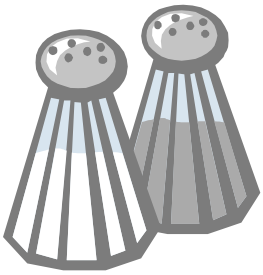
# SPICE RACK©

## 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!

***Note for this session: During the season of Lent, Spice Rack is going "off the board" a bit with a series we're calling "The Habits of Godliness." The template for these six habits grows out of Doug Field's groundbreaking approach described in Purpose Driven Youth Ministry. What makes Doug's approach to "habits" so unique is the way that he shifts the responsibility for discipleship from the group setting in which students are "discipled" into specific spiritual practices in which students learn to take initiative in their faith and encounter God on their own. So with great gratitude (and without permission), Spice Rack will offer six sessions on these Habits of Godliness (HOGs), based on Doug's unique approach to teaching youth to practice specific spiritual disciplines or "habits." Thanks Doug.***

# "BIBLE MEMORY"

## Psalm 119:9, 11; Romans 12:1-2

### I. To the Classes (Class Business, Attendance, First-Timer Cards)

### II. Engaging the Brain

## A. Skit: You Make the Call

1. Set up three chairs in the front of the room, one for the interviewer and two for the characters being interviewed.
2. Before class arrange for two people (kids or leaders) to play the following roles. You will need to prompt them with answers to the interview questions. Albert needs to give "out there" answers (for example, "I always eat 2 boxes of Twinkies before I go to bed at night). Bubba should NOT answer with "out there" health food freak kind of answers. In other words, the guy has a life and enjoys himself a lot)

    a. Albert (a guy wearing sweats stuffed enough to make him look fat and out of shape. He should have a bag of junk food that he continually digs into an consumes)
    b. Bubba (a guy wearing similar sweats stuffed to make him look muscular. He's got a bottle of water and some kind of attractive fruit —like strawberries)

3. Before class, arrange for someone to interview these two characters. It could be you or someone you designate.
4. If you are feeling particularly creative, you can make a game show sign with the words, "You Make the Call" and have the interviewer begin with "Welcome to You Make the Call, the show where your calls make the difference…"
5. Interview Questions (asked to both Albert and Bubba)

    a. *Can you tell us a little about your daily schedule?*
    b. *What are some of your regular habits?*
    c. *What can you tell us about your diet?*

6. Thank Bubba and Albert and dismiss them.
7. Explain to the group that this is the part of the skit where they become the contestants. Explain that this is an exercise called, "You Make the Call."

    a. Distribute 3x5 cards (or scrap paper) and pencils.
    b. Explain that each of them has three minutes to come up with the most creative and accurate predictions about the future for Albert and Bubba.
    c. Invite the group to ask questions to clarify the instructions.

8. After a few minutes are up, ask the group to share their predictions.
9. Process Questions

    - **How does the Bubba and Albert skit tie in with what we've been talking about for the past few weeks?**
    - **What kind of difference does what each of them eats have on the kind of people they have become?**
    - **If you could summarize the message of these two characters, what would it be?**

## B. For the More Sedate Crowd: Garbage In/Garbage Out

1. On the front table, place at least three identical masked containers, each filled with a different one of these items.

    a. marbles
    b. coins
    c. stinky muck
    d. pickle juice
    e. anything else that might be noisy, smelly or unsightly

2. Explain to the group that you are going to spill each one of the containers and that you want the group to scream out what they think is in each container as soon as they can tell what it is.
3. Invite the group to ask questions to clarify the instructions.
4. Turn over the first container slowly.
5. If the group is slow to scream, ask them what was in the container.
6. Repeat the process with all the other containers.
7. Process Questions

    - **What was different about the outsides of these containers? (nothing)**
    - **What made them different? (the contents)**
    - **How did the contents get there? (someone put it there)**
    - **Do you agree with this statement?: People are only as valuable as what they fill themselves with.**
    - **Have you ever heard of the principle "Garbage in/garbage out"?**
    - **What does it mean?**

## C. Commercial Competition

1. Divide the group into two teams (girls and guys could work nicely).
2. Explain how this game will work.

    a. The object of the game is to be the group that knows the most commercials.
    b. Team One will begin by giving a theme or a song from a commercial (like "The Heartbeat of America" or "We love to see you smile.").
    c. Team Two then has 7 seconds to come up with a theme or song from a different commercial.
    d. The two teams will alternate, going back and forth until one team either repeats a commercial that has already been given or is unable to come up with one in 7 seconds.

3. Invite the group to ask questions to clarify the instructions.
4. Play the game.
5. Process Questions

- ➡ **What made it possible for this group to memorize so many commercials?**
- ➡ **Some people in this group say that they "just can't memorize" things. After this game, how would you respond to those people?**

## III. Igniting the Heart

### A. Spark Plug Sentences

1. Place the following sentences on slips of paper in a hat, a shoe or an open mouth.
2. Explain that each of the slips of paper contains a statement to get the group thinking.
3. Invite a volunteer to pull a slip out of the hat and respond in this way: "I agree/disagree with this idea because _____, and I'd really like to hear what _____ (another student or leader) thinks about it."

4. If your group is particularly uncomfortable talking, you might want to use a conversation ball (or paper wad or small piece of furniture) to be thrown from one speaker to the next, so that the speaker always has the ball.
5. Invite the group to ask questions to clarify the instructions.
6. Have the first person draw from the hat one of these sentence:

   a. Most people, after they are 15, don't change.
   b. Most people want to change things about their lives, but they don't know how.
   c. You can predict a person's future by knowing what kinds of things he or she has memorized.
   d. You can predict a person's values by knowing what kinds of things he or she has memorized.

