

Lesson 18

Stewards of God's Creation

God will sustain his creation.

Studying God's Word

Introduction

Refer to Lesson 12 Theme Poster and Lesson 13 Theme Poster. God created the earth and everything on it. He created it in just six days! Everything he created was created according to its kind—plants, animals, and man. That means one created thing could never turn into something else. A monkey will never turn into a man. A bird will never turn into a dinosaur. A cat will never turn into a dog.

Slide #3

Slide #4

Slide #5

Refer to Lesson 17 Theme Poster. Last week we learned about the genealogies in Genesis 5 and 11. The Bible tells us how long ago God created. It was only about 6,000 years ago—NOT millions or billions of years ago.

Slide #6

Genesis tells us that there were about 2,000 years between Adam and Abraham. And trusted historians agree that there are 2,000 years between Abraham and Jesus. Then we know that Jesus was born about 2,000 years ago. Altogether, this tells us that the earth is about 6,000 years old!

Today we'll be looking at a special job God gave to mankind.

How many of you have jobs or chores you do regularly at home? What things do you do? Allow discussion.

How many of you have a pet? Show of hands.

What kind of things do you do to care for your pets? Allow discussion.

Does anyone have an unusual pet that requires special care or attention? Allow answers.

It sounds like you know how to care for your pets very well. It also helps your family when you do your part with work around the house.

Pass out the Class Notes and Lesson Illustrations.

Before we get started, I have six pictures to hand out. I will ask you to put these on the board as we go through our lesson. Just hold onto them for now. Pass out the Lesson Illustrations to six students.

God Gave Man Dominion

Slide #7

Show the Lesson Theme Poster. Think back now to what we've learned about the first days of creation. All of God's creation was good, but God made man special. God created Adam and Eve—and all people—in his image! And as God's special creation, man has a special responsibility.

Genesis 1:26

Slide #8

Turn in your Bibles to Genesis 1:26. Who would like to read for us? Assign a reader.

Who is speaking here? Look at the beginning of Genesis 1:26. God.
Who was God getting ready to create? Man.

That's right. God created man, male and female. The first man and woman were Adam and Eve.

Then God gave them something. What did God let them have? Dominion over the fish, birds, livestock, earth, creeping things.

Slide #9

Who knows what dominion means here? Allow answers.

Dominion: responsibility, authority, rule over

Dominion means responsibility, or authority, over something. In Genesis 1:26, God gave man the right to rule over the earth—to have dominion over it. And because Adam and Eve were the first man and woman, that responsibility has passed down to all people including you and me.

Slide #10

Slide #11

Slide #12

Slide #13

Slide #14

Slide #15

We are ready for picture #1. Will you read it and bring it up to the board? Man has dominion. Have student read the Illustration and put it on the board.

So what does the Bible tell us man has dominion over? Who has picture #2? Will you read that and put it on the board? Over the fish of the sea. Have student bring up Illustration #2.

And what about picture #3? Read that and bring it to the board. Over the birds of the air. Have student bring up Illustration #3.

And #4? Read that and bring it up. Over the livestock. Have student bring up Illustration #4.

The Bible says "livestock" here. But God was giving man dominion over ALL the land animals.

Next, #5? Bring that up and read it. Over all the earth. Have student bring up Illustration #5.

And the last one, #6. Read that and bring it up. Over every creeping thing. Have student bring up Illustration #6.

God also commanded Adam and Eve to be fruitful and multiply. God wanted Adam and Eve to start their family and fill the earth. Remember, since all people came from Adam and Eve and are part of their family, God's command to have dominion over the earth has passed down to all of us!

Slide #16

Take a look at your Class Notes now. What does man have dominion over? What is the answer to #1 on your Class Notes? I want you to fill in the blank with a word from the word bank and then draw a line to the picture that matches it. Fish. Have students complete #1.

And how about #2? Birds. Have students complete #2.

And #3? What is the answer? Land. Have students complete #3.

What is the answer for #4? Creeping. Have students complete #4.

God created Adam and Eve then gave them dominion over the earth and all the creatures. Because all people are descendants of Adam and Eve, we share this responsibility.

Good Stewardship

But there's a little more to what this means. Let's see what God asked Adam to do from the very beginning.

Genesis 2:15

Slide #17

Turn to Genesis 2:15. Will someone read that for us? Assign a reader. Where did God put Adam and Eve right after he created them? In the garden of Eden.

And what was Adam supposed to do in that garden? It is there in that verse. Work it and keep it.

So what was God telling Adam to do in the garden? Allow discussion.

God wanted Adam to take the responsibility to care for the garden of Eden—he was to take care of the animals and plants that were there and do the work that needed to be done. But this work would be easy for Adam—and he would be happy serving God. God also told Adam that he could enjoy eating the fruit in the garden.

This was a great privilege and responsibility for Adam. God called Adam to take care of everything on the earth—he was to be a good steward of God's creation. And since God called Adam to be a good steward, God also calls all of us to be good stewards.

Slide #18

What does it mean to be a good steward? Allow discussion.

Steward: a person who takes care of someone else's property
Being a good steward means you take care of something for someone else. You don't own it, but you are in charge of making sure it is taken care of.

So who owns the earth and everything in it? God.

Why do we say God owns it all? He created all of it.

Yes. God created the earth, and he told man to take care of it, didn't he? God gave Adam dominion over the earth to oversee it and be responsible

for it. Adam was called to be a good steward of the garden and the earth. He had to take care of these things. Adam was working for God as he took care of what God had created.

And, guess what? The responsibility to be good stewards of God's wonderful creation has been given to us as well. We all should help to take care of the earth, even in small ways!

