

2010

June
2-3rd Grade

[THE WILD]

Virtue: Responsibility—showing you can be trusted with what is expected of you.

Memory Verse: “Whoever can be trusted with very little can also be trusted with much.” Luke 16:10a, NIVBible

Story: Groundwork (in the beginning) • Genesis 1:27-28

Bottom Line: What in the world are you doing to take care of what God made?

Week 1- *GROUNDWORK*

6/6/10

JUNE-Responsibility

Virtue: Responsibility-showing you can be trusted with what is expected of you.

Memory Verse: "Whoever can be trusted with very little can also be trusted with much."
Luke 16:10a, NIV

Bible Story: Groundwork (in the beginning) Genesis 1:27-28

Bottom Line: What in the world are you doing to take care of what God made?

FOR LEADERS ONLY

Ahhh, the first week of June. Kids can't wait to try new tricks at the pool, gardeners' fingers are itching to put green things in the ground, and road enthusiasts are looking forward to weekend getaways with the top down. Who doesn't like late spring? Every sparkling drop of water, caterpillar-green leaf, and high cirrus cloud has God's creativity written all over it. They are gifts to us from God, "who richly provides us with everything for our enjoyment" (1 Timothy 6:17, NIV). But like all God's gifts, they come with a set of expectations: "Now it is required that those who have been given a trust must prove faithful" (1 Corinthians 4:2, NIV). So today we begin taking a look at some of the gifts, and their corresponding responsibilities, with which God has entrusted us. (1) Responsibility is showing you can be trusted with what is expected of you. (2) If anyone has proven Himself trustworthy time and again, it's God, right? After all, who was powerful enough to set the world in place and divide water from land? Who was wise enough to have created seed-bearing plants and seasons so that we'd have an ongoing food supply? Who is so attentive to His creation that He knows when a sparrow falls? No one compares to God in any way, including responsibility. (3) When God said to fill the earth and rule over it, He wasn't talking just to the first human beings. We inherited more from Adam and Eve than just a gene pool; we inherited their God-given responsibilities, too. So today, help kids discover some practical ways to take care of what God made and tell them why. (4) When we take care of the world as if it belongs to God and we're the stewards of it (which it does and we are), that says volumes to our neighbors without saying a word.

6/6/10

Be Creation

SUPPLIES: supplies you've chosen to use; see "Be Creation Handout" (Activity Page)

Prepare for your performance in large group as your group's chosen part of creation according to the "Be Creation Handout." You will move from small group to large group in the manner noted on the handout.

Wrap Up

SMALL GROUP ASSISTANT: "This is such fun! I can't wait to see what all of the other groups are! *[Transition]* **Let's go to large group and find out!**"

6/6/10

A Ball of Yarn

SUPPLIES: balls of yarn

Divide kids into two groups. Give each group a ball of yarn. Ask kids to use the yarn to make an outline or picture of the words you call out. (See below.) Give groups two minutes to work on each outline.

Call out words in this order: tree, ocean, yard, pet, bedroom.

[Apply] After each round, let groups tell one way they take care of the world in respect to the item or place they just drew with the yarn. For example, kids may say that they water a newly planted tree; keep trash out of the ocean; plant flowers in their yard; feed their pet; straighten their room. ***[Personalize]*** Tell kids how you take care of the world as well, such as how you planted a tree in your yard, recycle plastic bottles to keep them out of the ocean or landfills, mow your grass and trim your trees, etc.

SMALL GROUP ASSISTANT: “God gave people responsibilities. He made them responsible for caring for the world. Adam and Eve took care of the garden where they lived. We can take care of the world where we live—both the big world around us and the small world that is part of our everyday lives. ***[Impress]*** What in the world are you doing to take care of what God made? ***[Apply]*** What part of the big world around you are you responsible for caring for? (A park near your home, a river in your city, etc.) What little things are you responsible for caring for?” (A pet, your room, your chores at home, a garden your family tends, etc.)

