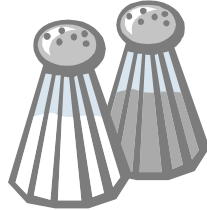


# SPICE RACK®

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

# “WHERE DO YOU HIDE?”

## Psalm 32:1-7

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

### II. Engaging the Brain

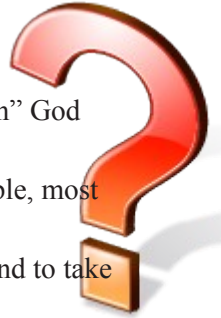
#### A. Forced Choice

1. Ask the group to stand and move to the center of the room.
2. Explain how the forced choice works.
  - a) The group will be given pairs of options (for example, “Do you like blue or do you like green?”).
  - b) After each pair of options is given, each person will move to one side of the room or the other to indicate which option he or she agrees with the most.



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- c) Once everyone has moved to one side of the room or the other, someone from each side will tell why he or she picked that particular side.
3. Invite the group to ask questions to clarify the instructions.
  4. The Option Pairs
    - i) Which do you think is more natural for Christian teenagers—hiding “in” God (one side) or hiding from God (the other side)?
    - ii) When in trouble, most people go to God first (one side). When in trouble, most people go to God last (other side).
    - iii) Do you tend to admit you are wrong too quickly? (one side) Do you tend to take too long to admit you are wrong? (the other side)
    - iv) Guys have a harder time admitting they are wrong. (one side) Girls have a harder time admitting they are wrong. (the other side)
    - v) It is easier for you to thank God for things. (one side) It is easier for you to admit to God that you have done something wrong. (the other side)



### B. Check-In Questions



1. Write the three check-in questions on the board.
  - ✓ *Where was your favorite hiding place when you were little?*
  - ✓ *In your family, what is the rule about admitting that you are wrong? (We always do it, we never do it, etc.)*
  - ✓ *What do you think would be the best hiding place here in the church?*
2. Explain how the check-in process will work.
 

Starting with the person with the most clothes on, the group will go around the circle, having each person answer one of the three check-in questions that are on the board. If your class is over 15 students, you may want to divide into smaller groups.
3. Invite the group to ask questions to clarify the instructions.
4. Let the group(s) check in with the questions.
5. Review/Intro Questions
  - ➔ **What kinds of things would you expect to happen to a football team that didn't examine how it was playing?**
  - ➔ **Based on the hints you may have already picked up about our topic today, do you have any ideas about what text from the psalms we may be talking about?**

### C. Line Up




1. Place a large “1” on the wall at one end of the room and a large “100” on the wall at the opposite end of the room.
2. Explain that you want the group members to stand somewhere between the 1 and the 100, in answer to this question: “How hard is it for you to admit you are wrong?”
3. Explain that they would stand closer to the 1 if they have **no problem** at all admitting they are wrong, and closer to the 100 if it is **really hard** for them.
4. Invite the group to ask questions to clarify the instructions.
5. Have the group members move into a single file line between the two numbers.

6. Once everyone is in place, ask the following process questions:
  - **Would you agree with this statement: “Most of us are wrong a whole lot more than we admit it”?**
  - **Why is it so hard for some people to admit that they are wrong?**
  - **How does it feel being around someone who can never say “I’m sorry” or “I was wrong”?**
  - **What happens to folks who can’t seem to ever admit that they are wrong? To their friendships? Their work? Their families?**

### III. Igniting the Heart



#### A. Circles, Squares and Stars—Psalm 32

1. Distribute Journal Sheets and pencils to the group.
2. Review the instructions on the top of the Journal Sheet with the group:
  -  a. **CIRCLE** anything in this psalm that most of your friends just wouldn’t agree with.
  -  b. Draw a **SQUARE** around anything in the psalm that you have trouble believing is true.
  -  c. Put a **STAR** beside the words that really ring true for you.
3. Invite the group to ask questions to clarify the instructions.
4. Give the group three minutes to place their marks on their Journal Sheets.
5. 2x2 Titling
  - a. Have everyone pair up with one other person in the class.
  - b. Explain that the pairs have one minute to come up with a “headline” for this psalm that summarizes what it is really all about.
  - c. Invite the group to ask questions to clarify the instructions.
  - d. Give the pairs one minute to come up with their headlines.