### B. Consulting the Experts—Psalm 119:9,11; Romans 12:1-2; Joshua 1:8

1. Before class, ask three students to be the Bible experts for the day.

   a. Give each one of them one of the above verses, and explain that you would like for them to take 30 seconds each to explain what the verse means and then answer questions about that verse.
   b. Prep these experts with the point of the lesson for the day: the power of having our lives transformed by what we put in our heads and hide in our hearts (ultimately leading to the positive impact that the habit of memorizing Scripture can have on a Christian's life).

2. Keeping it Fascinating

   a. You may want to create an "Expert's Corner," complete with a sign and a table and chairs (if you did the game show, you could simply write Expert's Corner on the back of the game show sign).

b. You could also come up with costumes of some kind for the experts—ministerial robes, doctor's coats, a coat, tie and briefcase combination.
c. As you introduce the experts, you could always kick in some game show tune background music just to keep it interesting.

3. Explain to the group that today you decided to bring in a few experts on the three verses that the group will be looking at today.
4. Explain that those experts will take a minute to explain what those verses mean and then they will be open to questions from the group. Invite the group to think of questions they have for the experts.
5. Invite the group to ask questions to clarify the instructions.
6. Have the Psalm 119:9, 11 expert speak, then the Romans 12:1-2 expert, and then the Joshua 1:8 expert.
7. Invite the class to ask questions to clarify the instructions.
8. Depending on what the class doesn't ask, ask the following questions of the experts to bring clarity to the implication of the meaning of these verses.

    a. To the Psalm 119 expert

        1) These verses talk a lot about keeping pure and avoiding sin. Those ideas sound pretty religious, sort of like how to be a goody-goody. Can you explain why a normal person would want to avoid sin and be pure?
        2) Your verse said something about how to keep from doing stupid stuff you don't really want to do (sin). How did it say we could keep from sin?
        3) What do you think it means to "hide God's word in our hearts"?
        4) Does this verse suggest what happens if we don't hide God's word in our hearts?

    b. To the Romans 12 expert

        1) Your verses talked about transformation. According to these verses, how can people really change?
        2) If renewing the mind is the secret to change, what ideas do you have about how to renew your mind?

    c. To the Joshua Expert

        1) This verse promises prosperity and success to a certain kind of person. What kind of person was that?
        2) It also talks about meditating. Suppose I don't want to move to a monastery. How am I supposed to meditate?

9. Applaud for the experts and dismiss them.
10. Process Questions

- **Since we're talking about habits, can you see a habit that these verses all seem to be pointing to?**
- **Suppose you were to start the habit of Bible memory, would you know how to do it?**
- **What would be the biggest obstacles?**
- **Who would you go to if you wanted to know how to get started?**

### C. Personal Assessment—Fruit-Basket Turnover Style

1. Explain to the group that you want to give them the chance to evaluate and predict the impact of what they are putting in their minds.
2. Distribute journal sheets and pencils.
3. Read through the journal sheet assessment instructions (question 1), and invite the group to ask questions to clarify the instructions.
4. Explain that you will give the group 3 minutes to complete the assessment.
5. Give the group three minutes to complete the assessment.
6. Take all the sheets and place them on the floor in the center of the room.
7. Ask everyone to take one of the sheets (not their own sheet).

8. Ask each person to take a look at the assessment they have picked up and write a prediction (in the blank by question 2) of what will happen spiritually to the person whose assessment they have drawn.
9. Invite the group to ask questions to clarify the instructions.
10. Give the group two minutes to write their predictions.
11. Collect all the sheets and read the predictions aloud to the group.
12. Process Questions

- **How accurate do you think these predictions actually are?**
- **What is the biggest need you see, based on these predictions**
- **What is the hardest thing about avoiding mental junk food and mental poison?**
- **What is the hardest thing about it dieting?**
- **What is the hardest thing about maintaining a diet of mental health food?**
- **Do you think it is possible for normal, average, everyday, garden-variety Christian teenagers to choose to fill their minds with spiritually healthy input? How would you respond to people who say that it is just not realistic?**
- **What changes would the average teenager need to make to make that happen?**

## IV. Taking It Home

### A. Review the Habits with the group

Hang time with God
Accountability Partner
Bible Memory
Involvement in the Church

Tithing
Servants Heart

**B. Are You Ready?**

1. Explain to the group that one of the values of our youth ministry is that we become independent in Christ as we learn specific habits of faith.
2. Challenge the group members to consider committing to some goal for Scripture memory (one of the habits) over the next year.
3. Ask everyone to complete question 3 on the journal sheet if they are willing to make the decision to memorize at least one verse over the next year.
4. After the group has completed the journal sheet, ask the following process questions.

   - **What could keep someone from meeting the goal they have set just now?**
   - **What kind of support would be helpful for you as you try to meet the goal of committing a certain number of passages to memory?**

**C. Testimony Time: If there has ever been a time when a Scripture came to mind for you at a time when you particularly needed it, share that story with the group.**

**D. Close the group in prayer.**

↓ JOURNAL SHEET BELOW ↓

# Journal Sheet
# "The Secret to Lasting Change"

1) Complete the following graph by listing all the mental input you received this past week (at least all you can remember). Consider movies, music, magazines, reading, television, conversations with friends, meetings, church activities, etc. Be as specific as possible.

| Spiritual Health Food | Spiritual Junk Food | Spiritual Poison Food |
|---|---|---|
| | | |

2)

3) I'm ready to start this habit. I'd like to set a goal of memorizing:

1 2 4 12 24 (circle one) verses this year.

Name: _____