6/6/10

Little and Much

SUPPLIES: Bibles, globe beach ball

Pass out the Bibles. Lead kids to open the Bibles to Luke 16:10a. If kids need help finding the passage, offer this tip:

Finding verses with 2nd and 3^d graders: Teach them the half-and-half shortcut. Prompt kids to find the middle of their Bibles. They should be in Psalms or Proverbs. Tell them to look at the top of the page to see what book they've found. Then show them how to turn to the middle again (to the right). They should be somewhere in the gospels. Guide them to flip pages to the right or left in order to find Luke. When they find Luke, explain that the big numbers on the page are the chapter numbers. Help them find chapter 16. Explain that the small numbers are verse numbers. Help them find verse 10 in chapter 16. Tell them that the "a" in the verse reference means just to read the first half of the verse. Read the first part of the verse together.

Ask kids to tell you what type of book Luke is. (*A gospel; "gospel" means good news, so a gospel book tells the good news about Jesus*) How many gospels are there? (*Four*) What are the four gospels? (*Matthew, Mark, Luke, John*)

Ask a volunteer to read the verse aloud while everyone else follows along. **[Apply] Ask kids to tell you what little things they're trusted with. (Homework, making their bed, feeding a pet) Who trusts them with these jobs? (Parents, teachers) Who might trust them with bigger jobs?**

- Instruct kids to stand in a circle. Guide them to bounce the beach ball like a volleyball across and around the circle, keeping it in the air as long as possible. Play in three rounds (depending on your time): **Round 1:** As each person hits the ball, she must say the next word in the memory verse.
- **Round 2:** As each person hits the ball, he must name a little thing he is trusted with now. (*Possible answers: making up his bed; putting dishes in the dishwasher; folding clothes; putting his clothes away; putting trash in the garbage can; helping the family with yard work; etc.*)
- **Round 3:** As each person hits the ball, she must name one thing she'd like to be trusted with at some point in the future. (*Possible answers: a dog; cutting the grass with the riding mower; a new musical instrument; learning a new sport; a cell phone; an MP3 player; a computer; to stay by herself without a babysitter; to drive; etc.*)

SMALL GROUP ASSISTANT: [Impress] "What in the world are you doing to take care of what God made? Are you being responsible with your small jobs? Are you showing people who trust you with these jobs that you can be trusted with bigger responsibilities? [Apply] Doing what is expected of you means meeting expectations of parents, teachers, and God. Why does God want you to be responsible and meet the expectations of people who trust you with jobs?" (Give kids time to think and answer.)

6/6/10

Wrap Up

SMALL GROUP ASSISTANT: Conclude today's session by reminding kids of the service project they heard about in large group. Tell them how they can participate, what the deadlines are, and how the items will be used or donated. Be sure to tell kids of any contests you've planned. Encourage them to take seriously this opportunity to be responsible.

Close With Prayer:

"God, we love You and we want to live in a way that makes You happy. We know that You've told us to care for and manage the earth. We're Your managers and we want to do a good job. We want to be responsible with little jobs that help the world around us, like ... *(pause)*. We also want to take care of the world in big ways, like ... *(pause)*. We're sorry for the times when we haven't been responsible. Help us to do better. Amen

6/13/10

Week 2- *NATURAL RESOURCES*

FOR LEADERS ONLY

Just like the gift of His natural world, God has entrusted each of us with the gifts of some “natural resources”: talents, skills, abilities, possessions. And like we said last week, with these gifts comes (1) responsibility, which is showing you can be trusted with what is expected of you. (2) Because God is responsible and has entrusted these resources to us, (3) He wants us to be responsible and put them to good use, to use them in ways that accomplish His purposes. The parable Jesus told about the three guys and how they used their “talents” is a great example of the importance of using what you have responsibly. So today, help kids understand that God gives everyone (including them) stuff to be used for good: their brainpower, musical ability, athletic ability, possessions, their time—whatever they have. (4) When we choose to take care of what God’s given us and to put it to His use, He’ll not only use it for our good, but to benefit others as well.

6/13/10

Hide and Seek

SUPPLIES: paper, pencils

Pass out the paper and pencils. Call out a list of items and let each person write the best possible hiding place for that item. When everyone is done, let kids read their answers for each item and vote on who had the best hiding place for each.

Call out these items: book, balloon, ice cream cone, friend, goat, money.

