

# 2010

June  
K-1

## [THE WILD]

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**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?

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## Week 1- *GROUNDWORK*

6/6/10

### FOR K-1<sup>st</sup> GRADE LEADERS:

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 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!**"

Lead your group to the large group area.

6/6/10

## Creation Relay

SUPPLIES: sack of "Creation Cards" (Activity Page), tape

Ask the kids the following questions about today's Bible lesson:

- What did God make? (*Various answers: animals, plants, fish, birds, sun, moon, people, etc.*)
- Who were the first people God made? (*Adam and Eve*)
- What responsibilities did God give them? (*To have a family—fill the earth; to manage or take care of the world*)
- Who is supposed to take care of God's creation? (*We are*)
- Why do you think God wants us to care for His creation?
- What are some ways YOU take care of God's creation? (*Take care of pets; recycle; turn the water off while you're brushing your teeth; take short showers; don't litter; turn off lights when you leave a room; help with yard work*)

Place the sack of cards at one end of your area. Use the tape to make a starting line at the opposite end of your space. Kids will take turns running to the sack, taking out a card, and saying one way they can take care of that part of God's creation. *Tip: Be ready to help younger children read if necessary.* Possible responses include:

- tree, grass—water them, don't pull them up or cut them down
- flowers—water them, make sure they have light
- seeds—plant them, water them
- cat, dog—feed them, brush them, walk them, bathe them
- bird, goldfish—clean their cages/tanks, feed them
- water—don't pollute it, don't waste it
- air—don't pollute it, walk or ride your bike instead of driving a car

**SMALL GROUP LEADER:** "God made the world, which means it's good. This is one reason we treat it—and the things in it—with care, as if it belongs to God ... because it does! You like people to take care of things that belong to you, right? So we need to take care of what belongs to God. You guys came up with some great ways to take care of some important parts of God's creation. [*Personalize*] (*Tell kids about a way you take care of creation, such as by recycling or tending a garden.*) [*Impress*] What in the world are you doing to take care of what God made?" (*Pause for responses.*)

6/6/10

## Wrap Up

**SMALL GROUP ASSISTANT:** Waiting is so important. It can save us a lot of trouble, can't it? That's one reason why God wants us to be patient. This week, be careful to think about times when it might pay off for you to be patient—and do it!"

Close With Prayer:

"Dear God, **[Apply]** we know **You want us to be patient**. We know that if we don't wait, it could cost us. Use these things we've sculpted to remind us it's important to be patient. Please help us to be patient, God, this week and for the rest of our lives. In Jesus' name, 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**

## **Double the Fun**

SUPPLIES: sheet, small objects, stopwatch

Spread out the sheet on the floor and guide kids to stand around it at equal intervals. Instruct them to pick up the edges of the sheet. Toss two small objects onto the sheet, and tell kids to wave the sheet to bounce the objects up and down. Explain that if they can keep both objects on the sheet for 15 seconds, you will add two more objects. If they keep all four objects on the sheet for another 15 seconds, you'll add two more again, and so on. However, if they lose an object, they will have to start over again.

## **Wrap Up**

**SMALL GROUP ASSISTANT:** "That was fun ... and kind of hard, too, wasn't it, when you got more and more objects to toss.  
*[Transition]* Let's go to large group, where we'll hear about some other people who got more of something."

6/13/10

## Sculptorama

SUPPLIES: Play-Doh®

Review today's Bible lesson with the kids. Ask such questions as:

- What did the workers with five dollars and two dollars do with their money? (*Invested it; put it to good use; made more money*)
- What did the worker with one dollar do with his money? (*Buried it*)
- Why did the wealthy man give the workers with five and two dollars more money, but took away the dollar from the other worker? (*Because the first two workers put their money to good use and the other one didn't*)
- How do you use any money you might get from your parents or an allowance? (*Buy stuff you want; give to offering at church; save it*)

Help kids understand that everyone has abilities, skills, time, and possessions that can be put to good use. Guide them to sculpt items relating to these concepts.

- Ask kids to sculpt a crayon and explain that they can use their drawing skills to make a thank you card for someone.
- Ask them to sculpt a ball as you explain that they can use their toys to play with someone who's new in their neighborhood.
- Ask kids to sculpt a clock as you explain that they can use their time to help others.
- Ask them to sculpt their favorite food as you explain that they and their families can give food to people who need it.

