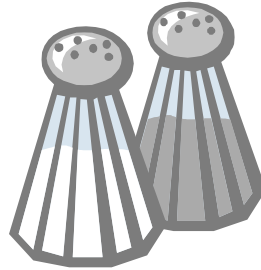


# SPICE RACK.®

## 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@marchitects.com](mailto:colyer@marchitects.com) with any questions!

# “HOW DO YOU SPELL ANTINOMIANISM?”

## Jude

### I. Gathering (Attendance, Announcements, First-Timers)

### II. Engaging the Brain



#### A. Musical Hint, Hint

1. Dust off an old recording of “Hey Jude” by the Beatles, and have it playing as the group enters today.



2. Once you have finished with all the attendance, turn off the music and explain to the group that they have just heard a musical clue about what book of the Bible they'll be looking at today.
3. Invite the group to guess the obvious, and then offer a dollar to the first person who can tell the group something about the book of Jude, besides who wrote it.

## B. Check-In Go Around: Driving Experiences

1. Starting with the person in your group most likely to be a race car driver, ask each person in the group to check in today by answering one of the following questions.
2. Check-In Questions
  - What is the worst driving experience you have ever had—either as a passenger or a driver?
  - Who is the safest driver you know?
  - If you had to be driven around for three months by one person, whom would you pick as your driver and why?
  - For those who have had driver's ed: Tell about your driver's ed experience.
3. Intro Mini-Lecture: *The book we'll be looking at today has a sense of urgency about it. The change in urgency feels a bit like the difference between a driving teacher teaching in the classroom (relaxed, no risk) and a driving teacher out in the car with a first-time driver behind the wheel.*
4. Process Questions
  - What differences would you expect to see in those two different kinds of driving teachers?
  - Does anyone have a clue what book of the Bible we'll be looking at today?

## C. The Dictionary Game



1. Distribute 3x5 cards and pencils to the group.
2. Explain how the game works.
  - a. A word will be selected from the dictionary. That word and correct definition will be written on a 3x5 card.
  - b. After the word is given, each person has three minutes to write his most convincing definition of that word.
  - c. After three minutes, all cards (including the one with the correct definition) will be collected and put into a single pile.
  - d. The cards will be read twice, and the group will listen for what they think is the correct definition.
  - e. Everyone will vote on the definition they think is correct.

- f. The group will be told the correct definition, and the definition-writer whose definition gets the most votes is the winner.
3. Invite the group to ask questions to clarify the instructions.
  4. If you have a group that loves games, you might try a warm up round with a wild word you find in the dictionary. Once the first round is over, give the word, “antinomian.”
  5. Write the correct definition of antinomian: “One who is without law, particularly referring to a group of Christians in the early church who believed that God’s grace allowed them to indulge in all sorts of immoral behavior, particularly of a sexual sort.”
  6. Play the game and award a winner.
  7. Process Questions
    - Do you think God forgives those who sin, when they know it is wrong and know they will be asking for forgiveness later on?
    - Do you agree with this statement?: “Since God forgives every sin we commit, he doesn’t really care what we do as long as we love him.”
    - What kind of person would be the opposite of an antinomian? (a person who thinks that all that
    - God cares about is works and being good)
  8. Mini-Lecture: *The lesson today has to do with a church that was struggling with leaders who were teaching “antinomianism.” Jude has some strong words for them.*

### III. Igniting the Heart

#### A. Reading Through the Book of Jude [With Feeling(s)]



1. Begin this exercise with a demonstration on the board.
2. Invite one or two students to come up to be the designated artists.
3. Ask one or both of your “artists” to draw each of the following faces in as simple a form as possible (you may need to give an example):
  - a. A sad face
  - b. An angry face
  - c. A surprised face
4. Give each student a sheet of paper and a pencil. If you so choose, you can give the students a sheet of paper that has a copy of the book of Jude (with very wide margins on the sides).
5. Explain that you are going to give the group the chance to take creative notes on the book of Jude.
6. Explain how the process will work:
  - a. The teacher will read the entire book of Jude aloud (it’s only one chapter).



- b. As Jude is being read, instead of the group taking notes with words, they will take notes by drawing faces on the page.
- c. When the reading is done, everyone should have his or her own set of faces drawn on the page.
- d. For those who might feel artistically challenged, they may write a single word under each face to help them remember what emotion each face represents.