Wrap Up

SMALL GROUP ASSISTANT: “See how one strand is different from the others? *[Apply]* **That’s to remind you to be different: to do what God says, which is the right thing, and not just do what everyone else is doing if it’s wrong. That’s what the Israelites did.** Whenever you wear your bracelet, remember God wants you to do the right thing ALL the time. *[Impress]* **Don’t get tired of doing the right thing.”**

6/13/10

Using My Stuff

Using My Stuff (*application activity / great for boys*)

SUPPLIES: none

Group kids in pairs. **[Apply]** Assign each pair one of the following scenarios and ask them to prepare a skit showing how they could use their talents, abilities, and possessions by putting them to good use to help others. Allow kids to prepare for several minutes, and then let them present their skits. After each skit, ask audience members to tell how the person used the thing God had given. What was the result?

Assign the following scenarios:

- Younger brother learning to ride a bicycle
- Kid who doesn't know how to swim
- Neighbor who needs help with child
- Mother who needs help with housework
- Someone who forgot her umbrella

SMALL GROUP ASSISTANT: **[Impress]** “What in the world are you doing to use what God gave you? You may think you don't have much, or you can't do anything special. But God has given each of us talents, abilities, and possessions that we can put to good use. You don't have to have a lot—you just have to use what God has given you. **[Apply]** What is one thing God has given you? (Give kids time to think and answer.) Have you ever used it to make a difference in someone else's life? How could you use it to help someone know about God's love?”

6/13/10

Sandbox

Sandbox (*a classroom-wide application activity / review the Bible lesson / great for boys*)

SUPPLIES: "Coins" (Activity Page) hidden in a sandbox

Ask each small group to stand in a line, with teams standing an equal distance from the sandbox. Assign a color of coin to each team. Tell kids that, on your signal, one person from each team will run to the sandbox, dig for a coin in their color, and run back to tag the next player in line. Kids can only take coins in their team's color. The first team to find all ten coins in their color wins.

Debrief the game in small groups, using the conversation below

SMALL GROUP ASSISTANT:

"Jesus told a parable about some servants or workers who were given responsibilities. Two worked hard and served their master well. But one was afraid or lazy, so he didn't use what he was given. Instead, he hid it in the ground. Just like the master gave the servants some money to be responsible for, God has given us things to be responsible for. God has given us all talents, abilities, and stuff, and He wants us to use them in a way that accomplishes His purposes.

[Impress] "What in the world are you doing to use what God gave you? **[Apply]** Pick up one of the coins from the game. (*Pause while kids take a coin.*) **Read your coin and tell one way you could use this thing from God to help someone know about Him and His love. [Personalize]** I'll start. (*Pick up the 'brainpower' coin.*) **My coin says brainpower. I could use my brainpower, which God gave me, to figure out a way to raise money so I can buy more _____ to donate to our 'What in the World' ministry project. Maybe I could set up a lemonade stand to make money, or I could sell stuff I don't use anymore on eBay®.**"

6/13/10

Wrap Up

SMALL GROUP ASSISTANT: “Part of responsibility is recognizing what you’ve been given and choosing to take care of it or put it to good use. You’ve each written a talent on a piece of paper. I’ll lead us in prayer, thanking God for the gifts that we recognize come from Him and asking Him to help us put them to good use. Let’s pray.

Close With Prayer: My Talents

“Dear God, thank You for choosing to bless us with talents, abilities, and so many things. We know that everything we have and all the talents we possess come from You. Thank You, God, for the talents You’ve given this group of kids, including [insert a few talents your kids have]. Please help these kids put their talents to good use this week as they look for ways to use what You have given them. Amen.”

6/20/10

Week 3- *PEP TALK*

FOR LEADERS ONLY

Kids hear about responsibility all the time, but we rarely hear lessons about being responsible with our mouths. One influential theologian (Dietrich Bonhoeffer) said one of the greatest ministries Christians carry out is “the ministry of holding one’s tongue.”

There IS a time to speak. There are things that must be said. On the other hand, there are things that we should keep to ourselves.

This week, one of the things we’ll be talking about is learning how to discern between the two as it relates to (1) responsibility, which is showing you can be trusted with what is expected of you. We’ll also help kids learn that: (2) God acts in great and mighty ways, but the Bible shows us a God who chooses words carefully; (3) God wants us to be responsible with our words, too; and (4) when we are responsible with our words, others will see God working through us.