### SMALL GROUP ASSISTANT

**“Everyone has talents, abilities, and possessions—that means stuff we own. God gives us these things, and He wants us to use them in ways that please Him and help others. [Personalize] (Tell kids about how you use one of your skills or possessions for God, such as using your ability to teach them about God each week.) [Impress] What in the world are you doing to use what God gave you? [Apply] Tell me one thing that you own that you could share with someone when they come to your house for a visit?” (Give kids time to think and answer.)**

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6/13/10

## Switcheroo

SUPPLIES: none

Ask kids to sit in a circle. Tell kids that when you say a sentence, if that sentence describes them, they should get up and switch places with any other kids that sentence also describes. For instance, you might say, "If you play soccer, switch places!" Those kids who play soccer will switch places, and then the group will discuss how they might use that ability for God. *(Could teach a little brother or sister how to play, which is kind; could show God's love by being good teammates)* Repeat with the situations below:

- If you like to sing, switch places! *(Sing praise songs to God; sing for an elderly person)*
- If you can swim, switch places! *(Teach someone how to float; be kind to others in the pool)*
- If you have video games, switch places! *(Spend time with friends; play fair)*
- If you like to paint, switch places! *(Make gifts for others; paint a prayer to God)*
- If you like to read, switch places! *(Read Bible stories to little brothers/sisters; read to people who are blind)*
- If you have spare time, switch places! *(Help parents around the house; encourage family to volunteer somewhere)*

### SMALL GROUP ASSISTANT:

**"God gave YOU talents, abilities, and stuff, and He wants you to use them in ways that please Him. This includes your brainpower, musical ability, athletic ability, possessions, your time—whatever you have. When you use them to help others, that's just like doing it for God. [Impress] What in the world are you doing to use what God gave you? [Apply] Tell me one thing that you do well that you could use to help someone."** *(Give kids time to think and answer.)*

6/13/10

## Wrap Up

SMALL GROUP ASSISTANT: “God has given us so much—possessions, time, money, abilities—and He wants us to use those things for good. Let’s do some great things with what God has given us!”

Close With Prayer:

### **Silent Prayers**

Lead kids to pray silently while you pray aloud.

SMALL GROUP ASSISTANT: “Dear God, we know that You have given us all kinds of things and that You want us to be responsible with them. Help us to be responsible with our time. Kids, ask God in your minds to help you take time to help someone else this week. *(Pause a few seconds.)* God, please help us be responsible with our talents. Kids, ask God in your minds to help you use your talent to the best of your ability. It might be drawing or singing or playing soccer. *(Pause a few seconds.)* God, would you please help us be responsible with our possessions? Kids, ask God in your minds to help you share your toys with others and to give the clothes you’ve outgrown to kids who don’t have many clothes. *(Pause a few seconds.)* Thank You, God, for all You have given us, in Jesus’ name, amen.

**“God has given all of us so much. Just remember that it’s not what you’re given, but what you do with it that counts.”**

**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**

## **Opposite Match**

SUPPLIES: "Matching Cards" (Activity Pages)

Split the kids into two groups. Shuffle each set of cards separately, and give each group a set. Instruct kids to place cards face down in evenly numbered rows, like a memory game. Explain that in this game, they're looking for pairs of opposites, not two cards that match exactly. Guide kids to take turns turning two cards over to find a match. (Help younger readers read the cards as much as necessary.) The competition in this game isn't within the groups, but between the two groups, to see which team can get all the cards matched the fastest.

## **Wrap Up:**

SMALL GROUP ASSISTANT: "You did a great job matching those opposites! *[Transition]* **Let's go to large group, where we'll hear about another set of opposites.**"

Lead your group to the large group area.

6/20/10

## **Build'em Up**

SUPPLIES: building blocks

Review today's Bible lesson with the kids. Ask such questions as:

- What kinds of words should come out of our mouths? (*Encouraging ones; good ones*)
- What are some examples of encouraging words—words that build others up? (*Great job; you're a good friend; I like the way you did that*)

Pair kids up and give each pair eight or more building blocks. Explain that you will read statements to them. If they think that statement would encourage someone—or build him or her up—they should build their blocks up. If they think the statement would discourage someone—or tear someone down—they should knock their blocks down. Use the following statements and/or come up with some of your own:

- You played great in our soccer game yesterday.
- You laugh kind of funny.
- I really like your new shoes.
- You're so good at art. Would you paint a picture for me?
- I can't believe you messed up AGAIN!
- Thanks for helping me.
- I don't want to sit by you today.
- I'm tired of hearing about your new video game.
- I'm so glad we're friends.

**SMALL GROUP ASSISTANT:** “Your words have the power to build people up or tear them down. [*Personalize*] (*Tell about a time in the past week when someone said something that built you up.*) God wants you to use your words to encourage others. [*Impress*] What in the world are you doing to encourage others with your words? [*Apply*] Tell me one thing you can say to a friend or a brother or sister to encourage them.” (*Give each child time to think and answer.*)

6/20/10

## Circle Squat

SUPPLIES: none

Guide kids to get into a circle and then squat down, with their fingers touching the floor. Explain that you will all be taking some time to build each other up by saying encouraging things to each other. When somebody has something good said about them, they should stand up a little straighter and put their hands on their knees. The next time, they put their hands on their waist. And finally, they stand up straight with their arms reaching high. You can have kids take turns speaking by going around the circle, or you can just use the “popcorn” approach and anyone can talk at any time. Make sure you jump in after every few kids take a turn speaking and give some encouragement of your own. Try to pick kids who haven’t had anything (or much) said about them yet. Continue until everyone is standing tall with their hands in the air.

