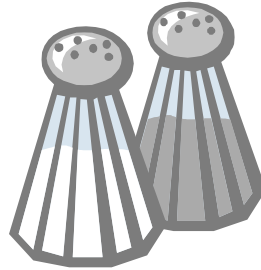


SPICE RACK®

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 with any questions!

“LUKEWARM AND BUSY: SOMEBODY’S FEELING SICK”

Revelation 3

- I. **Gathering (Attendance, Announcements, Class Business)**
- II. **Engaging the Brain**



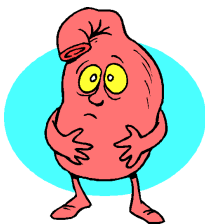
A. The Object Lesson: Have a collection of barf bags spread across the table (or taped around the room) as the group members come in. If you have an airport in your town, one of the airlines will likely be happy to donate these bags.

B. Check-In Go-Around: Two Questions

1. Starting with the person in the group who has missed a day of school or work the most recently because of being sick, ask each person in the group to check-in this morning by answering one of the following check-in questions.
2. The Questions
 - a. *What does being busy do for your faith? Does it help or hurt and why?*
 - b. *Complete this sentence: "One thing that really makes me sick (!) is..."*

C. Tasteless Openings

1. Quick Competition: Regurgitory Wordly Wise
 - a. Divide the class into two teams.
 - b. Explain the rules of this competition.
 - 1) The goal of the competition is to see which class has the highest "vomit vocabulary."
 - 2) Each side will be given 10 seconds to come up with a single word or phrase that is used for the term "vomit."
 - 3) The teams will alternate from side to side after each word, until one side is unable to come up with a word/phrase or repeats one that has already been given.
 - c. Invite the group to ask questions to clarify the instructions.
 - d. Play the game, and award a barf bag to each person on the winning team.
 - e. Process Questions
 - ➔ **How are you feeling right about now?**
 - ➔ **How do you feel about a Sunday School class that focuses on vomit?**
 - ➔ **Any ideas at all where this lesson might be headed?**
 - ➔ **If we ever teach the book of Revelation again, would you recommend that we do this exercise again or just bag it? Why?**



2. Story Telling: "Beat That Barf" Story

- a. Explain to the class that you are going to play "Top the Barf Story"



- b. Invite anyone with a queasy stomach to take a little walk with the adult in the class who has enough sophistication to want to leave at this point (if no such person is normally available to the class, recruit one just in case there are students who need to take a break).
- c. The teacher's story: Tell a barf story from your own life if you have one.
- d. Ask other group members if any of them have stories about barfing from their own lives (the rule is they can only tell stories about themselves, so that we don't set them up to embarrass other folks in or out of the class).
- e. Call in the queasy folks from outside and ask the following process questions.

- ➔ **Are any of you the kind of people who throw up when you see other people throw up?**
- ➔ **How many of you are ready for this part of the lesson to be over?**
- ➔ **Did any of you feel queasy when you heard those stories?**
- ➔ **How many of you feel disgusted about the whole idea of talking about this?**
- ➔ **How many of you grossness-lovers (who don't get disgusted by talking about it) do get disgusted when it is you that is throwing up?**
- ➔ **The Bible talks about throwing up a few times. Any idea what point it is trying to make?**

D. Quickie Review

1. What is the name of the final book of the Bible? (The Revelation of Jesus Christ)
2. The first three chapters are different from the rest of the book. What will you find in the first three chapters? (Letters to 7 churches)
3. What is going on in the world about the time that John is writing Revelation? (lots of persecution of Christians)
4. True or False: Vomit is mentioned in the book of Revelation (True)
5. Does anyone have any idea what the book of Revelation has to say about vomit? (don't give the answer at this point, just let the group know that they will know the answer clearly by the end of the class).

III. Igniting the Stomach

A. The Texts

1. Fascinating Onomatopoeic Word Study—Revelation 3:15-16
 - a. Preview Question: *If the class hasn't already figured it out, ask if they have any last guesses about how vomit fits into*

Revelation. Ask if anyone has any idea who is doing the vomiting and why.

