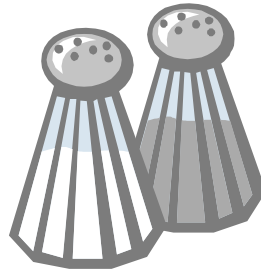


# SPICE RACK®

## E-Curriculum



by Mark DeVries

## “FAMOUS LAST WORDS”

### Matthew 28:19-20

I. **Gathering (First Timers, Attendance, Announcements, Class Traditions)**

II. **Engaging the Brain**

#### C. **The Match Game: Famous Last Words**

1. Hang the following “famous last words,” each on a different sheet of paper on the walls around the room (just the last words, not the name of the person who spoke them):

**Beethoven, Ludwig van (1770-1827)**

"Friends applaud, the comedy is over."

**Caesar, Julius Gaius (100-44 B.C.)**

"You too, Brutus?"

**Cobain, Kurt (1967-1994)**

"Frances and Courtney, I'll be at your altar.

Please keep going Courtney,  
for Frances.

for her life will be so much happier  
without me. I LOVE YOU. I LOVE YOU"

**Edison, Thomas A. (1847-1931)**

"It's very beautiful over there."

**Hilton, Conrad N. (1887-1979)**

"Leave the shower curtain on the inside of the tub."

**Jefferson, Thomas (1743-1826)**

"This is the Fourth?"

**Joan of Arc, Saint (1412-1431)**

"Hold the cross high so I may see it through the flames!"

**Marx, Karl (1818-1883)**

"Go on, get out! Last words are for fools who haven't said enough!"

**Roosevelt, Franklin Delano (1882-1945)**

"I have a terrific headache."

2. Create a famous person sheet with the nine names listed above, each name with a blank beside it.
3. As the group members arrive, give each person a pencil and a famous person sheet, and invite them to go around the room matching the famous last words with the famous person who spoke it.
4. After checking in with the group and giving the correct matches, ask the following process questions:

→ **Of this collection of famous last words, which is the most depressing?**

→ **Which do you think is the closest to something you might say?**

#### **D. For the Child at Heart: Red Light Green Light**

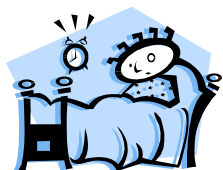


1. Play an old-fashioned round of "Red Light/Green Light"
2. For those who may have had a deprived childhood, here's how you play:
  - a. Everyone lines up on one side of the room.
  - b. You are "it."
  - c. When you say "green light," the group moves toward you and you turn away from them.
  - d. When you say "red light," the group has to freeze and you turn around.
  - e. Anyone who is still moving when you turn around has to go back to the starting line again.
  - f. The first person to get to you wins.
3. Explain the rules of the game.
4. Invite the group to ask questions to clarify the instructions.

## 5. Process Questions

- What are all the meanings that the color green could have?
- Which of those meanings do you think might have something to do with our class today? (you could write the most popular answers on a prediction board, and let the kids see how well they guessed)
- What are all the meanings that the word “Go” could have? (e.g., run faster, do something, leave where you are, leave me alone, etc.)
- Which of these meanings do you think we might be focusing on today? (again, you could use the prediction board).

## E. Check in Question



1. Move the group into a circle.
2. Starting with the person in the group who was the last to arrive today, invite each person to answer the following check-in question:

*What was the last thing you said last night before you went to bed?*

## F. Final Letter to Your Loved Ones

1. Have the group imagine that today is their last day to live and that they need to write a note, saying some final words to their loved ones.
2. Distribute paper and a pencil to each person.
3. Give them 3 minutes to write their “last words” using this form...

Dear \_\_\_\_\_,

Hey, thanks for...

I'm sorry about...

I just want you to remember...

One thing I'd like to ask you to do for me is...

4. Collect the letters and (with permission) read a few of the final two sections (“Just remember” and “I want to ask you to...”).
5. Process Questions

- If you were to get a final message from someone you loved just before they died, how important would that message be to you?
- How seriously would you take their advice?
- If there was something they asked you to do, would you do it?
- Are there people in your life whose advice you would listen to just as much, even though their advice was not in their last words?

→ Does anyone remember Jesus' last words to his disciples?

### III. Igniting the Heart

#### A. Scriptographics: The Text—Matthew 28:18-20

1. Have the following text written on a flip chart or poster board in the front of the room:

Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."

2. Give crayons to two members of the group.
3. Ask them to go to the board and make at least two of the following markings and then give the crayon to someone else in the group to do the same thing.
  - a. Circle the part you don't understand and put a question mark by it.
  - b. Draw a square around the part that you think is the most important to our group.
  - c. Draw a squiggly line through the part that you think is the hardest for us to actually do.
  - d. Draw an arrow pointing to what you think is the most important word of the text.
4. Once 6 or 8 kids have had a turn and the text is sufficiently marked up, ask the following process questions



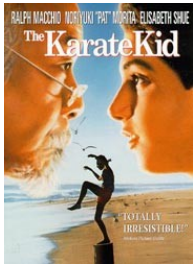
- What do these markings tell you about what is most important to our group about this text?
- Do you agree?
- What do these markings tell you about what is hardest about this text?
- Does anyone have any explanations for the things that were marked as questions?
- It seems like Jesus is assuming that these guys know how to make disciples. How would they have learned?
- How well-equipped do you feel to make disciples?
- How did Jesus make disciples?
- Do you think this is just for the original 12 or for all of us?
- Where are they supposed to go?
- Give our class a grade—how well are we doing at following this final commission of Jesus?

