the clip: “*If you have 10 potatoes, give the Lord 1.*”)
 - What are Sonny’s motivations for giving?
 - Why should we be generous and give?

C. “Check In Question”

1. Move the group into a circle and invite everyone to answer one of the check in questions.
2. The Check in Question Options
 - a. “*Who is the most generous person you know?*”
 - b. “*What would you do if you had a million dollars?*”
3. Process Questions
 - How do our answers to the million dollar question compare to the Bare Naked Ladies answer to that question?
 - What would Jesus do with a million dollars?

III. Igniting the Heart (Total Time for this Section: 25 minutes)

A. Text Option #1 “Setting Aside for God”

¹ Doug Fields & Eddie James, *Videos That Teach*, vol. 1, Zondervan Press, Grand Rapids, MI (1999) pgs. 28



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1. Pass out Bibles for everyone in class and ask class participants to turn to Deuteronomy 14: 22-23.
2. MINI LECTURE: *The book of Deuteronomy is in the Old Testament and is a part of the Pentateuch, the 5 books attributed to Moses. This book is one place the 10 commandments are found, and most of the book contains 3 sermons of Moses to the children of Israel. God gives Moses a message about how God's people are expected to live in the world in a way that shows praise to God and honor to neighbor. How we spend our money shows what is important to us.*
3. Select a volunteer to read Deuteronomy 14: 22-23
4. After the reading, ask each person in the group to pick a word or phrase from the text stand out to them. Write those words on the newsprint/board. (Expect the participants not to know about some of the words).
5. Clarify the meaning of some key words as needed:
 - a) tithe (10% of what you make or have);
 - b) firstborn (rather than the pick of the litter this is the first to be born of a herd or flock);
 - c) dwelling (place designated for worship—root in Hebrew “synago”, meaning “gathering” which later becomes name for “synagogue”);
 - d) revere (honor, praise, glorify, root for reverence, holy fear of the Lord).

Once the class gets a few key words and terms straight, lead the class in the following

6. PROCESS QUESTIONS:
 - **What's the main point of the passage?**
 - **If we don't tithe, what happens to us?**
 - **What kind of people set aside their resources for God?**
 - **Whom do you think is more likely to give a larger percentage of their income away—rich people or poor people (poor people, by far).**
 - **Agree or disagree? “You what people love by what they spend their money on?”**
 - **At what age should we begin giving to God a portion of what we have?**
 - **What questions do you have about the concept of giving?**

B. Text Option #2 “Is God Getting Our Leftovers?”

1. Make copies of Attachment B “Old Fashioned Auction” and hand out one to each class member along with a writing utensil.
2. Tell the class they are going to have an auction where each class member have a \$1,000 to spend on various items that will be auctioned off.
3. Select an auctioneer (preferably an adult) and allow the students to ask any questions about how to play the game.
4. Let the auction begin by selling the first item on the sheet: 2 Super Bowl tickets!
5. After the auction is complete, lead the class in the following PROCESS
6. QUESTIONS:
 - a. *What purchases surprised you?*



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- b. *Who got some good deals?*
- c. *Whose money ran out too soon?*
- d. *If you were to have \$1,000 cash given to you how would you elect to spend it?*
- e. *If we wait until the end of our spending to give, what is the likelihood that we will give anything?*
- f. *After going through some or all of the process questions, read Deuteronomy 14: 14: 22-23 to the class.*

7. PROCESS QUESTIONS:

- **What light does the reading shed on our conversation?**
- **What percentage of the people at church do you think tithe? (Less than 20%)**
- **Is tithing only about money?**
- **Does it matter if we give to God first or if we give to God what is leftover?**
- **What does tithing and giving have to do with our “BIG IDEA” for the day?**

C. “Movie Clip Option: *With Honors*²”

1. MINI LECTURE: Monty Kessler (Brendan Fraser) is concerned that Simon Wilder (Joe Pesci) has nowhere else to go and sets out to look for him. When he knocks on the big church doors at St. Peter’s and inquires about Simon, Monty is assured by the priest that there hasn’t been shelter at the church for years, and the priest directs him to the alley behind the church. Monty finds Simon in bad shape and decides to get him help. When he learns that Simon is very ill and doesn’t have long to live, Monty wants to make sure Simon’s last days are filled with love and shelter.
2. Start the clip at 1: 00:00/ The words “St. Peter’s Church” pan across the screen.
3. Stop the clip at 1:04: 39/ “There’s nothing to do but wait. I’m sorry.”
4. PROCESS QUESTIONS:
 - What might be some of the reasons Simon found no help at the church?
 - How are churches able to help people such as Simon?
 - In what ways did you find giving in the clip?
 - What can we learn from what we see?
 - How do you think Simon feels when Monty helps him?

D. “JOURNALING”

1. Write the “**BIG IDEA**” for the day on the board or newsprint and lead the class in saying it together.
2. REFLECTION QUESTIONS:
 - What percentage of what I own belongs to Jesus?
 - How does belonging to Jesus affect the way we choose our friends, spend our money, and use our time?
3. Hand out journals and notebooks and writing utensils to the class. Invite class members to turn to a clean page and tell them they have 2 minutes to respond to the following question: “*How can I become more generous and who will be affected by it?*”

² Doug Fields & Eddie James, *Videos That Teach* Vol. 3, Youth Specialities, Zondervan, Grand Rapids, Michigan, (2002), pgs. 174-175.



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4. After 2 minutes, invite class members to share what they wrote.

