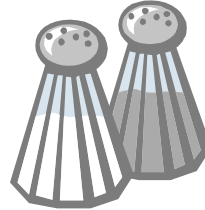


SPICE RACK®

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!

“WHO ARE YOU, ANYWAY?”

Psalm 8

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

II. Engaging the Brain

A. For the Technologically Advanced: Goo Software

1. There is some computer software out now that allows you to take a picture and distort it in funny ways (I've found it offered as "free after rebate" several times!).
2. Before class begins today, take a few pictures of kids in the class and distort their faces using this "goo" software.



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3. Print out these pictures and have them hanging around the classroom when the group comes in. Place a number under each picture.
4. As group members arrive, give each person a pencil and a piece of paper, and have them try to guess the name that goes with each distorted face.
5. Process Question (once everyone has written their answers)

- **What did you get for number 1?...2?...3? etc.**
- **Any clue what we'll be talking about today based on this little exercise?**

B. What's That Hiding in Your Socks?

1. Put 10 small random objects (e.g., a pen, a thimble, a screw, a washer, etc.) in 10 socks.
2. Run a string across the middle of the room, like a clothes line.
3. Place a number on each of the socks.
4. Hang the filled socks from the string.
5. When the group comes in, hand them a sheet of paper that is numbered 1-10 (or have them number the paper themselves).
6. Explain that their mission is to guess what is in each sock.
7. After the group has had the chance to write out their guesses, check their answers to see who got the most correct (Give a pair of sock to the winner).
8. Process Questions

- **Can you think of ways that people are like these socks with something on the inside?**
- **Are you the kind of person that likes to keep a part of yourself hidden or are you more the kind of person who likes for everyone to see you clearly for who you are?**

C. A Little Clip From Disney: Snow White



1. Play the "Mirror Mirror" clip from Snow White, when the queen is asking the mirror, "Who's the fairest one of all?"
2. Process Questions

- **What did you notice in this clip?**
- **Is there a lesson here about how to live or how not to live?**
- **In this clip, the queen looked to the magic mirror to decide how valuable she was. What mirrors do people around you look to to determine their value?**
- **How accurately do you think most people see themselves?**
- **Do you think the people you hang around tend to think too highly of themselves or not highly enough of themselves?**

D. Newspaper Fashion Show



1. Bring a pile of newspapers and some masking tape to class today.
2. Divide the group into teams of 5(ish) each.
3. Give each team a pile of newspapers and a roll of masking tape.
4. Have each team pick a “model” whom the group will “dress” in newspapers.
5. Once each team has picked a model, explain that the teams will have 3 minutes to make a fashion creation out of newspapers and clothe their models with it.
6. Invite the group to ask questions to clarify the instructions.
7. Give the groups three minutes to make their fashion creations.
8. Have each team present its model to the group (ideally with an announcer from each group describing the unique fashion presentation).
9. You may want to take pictures to have out next week.
10. Process Questions

→ **Is there an obvious fashion winner?**

→ **Some people say that what you wear determines who you are. What do you think?**

III. Igniting the Heart

A. The Text: Read this when...

1. Ask the group members if they have ever seen something in the front of a Bible that recommends things to read when you are in different situations (e.g., “When you are depressed, read...” or “When you feel betrayed, read...”)
2. If you happen to have a Bible that has one of these helps, you might show one to the group.
3. Have the group imagine that they have been hired to create a heading for a particular chapter of the Bible.
4. Distribute copies of Psalm 8 (or pass out Bibles and have them read the psalm out of the Bible).
5. Explain that their mission is to read the psalm and then complete this sentence: “Read this when you are feeling...”
6. Invite the group to ask questions to clarify the instructions.
7. Give the group members 3 minutes to read the text and come up with their recommendations (“Read this when you...”).
8. Have the group turn their answers in to you, and read them one at a time.
9. Process Questions

→ **Which of these ideas would get the most people to read this psalm?**

→ **What do you remember from this psalm? What stood out most to you?**

→ **Can you think of anything this text had to say about the value of people? What do you remember?**

B. Case Study:

1. Read the following case study to the group:

Jennifer just turned 18 years old and immediately moved out of her parents' house in October of her senior year. She just couldn't take the strictness of her parents' rules anymore. She is now living with the family of a boy from her school (not her boyfriend), but hasn't told her parents exactly where that is. She continues to attend high school and make fine grades. She is no longer speaking to her sister or her brothers, though she goes to the same school as two of them.