6/20/10

Word Association

SUPPLIES: none

Sit in a circle with the kids. Explain that you will say a word, and then the person to your left will say the first word that pops into his mind after hearing your word. The person to his left will say the first word that pops into her mind after hearing the prior player's word. Continue around the circle, letting kids respond to the word the person just before them said. You may want to start with words such as: *school, weekend, dog, beach, tomato, and birthday*. When kids get the hang of it, let volunteers choose the starting words. See how much a word changes from the time the leader says it until the last person in the circle has said his word.

Wrap Up

SMALL GROUP ASSISTANT: "Aren't words fun? Some words make us think of good things, and others make us think of things we'd rather avoid. **[Transition] Let's go to large group and learn what God says about how we should use words.**"

6/20/10

Tongue Tamer

SUPPLIES: Activity Sheet

6/20/10

Words to the Wall

Words to the Wall (*a classroom-wide application activity / great for boys*)

SUPPLIES: prepared letters, masking tape, marker

Ask each small group to gather in front of a wall, with groups spread out evenly around the perimeter of the room. Tell kids that you are going to play a version of Scrabble® in which kids tape encouraging words to the wall. Groups will work together to use the letter pages to make a grid of words. They can start by thinking of encouraging words and forming them with the letter pages. They can tape words to the wall, interconnecting them as they would in Scrabble. Kids can use blank pages as whatever letter they like. Challenge groups to use all of their letters in their grid of encouraging words. You might also wish to challenge groups to see who can “build up” the tallest word arrangement.

SMALL GROUP ASSISTANT: *[Impress]* “What in the world are you doing to encourage others with your words? *[Apply]* God wants us to use our words to build others up. You’ve thought of lots of encouraging words, like (*read several words from the grids on the wall*). *[Apply]* This week, I want you to use at least one of these words every day. As you do, you’ll see just what an impact your words can make.”

6/20/10

Wrap Up

SMALL GROUP ASSISTANT: “The Bible has a lot to say about our words. God wants us to use words to help, not to hurt. Your words have the power to build up or to tear down—yourself and others. Your words can make an enemy or a friend. They can strengthen trust or tear it down. Your words have power, which is why God has so much to say about our words. Today, we’re focusing on one verse where God tells us to use our words to build up. **[Impress] What in the world are you doing to encourage others with your words? [Apply] Who do you know who needs encouragement? How could your words make a difference?**”
(They could give the person hope; let the person know he/she has a friend; let the person see he/she is not alone.)

[Personalize] Tell kids about a time someone encouraged you with his or her words. Maybe it was a coach, a teacher, a parent, or an employer. Do you remember what the person said? How did it make a difference to you?

Close With Prayer: Sometimes It’s Hard

SUPPLIES: none

Lead kids in a brief discussion about when it’s hard to use words to encourage others. **[Personalize] Tell kids about when you have difficulty using your words to encourage others, such as when you are mad at a sibling, jealous of a friend, or sad about losing an opportunity. [Apply] Lead kids to share their own examples of when it’s hard to use words to encourage others.**

Explain that, often when we are in these situations or feel these ways, we are tempted to use words in hurtful ways. Is that a good idea? Why not? *(It could hurt others’ feelings; we will feel bad later; God tells us not to do this.)*

Ask kids to form pairs. Lead kids to pray in pairs, with each person praying aloud for his or her partner. Kids can ask God to help their partners use helpful words this week and to keep from talking in situations where the person is tempted to say things that aren’t helpful.

6/27/10

Lesson 4- *LIGHT BRIGHT*

FOR LEADERS ONLY

By now kids should be getting the idea that God gives us amazing and beneficial things and that with those gifts come (1) responsibility, which is showing you can be trusted with what is expected of you. They should be grasping the fact that (2) God is responsible and that (3) He wants us to be responsible. We've talked about how He's made us responsible for taking care of what He's made, for using what He's given us, and for encouraging others with our words. This week, we'll be talking about how (4) He wants us to show others His goodness. Help kids see that someone's always watching what they do and listening to what they say. They have influence on others, either for good or bad. What they do, what they say, and how they use what they have lets others see God and how much He loves them.

6/27/10

Let Your Line Shine

SUPPLIES: Activity Sheet

6/27/10

Picture Perfect

SUPPLIES: Activity Page

You will pass the first picture around the class for each child to see. Then ask what they thought of the picture. Then you will pass the second picture around, and ask what they saw differently, which was better, and why.