IV. Taking It Home (Total Time for this Section: less than 10 minutes)

A. “Not Just An Ordinary Envelope”

1. Bring to class from the sanctuary enough offering envelopes for each person in the class to have one.
2. Ask the class members to think about what the envelopes symbolize and invite them to share their thoughts as you record their responses on the board/newsprint. Some responses may include:
 - a. Giving is a personal act between the giver and God.
 - b. Giving is important and taking time to put money in the envelope and offer it in worship shows that.
 - c. Envelopes are usually things that contain something important. We pay bills with them. We give birthday cards in them. We write letters to friends far away with them.
 - d. Envelopes make the act of giving more symbolic & special.
3. Invite the class members to choose someone in the class to give their envelope to. Tell them to say the following words as they are giving away their envelope: “Giving Is Loving”

B. Pay Day Giveaway

1. Bring to class Payday candy bars for each class member and hand them out.
2. Before allowing the youth to eat them, tell them that the candy bars symbolize the money all of us receive in our lives. We can use money in ways that bless and in ways that do not. The choice is ours. God always loves it when we take a portion of what we get on “Payday” and use it to do God’s work

C. “Praying a Hymn”

1. Make copies of Attachment C “Be Thou My Vision” and pass them out to the class.
2. Tell the class you are going to close your time together by praying the words of one of the great hymns of the church. Ask them to pay particular attention to the 2nd verse in light of the lesson for the day.
3. Pray the hymn.
4. Close the class in prayer



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Attachment A "If I Had A Million Dollars" Barenaked Ladies

If I had a million dollars
If I had a million dollars
Well, I'd buy you a house
I would buy you a house
And if I had a million dollars
If I had a million dollars
Buy you furniture for your house
Maybe a nice chesterfield or an ottoman

And if I had a million dollars
If I had a million dollars
Well I'd buy you a K Car
A nice Reliant automobile
And if I had a million dollars,
I'd buy your love

If I had a million dollars
I'd build a tree fort in our yard
If I had a million dollars
You could help. It wouldn't be that hard
If I had a million dollars
Maybe we could put a little tiny fridge in there,
somewhere

You know, we could just go up there and hang
out
Like open the fridge & stuff
And there'd be foods laid out for us,
With little pre-wrapped sausages and things.
Mmmm
They have pre-wrapped sausages but they don't
have pre-wrapped bacon.
Well can you blame 'em?
Ah, yeah!

If I had a million dollars
If I had a million dollars
Well I'd buy you a fur coat
But not a real fur coat, that's cruel
And If I had a million dollars
If I had a million dollars
Well I'd buy you an exotic pet
Yep, like a llama or an Emu

And, If I had a million dollars
If I had a million dollars
Well, I'd buy you John Meric's remains
Ooo, all them crazy elephant bones
And if I had a million dollars
I'd buy your love

If I had a million dollars
We wouldn't have to walk to the store
If I had a million dollars
We'd take a limosine cuz it costs more
If I had a million dollars
We wouldn't HAVE to eat Kraft Dinner

But we WOULD eat Kraft Dinner
Of course we would, we'd just eat more...
And buy really expensive ketchups with it
That's right, all the fanciest Dijon Ketchup!
Mmm!

If I had a million dollars
If I had a million dollars
Well I'd buy you a green dress
But not a real green dress, that's cruel

And if I had a million dollars
If I had a million dollars
Well I'd buy you some art
A Picasso or a Garfunkle

If I had a million dollars
If I had a million dollars
Well I'd buy you a monkey
Haven't you always wanted a monkey?!

If I had a million dollars
I'd buy your love

If I had a million dollars
If I had a million dollars
If I had a million dollars
If I had a million dollars
If I had a million dollars
I'd be rich



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Attachment B

“Old Fashioned Auction”³

You have \$1,000 to spend during the auction. Opening bids for all items begin at \$50.

When an item is auctioned, make sure to write the amount it is sold for in the “Winning Bid” column. Also, as you spend your money, make sure to keep track of what you have left. Happy bidding!

WINNING BID

WINNER’S NAME

- \$ _____ Two Super Bowl tickets on the 50 yard line..... _____
- \$ _____ All-expense paid vacation for 4 to Disney World..... _____
- \$ _____ Big screen TV with surround sound..... _____
- \$ _____ Date with your favorite celebrity..... _____
- \$ _____ Freedom from household chores for one year..... _____
- \$ _____ Complete new wardrobe of latest fashions..... _____
- \$ _____ Assurance of a college degree..... _____
- \$ _____ Backstage passes with your favorite band..... _____
- \$ _____ Season pass to ski resort of my choice..... _____
- \$ _____ A role in a major motion picture..... _____
- \$ _____ Six months of no hassles with your parents..... _____
- \$ _____ A brand new, shiny sports car..... _____
- \$ _____ Five minute shopping spree in a music/electronics store..... _____
- \$ _____ One year off to do anything you want..... _____

³ From Serendipity Bible, student edition, (2003), page M34.



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“Be Thou My Vision”

Verse #1

Be thou my vision, O Lord on my heart;
Nought be all else to me save that thou art—
Thou my best thought, by day or by night,
Waking or sleeping, thy presence my light.

Verse #2

Riches I heed not, nor vain, empty praise,
Thou mine inheritance, now and always;
Thou and thou only, first in my heart,
Great God of heaven, my treasure thou art.

Verse #3

Be thou my wisdom, and thou my true word;
I ever with thee and thou with me, Lord;
Heart of my own heart, whatever befall,
Still be my vision, O ruler of all.



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