She considers herself an atheist or an agnostic, although she had been attending church regularly and was on good terms with her pastor and Sunday School teacher, both of whom she obviously respects. But she hasn't been back to church since she left her house. When she moved out, it was with the understanding that her parents would not pay for any of her future college. She intends never to speak to her parents again.

She has dropped out of cheerleading because they required her to have a drug test. She is very focused at this point on spending time with her college boyfriend, a young man on whom her parents have had a restraining order for the past 6 months.

2. Process Questions

- If you were Jennifer, how would you be feeling right now? About life? About your parents? About yourself? About your boyfriend?
- Where would you be looking to find out how valuable you are?
- How might those places be "distorted mirrors?"
- If you had a crystal ball, what would you predict will be happening in Jennifer's life in 10 years?

C. Spark Plug Quote (for You Calvin Lovers!)

1. Read the following quote to the group:

"...true and sound wisdom consists of two parts: the knowledge of God and of ourselves. But...which one precedes and brings forth the other is not easy to discern...no one can look upon himself without immediately turning his thoughts to the contemplation of God." (Calvin's Institutes, Book One, Chapter One)

2. Process Questions

- Do you agree with Calvin?
- Do you think it is possible to look at yourself honestly without turning your thoughts to God?
- Would you agree that most people who have poor knowledge of themselves have a poor picture of God?

D. The Inside/Outside Box (or Page)



1. Bring a pile of magazines to class today (or you could use some of the leftover newspapers from the earlier exercise) and some glue sticks.
2. Task One
 - a. Invite the group members to go through the pile of magazines or newspapers and find words or pictures that portray what other people think about you.
 - b. Invite the group to ask questions to clarify the instructions before they start tearing out the pictures.
 - c. Give the group 2 minutes to pull out their pictures and words.
3. Task Two
 - a. Invite the group to go through the pile of magazines and newspapers and find words and pictures that accurately portray what they believe God thinks about them.
 - b. Then invite the group to ask questions to clarify the instructions.
 - c. Give the group 2 minutes to complete this task.
4. Box Option
 - a. You will need a small box for each person in the group (a shoebox would work fine).
 - b. Give the group 3 minutes to attach the items collected in the first task to the outside of the box and the items collected in the second task to the inside of the box.
 - c. Before the group starts licking and sticking, invite them to ask questions to confirm the instructions.
5. Paper Option
 - a. Because of the hassle of collecting shoe boxes, you may choose to do the exercise simply with pieces of paper.
 - b. Distribute a single sheet of paper to each person in the class, and ask them to fold their sheets in half.
 - c. Give the group 3 minutes to attach the first task items to the outside of the paper and attach the second task items to the inside of the paper.
 - d. Before attaching, invite them to ask questions to clarify the instructions.
6. After the group has finished attaching, ask the following process questions.

- Would anyone be willing to tell about what they put on the outside and inside of their box/paper?
- Did anyone have anything the same on the outside as you had on the inside?
- What were the biggest differences between the outside of the box/paper and the inside?
- Which perspective do you think has the greatest influence on you—what others think of you or what God thinks of you?
- What happens to a person whose whole identity is wrapped up in what other people think of him or her?
- How do you think the members of this class might be different if they believed the inside of the box more than the outside?

IV. Taking It Home

A. Spiritual Autobiography



1. Give the group three minutes to write about a time in their lives when other people had the wrong impression of them.
2. Before writing, invite them to ask questions to clarify the instructions.
3. After they are done writing, collect their sheets and file them with their previously written pieces from this year.

B. Close the class in prayer.