6. Process Questions
  - **What kind of headlines did you come up with?**
  - **Which it easier—to admit to God that you have done something wrong or to admit to each other that you have done something wrong?**
  - **What did you come up with most—circles, squares or stars?**
  - **What kinds of things in this text would your friends disagree with the most?**
  - **What kinds of things did you have the most trouble believing?**
  - **Where did you put your stars?**
  - **Guys are often taught not to admit that they are weak or wrong. Do you think that, in this area, more effort is required of guys than of girls?**
  - **Has anyone heard anyone admit he or she was wrong in the past week? The past month?**
  - **Is there anything in these verses that makes you want to change?**

#### B. W. (write) Y. (your) O. (own) Prayer

1. Explain to the group that Psalm 32 is a specific type of prayer called a prayer of repentance and confession.
2. Invite the group to use the format at the bottom of the Journal Sheet to write a prayer of confession of their own.
3. Give them three minutes to do their writing.
4. Process Questions
  - **What do you think about written prayers?**
  - **Do you think you are being more or less honest with God when you write a prayer than when you spontaneously pray?**
  - **Were any of you able to say things in writing to God that you don't normally say?**
  - **Did the practice of actually writing the words out help or hinder your sense of actually connecting with God?**

### **C. For the Intellectuals Among Us: A Dialogue with Socrates**

1. Before class begins, write the following quotation (or at least paraphrase) on the board or a flip chart in the front of the class:

**“The unexamined life is not worth living.”**  
**—Socrates**



2. Cover the quote with a piece of paper all during the class.
3. Write on the cover sheet: “Brainiac Option”
4. Explain, without revealing the quote, that you want to introduce them to a famous quote from a person who was not a Christian.
5. Explain that you want to show the group the quote and then have them respond by saying whether they think the famous quote agrees or disagrees with the primary message of Psalm 32.
6. Ask one of the students to repeat the directions, just to confirm that everyone understands what they are to look for.
7. Once you have unveiled the quote, ask the following process questions:
  - **What do you think—would Socrates basically agree or disagree with the psalm we've been looking at today?**
  - **When Socrates was living, he was concerned that very few people ever examined their lives. Do you think that his idea is more true today than it was then?**
  - **Why might an average Joe at your school not really want to examine his life?**
  - **Have you ever had something happen that forced you to take a look at your life in a whole new way?**

- What kinds of things are most likely to make that happen?
- Do you think most sermons cause people to examine their lives?
- What about solitude? What about silence?

#### **D. Silence: An Examination of Conscience**

1. Offer the group the opportunity to walk through an ancient practice called “an examination of conscience.”
2. Explain that the group will take three minutes of silence (warn them that it might feel like an hour).
3. Ask them to find a comfortable place in the room, close their eyes and to walk through the following exercise:
  - a. Think back over the past week, remembering any times when you know you fell short of God’s best for you...maybe it was at school, at home, at church or when you were all by yourself (take two minutes to do that)
  - b. Honestly admit to God each of those things as sin, and ask for God’s forgiveness and restoration (take one minute to do that)
4. Process Questions
  - How did the silence feel?
  - Was it harder or easier than you expected?
  - Was it too long?
  - What do you think about this process—did it help in any way?
  - Can you think of a time that it might be more helpful?
  - What parts of it really didn’t work for you?



### **IV. Taking It Home**

#### **A. Rip It: Just for Me**

1. As you wrap up the class today, ask each person to tear a single verse out of Psalm 32, as a reminder of the most important message that a person received this morning from this psalm.
2. Invite the group to ask questions to clarify the instructions.
3. Give the group one minute to do their tearings.

#### **B. Optional Check Out:**

Conclude the class by allowing each person (or a few volunteers) to tell about what part of the psalm he or she is hanging onto.

### **C. Closing Prayer Options**

1. Close with a time of silent confession, after which you conclude the prayer out loud.
2. Close by having the group read Psalm 32:1-7 together.
3. Invite a few of the students to pray a prayer of confession on behalf of the whole class.

# WHERE ARE YOU HIDING?

## Psalm 32:1-7

### Journal Sheet



• **CIRCLE** anything in this psalm that most of your friends just wouldn't agree with.



• Draw a **SQUARE** around anything in the psalm that you have trouble believing is true.



• Put a **STAR** next to the words that ring true for you.

Happy are those whose sins are forgiven, whose wrongs are pardoned.  
Happy is the man whom the Lord does not accuse of doing wrong and who is free from all deceit.

When I did not confess my sins, I was worn out from crying all day long.  
Day and night you punished me, Lord; my strength was completely drained, as moisture is dried up by the summer heat.

Then I confessed my sins to you; I did not conceal my wrongdoings.  
I decided to confess them to you, and you forgave all my sins.

So all our loyal people should pray to you in times of need; when a great flood of trouble comes rushing in, it will not reach them.

You are my hiding place, you will save me from trouble.  
I sing aloud of your salvation because you protect me.

Lord, I have...

But I haven't...

I'm sorry that I...

Forgive me and help me to...



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