### SMALL GROUP ASSISTANT

: “Wow! That was so encouraging! You all can sit down now. **[Apply]** God wants us to use our words to build others up, and you did a GREAT job of that just now. Keep it up, and keep asking yourself **[Impress]** what in the world are you doing to encourage others with your words? **[Apply]** Tell me one thing someone said about you that made you feel good. *(Pause for responses.)* Just like THEIR words made YOU feel good, YOUR words can make SOMEONE ELSE feel good. God wants us to be responsible with our words.”

**6/20/10**

## **Wrap Up**

**SMALL GROUP ASSISTANT:** “The things we do and the things we say can make a big difference in people’s lives—whether for good or for bad. Let’s make a pact to try to do and say only things that will encourage others. How about it? Are you with me? (*Kids respond.*) All right, then go out and be encouragers!”

### Close With Prayer:

“Dear God, thank You for loving us and building us up even when we have trouble building others up. Help us to use our words to encourage the people we just drew. In Jesus’ name, amen.

**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**

## **Catch Some Rays**

SUPPLIES: aluminum foil, scissors, glue, cardstock, flashlights

Instruct kids to cut shapes out of the aluminum foil and glue them onto a piece of cardstock in a pattern of their choice. Then guide them to use the flashlights to see how the light reflects off of their patterns.

## **WRAP UP**

**SMALL GROUP ASSISTANT:** “Those were some great patterns you made, and it was fun to see how the light reflected off of them.  
*[Transition]* Let’s go to large group, where I want you to listen carefully for the word *reflect*.”

6/27/10

## **Show God's Goodness Game (*application activity*)**

SUPPLIES: "Game Board" and "Game Cards" (Activity Pages), game pieces, die

Guide kids to play the game. When they land on a spot that says "Card," they should draw a card and respond accordingly. Feel free to help them come up with answers. Possibilities are:

- HAVE: give food to the hungry; share toys with brothers/sisters; give money to God at church
- SAY: say thanks when someone helps you; tell a friend what you like about him/her; tell a family member you love him/her
- DO: do more chores than you have to; spend time with someone who's lonely; be kind to the new kid on your street

**SMALL GROUP ASSISTANT:** *[Apply]* "When we use, say, or do things the way God wants us to, that shows others what God is like. God wants us to show others how good He is by what we say and do. *[Personalize]* (Tell kids about a way you have shown God's goodness to someone this week, especially someone in your family.) *[Impress]* What in the world are you doing to show others God's goodness? *[Apply]* Tell me one way you can show your family God's goodness." (Give each kid time to think and reply. Answers might include: let your sister go first with the video game; help your brother with chores in the yard; be a good listener; help your parents take care of a younger sibling; don't fight to have your way all the time; etc.)

6/27/10

## **Mirror It** (*application activity / great for boys / review the Bible lesson*)

SUPPLIES: none

Ask kids what they remember from today's Bible lesson. You might want to ask: What does it mean to shine your light? (*To act the way God wants you to; to let others see God by the way you live; to reflect what Jesus is like*)

Pair kids up and instruct them to take turns mirroring—or reflecting—each others' movements. They might want to do such things as do jumping jacks, hop on one foot, wave their arms around, and so forth. Encourage kids to try to reflect their partners as closely as they can.

**SMALL GROUP ASSISTANT:** “Just as you reflected your partners, it's important to reflect Jesus in what you do or say, because ***[Apply]*** somebody's always watching what you do and listening to what you say. You want to make sure that your words and actions match what Jesus would say and do. ***[Impress]*** What in the world are you doing to show others God's goodness? ***[Apply]*** Tell me one thing you can do that would show someone what God is like.” (*Give each kid time to think and reply. Answers might include: treat someone kindly; be patient; be a good friend; be honest; etc.*)

**6/27/10**

## **Wrap Up**

**SMALL GROUP ASSISTANT:** *(Shine the flashlight around the room.)* “God wants us to be lights—to reflect His love and goodness to the people around us so that they can see what He is like. One way we’ve been doing that is through our ministry project. *(Take a minute to update kids on the project.)* Thanks so much for being responsible and helping people who are in need! See you next week!”

### Close With Prayer:

“Dear God *(pause)*, thank You for loving me *(pause)*. Help me show others Your love *(pause)* by what I do and say *(pause)*. In Jesus’ name, amen *(pause)*.”