7. Invite the group to ask questions to clarify the instructions.
8. Read the text aloud while the class draws faces.
9. Process Questions

- **Look over the faces you drew. What is the most repeated face that you see?**
- **What do the faces on your page tell us about the message that Jude is giving?**
- **What things did you hear that might have a relationship to us today?**
- **Is there anything in this chapter that the leadership of our church needs to hear?**
- **Jude speaks pretty harshly against these leaders who are teaching the wrong things. During the Spanish Inquisition, some who didn't believe everything the church said were tortured. Do you think Jude would advocate torture or burning at the stake or any other kind of violence against these false leaders?**
- **If not, what action do you think he would recommend?**

## **B. Tension-Getter/Case Study**

1. Read the following case study to the group:

Your youth group is really growing, especially since the arrival of the new, incredibly cool youth minister. Everybody loves the group, especially now that some of the rules are looser.

For example, the keg party/Bible studies have been a big success. You have been amazed at the insight folks in the youth group have gained after a few beers. Over 1,000 kids came to the naked Jell-O wrestling outreach event, and over 250 of them accepted Christ. These new believers especially liked the part about "being free from the law." But nothing had quite the impact of the youth minister's talk about living "transparent lives," illustrated by a wet T-shirt contest.

Some of members of the youth group, though, have expressed some concern that the new leader's methods, though extremely engaging, are missing much of the Christian message.

2. Process Questions

- **If this group kept going in this direction, where do you think it would be in a year?**

- If a youth group leads kids to Jesus Christ, doesn't that automatically make it okay?
- If you were a parent in of a youth in this church, what would you think about this group— especially if your son or daughter was finally enthusiastic about going to church?
- What do you think Jude might say to this kind of youth group?
- (You could break up into faux committees to answer this question): If you were the youth council assigned the job of deciding what direction to take the youth ministry, what action would you recommend?

### C. Journal Sheets: Make Your Own Case

1. Distribute Journal Sheets and pencils to the group.
2. Intro Mini-Lecture: *Jude seems to be big on condemning people who think that the Christian life is about believing things without a change in a lifestyle. He is clearly against people who say they believe in Jesus but then deny him by the way they live. You may have noticed that he draws on quite a few examples— both good and bad examples to make his point that believers need to live godly lives as well as believe in God.*
3. Have the group complete the questions on the “Hey Jude” sheet.
4. Process Questions
  - How many of you were able to come up with at least one name under question #2? Three names? Five names?
  - Do you think there is any connection between the number of people you know who are living godly lives and how easy it is for you to do it?
  - When one of your friends is doing something that is obviously stupid and wrong, what kinds of things could actually cause his behavior to change?
  - Which has the most influence on your behavior—people (friends, parents, teachers, etc.) or pain (doing something stupid and losing friends over it or losing freedom to do what you want)?

## IV. Taking It Home

### A. Final Forced Choice: The Grace/Works Debate



1. Ask the entire class to stand in the center of the room.
2. Explain that you will be giving the group a choice between two options and that each option will be represented by a different side of the room.
3. Explain that, after you read the options, everyone needs to move to one side of the room or the other to indicate which statement is closest to what he or she really thinks.

4. Remind the group that they may not completely agree with either statement but that they still need to pick the statement they agree with the most.
5. Invite the group to ask questions to clarify the instructions.
6. The Choice
  - a. Option 1 (right side): If your relationship with Christ doesn't make any difference in the way you live, you are missing the whole point.
  - b. Option 2 (left side): What matters most for the Christian is loving God and letting God change us in God's own time.
7. Once the groups have moved to the different sides, give each side one minute to try to convince the other side that they are right.

B. **Mini-Lecture:** The Christian life is not just about doing good things and ignoring God, nor is it about believing in God without it changing our lives. The Christian life is about receiving God's amazing, unconditional love and then trusting that God knows best how our lives are to be lived.



C. **Ask one of the group members (pre-arranged) to close the class in prayer.**

↓ **JOURNAL SHEET BELOW** ↓

**JOURNAL SHEET**  
**JUDE**  
**“HEY JUDE!”**

1) Jude makes a strong case that Christians are not just people who believe certain things. For Jude, they are a people who live differently. In his letter, he uses at least 8 examples common to his reader to make his point. If you were asked to make the case for why Christians need to lead a different kind of life, how would you do?

\_\_\_ I'm ready.

\_\_\_ Okay, I guess.

\_\_\_ Lousy. I don't have any idea what I'd say.

\_\_\_ Why would I care?

2) Jude also uses lots of examples. How many names of people could you come up with who are examples of people you know who live a godly life? Take one minute and come up with as many as you can think of.

Quickie Follow Up Questions:

In our group, I wish...

\_\_\_ ...we emphasized more how much God loves us and talked less about things we need to change in our lives.

\_\_\_ ...we focused more on living the kind of exceptional lives God wants us to live and held each other accountable to live that way.

\_\_\_ ...we actually liked each other.

\_\_\_ ...it was a lot different than what it's like with my friends at school.

\_\_\_ ...\_\_\_\_\_

The one area of my life where it is the hardest for me to live consistently as a Christian is...

Prayer requests or concerns you would like to pass on to your youth leaders: