

2010

June
4-5th 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, 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?

Week 1- *JUST WAIT*

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

Papier-mâché World

SUPPLIES: strips of newspaper, flour, water, bowls, balloon, towels

Blow a balloon up as round as possible, without making it so full that it might pop. Invite two kids to mix a solution of two parts water and one part flour into a thick glue. (It should still be somewhat runny so it's not as thick as paste.) Meanwhile, ask the rest of the kids to tear newspaper into strips about four inches long and one inch wide. Then ask each child to dip a strip of newspaper into the glue and stick it to the balloon. Continue this process until the balloon is fully covered. The more layers you apply, the sturdier your globe will be.

Note: If it is highly humid where you live, add a teaspoon of salt to the glue mixture to prevent mold.

Wrap Up

SMALL GROUP ASSISTANT: "We're working to make a world out of this balloon. It doesn't look like much yet. It probably didn't look like much when God first created the world either. Imagine what He might have been thinking while He was making the world. He had us in mind, even at that time. He knew where we'd be and what we'd be doing. He knew that, because we are made in His image, we wouldn't be satisfied to live like the animals, just eating and sleeping. We needed something to do that would give our lives meaning. So He gave us responsibilities. They were a gift. Funny how we've gotten that all mixed up now. *[Transition]* **Come on. Let's go to large group to learn a little bit more about what God was thinking when He created us."**

Lead your group to the large group environment.

Note: Keep this papier-mâché sphere for use next week.

6/6/10

Taking Care of Business

SUPPLIES: tear sheet, markers, tape

Post a tear sheet on the wall and lead kids to brainstorm five to ten things kids could be responsible for that could affect the environment. (*Examples: a dog or other pet, mowing the yard, picking up sticks in the yard that will be chipped into mulch, not wasting water or paper, turning off the lights when you leave a room, dusting and vacuuming your room, not dumping stuff in streams or ponds near your house, taking out the trash, starting and keeping a compost pile, etc.*) Next, divide your group into two teams. Choose an idea from your brainstorm sheet, asking Team 1 to act out how that responsibility might be done well and Team 2 to act out how it might be done poorly. Give each team a few minutes to prepare, and then have them act out these scenarios. Assign another responsibility and have Team 2 go first, acting out how it might be done well and Team 1 showing how it could be done poorly. Encourage kids to use body language, posture, tone of voice, and words that show their attitude about their responsibility.

SMALL GROUP ASSISTANT: “We’ve been asking this week: **[Impress] What in the world are you doing to take care of what God made?** And I’m interested to know your answer. (*Allow time for responses.*) **[Apply] Everyone on earth’s got a job to do. What’s your job? How do you know when you’re doing a good job of taking care of what God made?”** (*When your parents are pleased with how well you pulled the weeds; when your pet has enough to eat, has a safe place to live, and is well-groomed; when your neighbors are pleased with how well you mowed their lawn; when your Scout troupe met its goal to pick up trash along its adopted road; when you pick up trash in the park that you didn’t throw on the ground; when you feel good about remembering to turn the water off while you brush your teeth; etc.*)

[Personalize] Tell about some part of God’s creation you take care of. Is it a pet, a garden, carpooling, mowing a sick neighbor’s yard? How do you know when you’re doing a good job?

6/6/10

Optional 5th Grade Discussion Questions

If you lead fifth graders, consider asking these discussion questions:

- Today's Bible story, found in Genesis 1:27-28, says we're made in God's image. Christians talk about this all the time. Why do you think it's important for us to remember this?
- During Plug In, I said that responsibilities were a gift from God because He knows we need things to do in order for our lives to be meaningful. Is this how you view responsibilities, as a gift? If you'd never thought of it before, what are your thoughts now?
- Do you feel a sense of responsibility for nature and the living things around you? Why or why not?
- Would the world be a different place if everyone in it felt like they were responsible for God's creation? If yes, how?

6/6/10

For the Birds

SUPPLIES: cleaning wipes, newspaper, ribbon, bowls of molasses, paintbrushes, birdseed, cardboard rounds with holes pre-punched

Lay the newspaper out flat. Instruct kids to put a piece of ribbon through the hole at the top of their cardboard round and then paint their rounds with molasses. Next, have them pour seed over the rounds, working to get as much seed to stick to the rounds as possible. When finished, set these aside on the newspaper to dry until your group time is over. They can take them home and hang them outside their window to feed some birds.

SMALL GROUP ASSISTANT: “We’ve been asking: *[Impress]* **What in the world are you doing to take care of what God made?** So I guess this project today is one answer. We’re providing a snack for some birds. Now, God made birds able to find their own food. They don’t technically need us to feed them. *[Apply]* **But there are other kinds of responsibilities that maybe only we can do. And God made us responsible for doing them. Can you name some?**” (*Caring for pets; not trashing His world, which involves the proper disposal of trash, including recycling; making sure that animals aren’t mistreated by others; avoiding/minimizing air and water pollution; not wasting natural resources; etc.*)

6/6/10

Wrap Up

SMALL GROUP ASSISTANT: “What an amazing place God created! It’s amazing, too, that He created it for us! People are the pinnacle of His creation, the topmost part of creation, the part God loves and cares for even more than the rest. We are made to be like Him, and this is where responsibility comes from, a gift from God not given to any other species. It’s a beautiful world, full of sounds, smells, color-changing skies, and animals. And it’s our job to take care of it. When we take care of all these things God has made, we honor Him and bring Him glory. God, thank You for this world, and thank You for letting us know we are important in it. Help us to know that the part we do really, really matters. Amen. Okay, guys! Go now, and know how important you are to God, and do good in this world!”

Close With Prayer:

“Father, thank You for trusting and honoring us with responsibilities. Thank You for teaching us how to be good stewards of Your world. We want You to be pleased with how we handle the responsibilities You’ve given us, and we pray that You’ll bring us joy as we fulfill what is expected of us. Thank You for not just treating us responsibly, but for doing more than can be expected or for doing more than we can even imagine. We ask this in Jesus’ name. Amen.

*(To kids) “So, **[Impress]** what in the world are you doing to take care of what God made? (Allow time for responses.) Sounds like you already have some good ideas. So go and do good to God’s world this week!”*

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

Popcorn and Fairness

SUPPLIES: a grocery bag full of various-sized cups, popcorn, hand sanitizer

Sanitize hands first. Bring out your grocery bag with various-sized cups and let each child select a cup from the bag, being sure that all the different sizes are represented among your group. Fill each of their cups with popcorn, but don't comment about the size of the cups. As they begin to realize that the popcorn hasn't been distributed fairly, listen to them and ask them if they think it's fair. Why is it not fair that some have large and some have small cups? Then set out the popcorn and invite the kids to refill their cups as many times as they'd like, in order to balance things out.

WRAP UP

SMALL GROUP ASSISTANT: "Okay, so it's not fair if I give some of you a little popcorn and others of you a lot? *(Pause for responses.)* Well, why do you think I did that? *(Let them speculate.)* **[Transition]** Let's go listen to today's Bible story and see if we can figure it out."

6/13/10

You've Got Talent

SUPPLIES: "You've Got Talent" (Activity Page), pencils

Break your group into four teams. Give each team one of the "You've Got Talent" cards. Tell kids to work together to answer the following three questions, writing their responses on the back of their cards. Each question is about the parable that Jesus told:

1. Who is the person shown on your card?
2. What did this person do?
3. Why? Or, what motivated this person to do what he did?

Ask kids to think about their motivations like actors preparing for a role in a movie or play. They should think about what the person was thinking, feeling, etc. Each group can nominate one person to represent their team as that character. When they have had time to plan, interview the characters using some of the following questions:

1. Master, why did you call your servants to you? (*He was leaving and wanted them to care for his money.*)
2. First servant, how much did the master give you? (*\$10,000*)
3. Second servant, how much did the master give you? (*\$4,000*)
4. Third servant, how much did the master give you? (*\$2,000*)
5. First servant, what did you do with the money you got? (*Doubled it to equal \$20,000*)
6. Second servant, what did you do with what you got? (*Doubled it to equal \$8,000*)
7. Third servant, what in the world did you do with the money you got? (*Buried the money in the ground*)
8. Raise your hand if you pleased the master. (*The first and second servant should raise their hands.*)
9. First servant, why did you do what you did with the money?
10. Master, why were you displeased with the last servant? (*He didn't use what I gave him.*)

SMALL GROUP ASSISTANT: "This story that Jesus told is straightforward and easy to understand. Use it or lose it. We keep asking the question: **[Impress]** **What in the world are you doing to use what God gave you?** But one of the people in our story didn't use what God gave him. Why didn't he? (*Allow the spokesperson for the third servant group to answer. Answers might include: he was lazy; he was afraid of getting in trouble with the master for losing the money; he was unimaginative; he didn't really care about the master's money.*) **[Apply]** **How can you know that you are using what God gave you in the way He wants you to use it?"** (*When you're handling it in the most responsible way you know how, adults tell you that you are doing well, etc.*)

[Personalize] **Tell about a time you realized you had a gift you hadn't been using and then began to use it. What happened?**

6/13/10

Optional 5th Grade Discussion Questions

If you lead fifth graders, consider asking these discussion questions:

- Assuming that Jesus meant this parable to teach us more than just money management, what is a “natural resource”?
- Why does God care so much about us using the resources we have?
- The master in the story called the man with the \$2,000 “evil” and “lazy.” Why?
- What does it look like when a boy or a girl your age is being responsible with a little? What is the “much” that might come from it? *(Small responsibilities around the house could lead to big responsibility in a job someday, etc.)*

6/13/10

Global

SUPPLIES: pencils, paintbrushes, paints, the papier-mâché sphere made last week, an atlas and/or the book *Children Just Like Me* (optional)

Allow kids to look at the atlas and book (if you have them). Invite them to sketch the continents of the world on the papier-mâché globe. Then ask them each to hold up their writing hand and then put that hand behind their backs. They'll use their non-dominant hand to paint the colors on the globe. Give each kid a turn to paint. Kids can take turns holding the globe as someone else paints. As they paint, use the following dialogue:

SMALL GROUP ASSISTANT: "Beyond nature, what are some of the things God has given us in our world? *(Give kids time to think and respond. Answers might include: time; the ability to think, imagine, create; artistic, musical, athletic talents; our bodies, which can do amazing things; transportation; information and knowledge; communication tools, like computers, cell phones; etc.)* What are we doing with these? We live in a world of amazing resources—more resources, actually, than ever in history. We have cars and computers. We have wealth and possessions. *(If you have the book, allow kids in your group who aren't painting to compare what they have to what kids in a country like Bangladesh possess.)* So, **[Impress] what in the world are you doing to use what God gave you?** You know from the parable Jesus told that it matters to God how you use what He gives you, right? Well, **[Apply] part of responsibility is recognizing what you have been given and choosing to take care of it or put it to good use. So what do we have that others don't?** *(Allow time for answers.)* **And what should we be doing that we aren't yet doing?"** *(Pause for responses.)*

6/13/10

Wrap Up

SMALL GROUP ASSISTANT: “God gives us gifts. Kids who are great at sports, really talented in music or the arts, or really advanced in math or other academics get a lot of praise for their gifts. People who don’t believe in God or who don’t follow Jesus may see kids as special because of their talents. They have a different worldview from people who believe in Jesus. A Christian worldview says kids are special, period, because God made them. Talents are gifts from God and should be used for His glory, not our glory. When we use the gifts He’s given us to serve Him, we grow closer to God. But we grow away from Him when we begin to take the praise for those gifts for ourselves. ***[Impress]* What in the world are you doing to use what God gave you? *[Apply]* Is there some gift you have that God wants to use in His own way? What can you change about the way you use that gift?”**
(Give kids time to think about this, not necessarily to answer aloud.)

Close With Prayer:

Ask God to help the kids discover the gifts and talents He has given them. Ask him to show them how they can use those attributes to honor Him and show others Christ.;

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

Wholesome

SUPPLIES: tear sheet, tape, markers

Tape a tear sheet to the wall and draw a line down the center of it. On one side of the line, write the word *wholesome*. On the other side, write the word *unwholesome*. Write the following four words down the left side of your two columns: *food, entertainment, words, and attitudes*. Also leave a couple blank spaces under those four words for kids to come up with some of their own. Talk about the word *wholesome*. Mostly you just hear it used about bread, but what's it all about? (*It's defined as helpful to moral or general well-being.*) Next, let kids brainstorm to complete the chart with what food, entertainment, words, etc., are wholesome and unwholesome. If you choose, you may allow one child to write down all the responses.

Wrap Up

SMALL GROUP ASSISTANT: "Great job, guys. You know, there are all kinds of wholesome and unwholesome things in the world. *[Transition]* But what does that have to do with why we're here today? Let's go to large group to find out."

6/20/10

Marshmallow Racetrack

SUPPLIES: 4-foot-long pieces of mural paper, tape, a bag of marshmallows, hand sanitizer

Tape the mural paper to the floor. Then sanitize hands. Direct two kids to sit at the end of each piece of mural paper. Next, pass out one large marshmallow to each student. Instruct them to set the marshmallows on the paper in front of them. Tell them to get down on their hands and knees (with hands on the paper at all times). Explain that when you say go, they will race to get their marshmallow to the end of the mural paper—using their tongues to push it. They will have to figure out how to get around other racers on their paper without touching their marshmallows with their hands or letting the marshmallows go off the paper. When kids finish, let them eat their marshmallows.

SMALL GROUP ASSISTANT: “You all have strong tongues! And they move so fast! Hmm ... that’s great for a marshmallow race, but is that what we usually use our tongues for? *(No!)* What do you usually use your tongues for? *(Pause.)* Yeah, eating, but we also use them to communicate. ***[Apply]*** **Tongues are powerful, and they can form words to do great things. But when used in the wrong way, that can also really hurt someone. They can hurt you, too. When you are irresponsible with your words, you can lose your credibility. Anybody know what that means? *(Pause for responses.)* Credibility means deserving to be believed, or trustworthy. How can using your words in a hurtful way cause you to lose your credibility? *(You could say something mean or untrue about someone. Then others could find out and not want to spend time with you. Others would tend not to trust you in the future.)* So, ***[Impress]*** **what in the world are you doing to encourage others with words? Do you think most of your words are encouraging to people or working the other way?”** *(If they say they are not encouraging, ask them how they can change.)***

6/20/10

Optional 5th Grade Discussion Questions

If you lead fifth graders, consider asking these discussion questions:

- Where are the places you're most likely to hear words that tear people down? (*At school, among siblings, at a sporting event, etc.*) Is there a way you can change these environments?
- There is a time to speak, and there's a time to hold your tongue. How do you determine which is the right one to do? (*You could pray for wisdom; practice not speaking unless what you have on your mind really needs to be said; ask advice from a wise believer; etc.*)
- Does it feel awkward to say words that build people up when others around you don't do this? Have you tried it?
- Are people drawn to people who encourage others? Why do you think this is? (*Yes. People want to be around people who build them up, but some kids end up in a crowd where negativity is the norm. Help them think through this and learn to seek out environments where the language is positive.*)

6/20/10

Wrap Up

SMALL GROUP ASSISTANT: *[Personalize]* Think of a time you were greatly encouraged by someone. If you have time, tell the kids your story.

Close With Prayer:

SMALL GROUP ASSISTANT: “Father, thank You for all the encouragement You give us in the Bible. You say over and over again that You are with us, that You love us, and that You will reward our responsibility. You build us up by Your Word, the Bible, and we become stronger because of it. Your words are truth, and Your words are life. We are grateful for what You’re doing in the world to use words as encouragement. Please help us to respond to Your encouragement by encouraging others we meet this week. Amen.

(To the kids) “Kids, remember that everything you think doesn’t need to come out of your mouths, but that there are some good words that do need to be said. Can’t wait to hear what happens this week after you’ve thought about these things! Have a great week!”

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

World of Responsibility

SUPPLIES: paper, pencils or pens, papier-mâché globe

Invite all the kids in your group to tear the paper into small pieces. Ask each child to write down five resources that God has given him/her and five responsibilities he/she has. Tell them that the responsibilities they have are a gift from God and the way they handle their responsibilities can be their gift to the world. Then direct them to fill the papier-mâché globe with their papers.

Wrap Up

SMALL GROUP ASSISTANT: “Okay, it’s full now! Who can tell me some things you put in the globe? *(Pause for a few responses.)* You don’t have to tell everything that you put in, but what you put in does matter. All the resources God’s given you and all the things you choose to do with them definitely matter. This is what responsibility is all about. We have certain responsibilities, especially to the world around us. ***[Transition]* Let’s go to large group and discover what one of those responsibilities is.**”

Lead your group to the large group environment.

6/27/10

Global Responsibility

SUPPLIES: papier-mâché globe, hammer, nails, flashlight

Note: This activity may be done in individual groups. However, it might have more impact as a classroom-wide activity with all groups working simultaneously and able to see each other's globes.

Allow each kid in your group to make a hole in the papier-mâché globe by CAREFULLY hammering a nail in it. You can repeat this a few times to make more holes if desired. The more you make, the better the light will shine through. Next, hold the flashlight so that it will shine through the larger hole in the globe (the one you made last week). If possible, dim the lights so kids can see the light shining through their globe. Depending on the thickness of your papier-mâché, they may also be able to see all the “responsible” words and actions they’ve put in.

SMALL GROUP ASSISTANT: “Listen up. Everything you do in the world matters. Everything. **[Apply] Whether you know it or not, you are constantly influencing those around you with what you do, what you say, the way you use your talents and possessions, and how you handle your responsibilities.** It all matters, even the small things, like feeding the dog and taking the trash out. For good or for bad, everything you do has influence on someone around you. By doing good to people—the things God wants you to do—like honoring your responsibilities and using your words well, you light up the world. So, I’ll just ask you: **[Impress] What in the world are you doing to show others God’s goodness? [Apply] For instance, when you feed the dog, what does that show others about God? (God takes care of His creation.) When you take out the trash, what does that show others about God? (God wants to give us a beautiful world in which to live.) See, even ‘little’ things show others God’s goodness.”**

6/27/10

Entrusted

SUPPLIES: Bibles, "Entrusted" (Activity Page), pens or pencils

Invite kids to complete the Activity Page. If you like, they can work in pairs and race to see who can find all the verses and correctly complete the worksheet. Ask them to match the Scripture reference with the statement that summarizes each passage. In the third column, they should write a statement about what they will do in light of what the passage teaches them. When they are all finished, give them an opportunity to share their answers with the group, especially what they wrote in the final column. *(Possible answers for the third column: I need to remember that my responsibilities matter; I need to be on guard to use my words wisely; I should be responsible to show I can be trusted with the things that are expected of me; I should always take responsibility when I do something wrong; I am responsible for what God gives me; I need to be responsible for little things before I can be trusted with big things.)*

SMALL GROUP ASSISTANT: "Thank you, guys. So, **[Impress]** what in the world are you doing to show others God's goodness? You have things. You have words. You make choices and do jobs every day. Every day, your actions are visible to other people. **[Apply]** So remember that, and let others see God in how you use what you have, in what you say, and in what you do. This is what it means to be light to others, God working through your life to show others what He is like and you doing your best so that God gets glory! So, what do you think you'll do differently in light of what you learned this week?" *(Give kids time to think about this and to answer.)*

6/27/10

Optional 5th Grade Discussion Questions

If you lead fifth graders, consider asking these discussion questions:

- Why do you think kids sometimes don't like hearing the word *responsibility*?
- With everything you've learned this month, do you see a new way to view responsibilities? What is it?
- What will you do this week to show that you understand responsibility better than you did before?

6/27/10

Wrap Up

Gather several papier-mâché globes that look good and best show light through them. Ask volunteers to help hold them up and shine flashlights through them. Again, this will work best if lighting is dim.

SMALL GROUP ASSISTANT: “Look at these things! They’re amazing! Do you remember what’s in them? (*Encouraging words, responsibilities, etc.*) Yes, you’ve filled these worlds with God’s light, your responsibilities, the responsibility of doing a job well, the responsibility of using your words well, and the responsibility God’s people have to others who see them. Now the challenge is to go and fill the actual world with these same things. (*In prayer*) God, grant these kids the courage and endurance to continue doing the good they’ve learned to do this month! Amen. (*To kids*) Go and shine God’s light, guys!

Close With Prayer: God, thank You so much for the children here today. Thank You for what we’re learning about responsibility. We know that You created us for a purpose, with real responsibilities, and we know that one of those responsibilities is to be light to the world. Thank You, God, for these kids who take Your Word seriously and want to show Your goodness to others. Amen.