- b. Read the text and give a little Greek lesson: The word delicately translated in this verse as “spit” is not the common biblical word for spit--“ptuo” (no kidding). It is the rarer word “emeo,” traditionally translated “spew!” (again, no kidding). It means what you think--to get sick and vomit.
- c. Process Questions

- ➔ **Why do you think most English translations say ‘spit’ instead of “spew?”**
- ➔ **According to this text, how does God feel about people who are lukewarm about him?**
- ➔ **What would a lukewarm Christian at your school look like?**
- ➔ **When it says that God will spit them out of his mouth, do you think he is saying that anyone who is lukewarm toward him will go to hell?**
- ➔ **Gallup polls say that over 90% of Americans believe in God, but that morality in our country is at a low point. What do you think God thinks about people who believe in him but make no difference in the world?**
- ➔ **If someone wanted to avoid being “vomited out of God’s mouth,” what would you recommend that he or she do?**
- ➔ **Verse 17 describes this church as a rich church. Do you think their richness has anything to do with their lukewarmness?**

2. “I Got It” Reading—Revelation 3: 1-2



- a. Explain to the group that you want to look at a second passage--a letter to another church.
- b. Explain that as you read, you want the group to listen for what it is that God has against this church.
- c. Ask the group members to shout out “I got it!” as soon as they can put into their own words what God’s complaint is.
- d. Invite the group to ask questions to clarify the instructions.
- e. Read the text until at least three people in the group call out, “I got it!” If less than three call out, repeat the reading until they do.
- f. Process Questions
 - ➔ **Put it in your own words—what problem does god have with this church?**
 - ➔ **What might a church today look like if it had a “reputation of being alive but really it was dead?”**
 - ➔ **How does busyness tie in with a church being alive and healthy?**

B. Forced Choice--How About Our Church?

1. Have the entire class stand in the center of the room.
2. Explain that you are going to give several sets of choices. For each one, everyone has to make a decision and move to one side of the room or the other to indicate which statement is closest to what they each believe.
3. Explain that after the group has moved to one side of the room or the other that you will be asking one or two people from each side to explain why they chose their particular sides.
4. Invite the group to ask questions to clarify the instructions.
5. The Questions

a. Our church is a lukewarm church—Right Side

Our church is not a lukewarm church—Left Side

b. Our church is a church that has a reputation for being alive but really, in God's eyes, it is dead—Right Side

Our church is nothing like the church in Revelation that had a name for being alive but really, in God's eyes, it was dead—Left Side

c. Our youth group is a lukewarm group—Right Side

Our youth group is not a lukewarm youth group—Left Side

d. You are either hot or cold in your faith—Right Side

You are lukewarm in your faith—Left Side

6. Process Questions

- ➔ **What did you discover about our group in this exercise?**
- ➔ **What advice would you give to the leadership of a church that was lukewarm?**
- ➔ **What advice would you give to the leadership of a church that was really busy but also really dead?**
- ➔ **When do you feel closer to God—when you are heavily involved in Christian activities or when you are not?**

C. Debate: “Is God Talking About Us Here or Not?”

1. Explain to the group that you want to invite the group to engage in a debate.
2. Describe the two sides of the debate:
 - a. Side One: God is talking about **our** church in these letters we have looked at today.

b. Side Two: God is really not talking about **our** church in the letters we have looked at today.

3. Ask for four volunteers who would be willing to be the debaters.
4. Put four slips of paper in a hat (or shoe). On two, write the words "Side One" and on the other two write the words "Side Two."
5. Ask the debaters to each draw a slip of paper.
6. Explain that regardless of what they really think, the debaters are responsible to debate the side they have chosen.
7. Explain that each debater will get to speak no more than 2 minutes, and that each debater will speak only one time in this order:



- a. Side One Debater #1
- b. Side Two Debater #1
- c. Side One Debater #2
- d. Side Two Debater #2

8. Invite the debaters to ask questions to clarify the instructions.
9. Give the teams members 1 minute to talk to come up with some basic ideas of what they will be trying to say, and who will be speaking first and second.
10. Have the debate.
11. Process Questions

- ➔ **So which side do you agree with more?**
- ➔ **Would anyone from the audience like to extend the debate by asking a question or two of one of the sides?**
- ➔ **When you think about the possibility that God may be talking about us here, how does it make you feel?**
- ➔ **If Jesus were in our class today, and we were to ask him, "So Jesus, what do you want us to do?," what do you think he would say?**

IV. Taking It Home

A. Read Rev. 3:20, asking the group to listen to it as an invitation to our group from God. Remind the group that God is giving us an unbelievable opportunity to know him and make a difference in this world for him, but we need to open the door.

B. Check-Out Question

1. Starting with the person who watched the most tv over the weekend, go around the group having each person answer the check-out question.
2. The Question: "If Jesus were to write a letter to you personally, what is on think you think he might say?"

C. Before class begins, arrange for three different kids to pray for the class, the church and the youth group.

D. Take Home Barfy Reminder: Invite anyone who wants to choose not to live as a lukewarm Christian anymore, to take one of the barf bags to carry in their Bibles (!) as a reminder of their decision.