SMALL GROUP ASSISTANT: "I have a picture here that I would like to pass around. As it comes to you, I want you to take a good look at it, and then pass it to the next person. Well, what did you think? Was it a good picture? Why do you feel that way?"

Now I have another picture. Let's pass this one around too, and everyone take a good look at it. Was it the same picture? What was different about it? Which one was a better example?"

Wrap Up

SMALL GROUP ASSISTANT: When other people watch us doing whatever we do, what will they see? Will they see Jesus living in us? Will we be a blurry, ineffective example of Jesus? Will we be a clear, pure and acceptable example of our holy Lord? It is important to let others see Jesus in us, but the only way they will, is if we become a good example of a child of God. Some ways we can do this is by helping others, being kind and generous, sharing the good news, and letting Jesus be the Lord of our life.

The Apostle Paul once wrote a letter to his dear friend Titus about being a good example. He wrote, "And you yourself must be an example to them by doing good deeds of every kind. Let everything you do reflect the integrity and seriousness of your teaching." Titus 2:7 NLT

6/27/10

See This

SUPPLIES: mirrors, paint pens or permanent markers

Tell kids that God wants them to be a “light” for Him in the world. That means they can use their words, possessions, and actions to show others what God is like and how much He loves them. **[Apply] Ask kids to tell you one way they can use their words to show God to others.** *(Tell someone the four main ideas in John 3:16; invite a friend to church; pray for someone; encourage someone to make a wise choice, one that would please God.)* **How can they use their possessions to tell others about God?** *(Give to those less fortunate; do a service project using your yard equipment; donate your used clothes.)* **What about their actions?** *(Do a kind thing for a new kid; help a neighbor; teach a younger kid a new skill.)*

Explain that God wants us to use our words, possessions, and actions to reflect His love to other people, just like a mirror reflects an image. When people look at us, they should see some of God’s characteristics. In that way, we can show others God’s goodness.

Lead kids to decorate locker mirrors that they can take home. Let kids use the paint pens or markers to decorate the border, write an encouraging word or phrase, or print a Bible verse that will remind them to reflect God to others. **[Apply] Encourage kids to take their mirrors home and put them in their rooms or in a place where everyone in the family can see it. Tell kids that they can look in the mirror and remember to be a reflection of God’s love to their family members and friends, as well as others.**

SMALL GROUP ASSISTANT: **[Impress] “What in the world are you doing to show others God’s goodness?** Are you using your words, attitude, and actions to show others God’s love? How you use those things determines the image of God that others see. I hope you’ll use this mirror as a reminder to reflect God’s love to others.”

6/27/10

Do It For Jesus “Bingo”

SUPPLIES: Game card for each child, Pencil or marker for each child

Give each child a game card and a pencil. The kids will do the things indicated in the various squares on their card, and as they do put an X in that square. When they get four squares in a row, either up and down, across, or diagonally, they are done and can get a treat.

SMALL GROUP ASSISTANT: We are going to play a little game. It's like bingo, but you will be doing things in order to count a square. Here is a card. The cards may be different. When you do what it says in a square, put an "X" there. Once you get four squares in a row, either up and down, across, or diagonally, you win.

6/27/10

Wrap Up

SMALL GROUP ASSISTANT: After the game, explain the following: The game we just played teaches us about doing things for Jesus. When people see us, who do they see? If we are kind and helpful, they can see Jesus alive in us. However, if we are too proud or selfish to do things like tying someone's shoes, lending our Bible, or giving someone a hug, they may see someone who doesn't care.

CLOSE WITH PRAYER: Repeat After Me

SUPPLIES: None

Tell kids that you are going to pray as a group, with you leading the prayer and them acting as a chorus. Explain that you will read a prayer. **[Apply] Whenever you pause, kids will say aloud together, "Let what we do and say show others how much You love them."** Practice the phrase a few times with the kids, and then lead them in the following prayer, pausing where indicated.

"Dear God, we love You so much. And we thank You for loving us. We know that You also love others—even those who don't know about You. So *(pause)*. Whether it's people we know or new friends we meet, *(pause)*. Whether we feel happy or sad, helpful or not, *(pause)*. You gave us words, attitudes, and actions so that we can tell others about You, so *(pause)*. Thank You, God, for giving us this responsibility. Amen."