#### B. Forced Choice

1. Explain how the forced choice works.
  - a. Everyone begins in the middle of the room.
  - b. The group is given two options.
  - c. Each person has to choose one option or the other and move to the side of the room that signifies the option they agree with the most.
  - d. Once everyone moves to one side or the other, someone from each side will explain why he or she chose the side that he or she did.
  
2. Invite the group to ask questions to clarify the instructions.
3. The Options
  - a. Round One
    - 1) Move to the right if you think every Christian is automatically a disciple.
    - 2) Move to the left if you think you can trust in Christ and be a Christian without being a true disciple.
  
  - b. Round Two
    - 1) Move to the right if you think every Christian is responsible to make disciples.
    - 2) Move to the left if you think that making disciples is only the responsibility of the ones who take their faith the most seriously.
  
  - c. Round Three
    - 1) Move to the right if you think that if God told you to “make disciples,” you’d know exactly what he was talking about.
    - 2) Move to the left if you think that if God told you to go out and “make disciples,” you’d have no clue what he was talking about.
  
  - d. Round Four
    - 1) Move to the right if you think you become a disciple best by hanging around Jesus.
    - 2) Move to the left if you think you become a disciple best by hanging around other disciples.
  
4. Process Questions
  - **Is there a difference between making a disciple and making a “convert”? What is the difference?**
  - **How do you feel about people your age going out and making disciples?**
  - **Can you think of a teenager you know who has tried to make disciples for Christ without being a weirdo about it?**
  - **How good is our church doing at making disciples?**

- If you were a final product consultant, what would you say is missing from our “finished product” disciples? When people leave our youth group, what is lacking?
- What happens when people become good church people (good Presbyterians, Methodists, Baptists, Community Church people) without becoming disciples?
- Why would it be easier to become a youth groupie than it is to become a disciple?

### C. Video: The Making of the Karate Kid



1. Show some of the “wax on/wax off” clip from the movie, “Karate Kid.”
2. Process Questions

- In this movie, Mr. Miagi was making a disciple. How did he do it?
- How many of you have someone like a Mr. Miagi in your life?
- How many of you would like to have someone like him in your life?
- Where would you look to find this kind of spiritual coach for yourself?

### D. 4x4: The Making of a Disciple

1. Divide the group into smaller groups of four(ish). The younger grades will need an adult in each group.
2. Explain that you are trying to figure out exactly what the process is for making a disciple and that you want to consult the experts—the class.
3. Explain that even though they may not be experts about what the Bible has to say about making disciples, they are experts on how they have become disciples or how people have tried (for better or for worse) to make them into disciples.
4. Explain that you want each person to take one minute to tell the story of how he or she became a disciple. If anyone does not consider himself or herself to be a disciple, he or she can simply tell what others have tried that hasn't worked.
5. Ask each group to select someone who will record the group's discoveries.
6. Invite the group to ask questions to clarify the instructions.
7. Ask the person in each group who is most often late to start.
8. After 3 minutes or so (or the groups are finished, whichever comes first), ask each group to give a one minute report of their findings.
9. Process Questions

- Based on what we have heard, what ideas do you have for how we could create a logical process for making disciples, one that is consistent with what seems to have worked in most of our lives?
- What were some of the things that didn't work in the disciple-making process?

→ How important do you think it is to have more than one person involved in your disciple-making? Why?

### E. Sparkplug Sentences: For the Classes Who Want to Dig Deeper



1. Drop the following sentences into a hat and use them as sparkplugs for deeper discussion:

- a. It is arrogant for Christians to “make disciples,” as if everyone else should become like Christians.
- b. When Jesus says that we are to make disciples of all nations, he means every Christian is responsible either to go to a foreign country to make disciples or to support someone else who has gone to make disciples in a foreign country.
- c. I would never want anyone to “disciple” me.
- d. The best way to become a disciple is to figure it out for ourselves without the interference of anyone older.
- e. There are no real “disciples” in our youth group.
- f. Teenagers should not try to make disciples because they are simply not spiritually mature enough yet.
- g. Sometimes I wonder if I’m really a disciple.

2. Explain how the process works:

- a. One loquacious youth draws a slip of paper from the hat, responds and then says, “That’s what I think, but I’d be fascinated to know what \_\_\_\_\_ thinks,” as he passes the slip to that person.
- b. After the second person gives a response, open the topic to the rest of the group.
- c. Before the group winds down, move on to the next sparkplug statement and the next gregarious responder.

## IV. Taking It Home

### A. Senior Interview

1. Bring in a few high school seniors who will be or have just recently graduated.
2. Ask them the following two questions:
  - a. What parts of learning to be a disciple do you think you missed out on?
  - b. What advice would you give to those who are younger disciples about the best ways to become a disciple?

### B. Journal Response: Where are you?

1. Distribute the journal sheets to the group.

2. Ask the group members to indicate “where they are” in response to this story by circling one of the following options on their journal sheet.

*I'm ready, and I even know where I'm going.*

*I'm ready, send me somewhere.*

*I'm a disciple, but I'm not ready to be sent out.*

*I'm not even sure if I'm a disciple myself.*

*I'm not a disciple, but I'm thinking about it.*

*I'm not a disciple, and I doubt that I ever will be.*

3. Remind the group that names are optional on the sheet.

**C. Invite one of the kids to close the class in prayer today (in the younger grades, it would be prudent to line up your prayer before class).**

↓ JOURNAL SHEET BELOW ↓

## JOURNAL SHEET

*Matthew 28:19-20*

*"Famous Last Words"*

### **So where are you?**

- € I'm ready, and I even know where I'm going.
- € I'm ready, send me somewhere.
- € I'm a disciple, but I'm not ready to be sent out.
- € I'm not even sure if I'm a disciple myself.
- € I'm not a disciple, but I'm thinking about it.
- € I'm not a disciple, and I doubt that I ever will be.