Let's think of some ways we can be good stewards of the things we're responsible for. How about fish? How can we be responsible for the fish either in the wild or as pets? Allow discussion. Taking care of pet fish; feeding them and keeping aquarium clean. When you go fishing, following the rules, not catching more than you'll use, letting smaller ones go.

What about the birds? What are some things we can do for them? Allow discussion. Putting out bird feeders and bird houses; never throwing rocks at them. If you go hunting, making sure to follow the rules and not taking more than you need.

What responsible things can you do for wild animals, farm animals, or pets? Allow discussion. Feeding and watering pets or farm stock. If you go hunting, making sure to follow the rules and not taking more than you need. Putting out campfires so animal's homes don't get ruined. Picking up trash. Not feeding "people food" to them so they won't get sick.

What about the grass, trees, and flowers? Allow discussion. Taking care of the yard. Raking leaves, watering and weeding the garden so flowers can grow, keeping toys and trash picked up. Staying on paths while hiking or camping. Cleaning up after a picnic.

Wow! We've talked about some great ideas. They are all ways YOU can help take care of God's creation. We are all called to be good stewards of God's creation. We need to take care of it, but we can also use it and enjoy it.

Slide #19

Now go back to your Class Notes. Will someone read #5 and tell us what word will go in the blank? Assign a reader. Stewards. Have students complete #5.

Worship the Creator, Not the Creation

Although God wants us to take care of his earth, we have to be careful that we don't get confused and start caring more about the earth—the creation—than we care about God—the Creator!

Romans 1:22–23

Slide #20

In the book of Romans, the Apostle Paul wrote about people who chose to forget about God and worship created things instead. Listen as I read Romans 1:22–23 for us. Read the verses.

What happens to people who think they are wise but forget about God? Romans 1:22. They become fools.

Yes. They think they are so wise, but God says they are actually foolish.

Write the words mortal and immortal on the board as you discuss them.

In their foolishness these people did something terrible! And Romans 1:23 tells us what they did. Listen as I read that verse again. Reread the verse.

Slide #21

There are a couple of big words there, right? One is immortal. What is that? Allow discussion.

Immortal: eternal, everlasting

The word “immortal” here means something that is eternal or everlasting.

Who is the only one we know of that is eternal? God.

That’s right. God is immortal!

Now for the other word, mortal. It is the opposite of immortal. What do you think that means? Allow discussion.

Mortal: won’t last or will die

Mortal means something that will one day die or be destroyed. All the things and people in the world are mortal. They will one day be destroyed or die.

So these verses are telling us that there were foolish people who stopped honoring God. They traded God’s immortal glory to worship mortal things. These people were worshipping the things God had created like men, birds, animals, and creeping things!

But who is the only one worthy of our worship? God, the Creator.

There is an important lesson here. The Bible is warning us to worship God above all things. Many people today are doing the same thing as the people in these verses. They worship things like the sun, moon, and stars, the earth, trees, animals—even themselves. Instead of worshipping the Creator, they are worshipping the creation. And to worship anything but God is sin.

We were created by God, and he has told us to worship him as our Creator —NOT to worship what he created.

Slide #22

Let’s go back to the Class Notes. We are on #6. What is the answer?

Assign a reader. Foolish. Have students complete #6.

And what about #7? Will someone read that? Assign a reader. Creator.

Have students complete #7.

God wants us to worship him alone. But a lot of people don’t get that.

What are some ways people might put the creation above the Creator?

Listen for ideas.

Well, how about this? When we find a wonderful shade tree on a hot sunny day, should we thank the tree for the shade? No, we should thank God for providing the tree.

When we get a delicious cheeseburger for lunch, should we thank the cow because it gave us meat? No, we should thank God for providing food to fill us!

We thank God for our food before meals because we know he is the one who provides for us.

God Is in Control

Now I have another question for you. How many of you have heard people talk about “mother earth” or “mother nature” being in control of things like the weather? Show of hands.

Is there a “mother nature” who controls the weather and the storms? No! Who is in control of all things, including the weather? God.

That’s right. The earth is not your mother. Neither is nature. The earth doesn’t take care of us, but we must take care of the earth as good stewards. The earth is God’s creation. He is in control of everything! And God wants us to worship and trust him—the Creator! He does not want us to worship the things he has created.

We know these things because we study and believe God’s Word and want to worship God. But, like we read in Romans, there are many people who have turned away from God. Many of them worship the earth so much that they have become confused and afraid. They think that the things people do every day are causing the earth to get warmer and warmer, and that someday we will destroy the earth because we are not caring for it enough. You might have heard of this idea before. It’s called “global warming.” But God’s Word has something to say about that.

Genesis 8:22

Slide #23

The last verse we’re going to read today tells of a time right after the flood. God spoke to Noah and promised that he would never flood the whole earth again. Turn to Genesis 8:22 in your Bibles. Who will read that for us? Assign a reader.

God made a promise here, didn’t he? God reminded Noah that the earth is his, and he will keep it the way it is—with seed-planting time and harvesting time, cold and heat, summer and winter, day and night—all these things will continue the way he has created them to be. Nothing that happens to the weather and nothing man can do will change God’s promise.

Many people are afraid of global warming and changes in the weather. They don’t believe that God can be trusted to keep his promise and keep his creation going.

But we don’t need to be afraid because even the weather cycles are all part of God’s plan for the earth. The earth and everything in it belong to God. We are told to be good stewards. So, yes, we should take care of the earth, but we

also need to make sure we are worshipping God, the Creator, and putting our trust only in him.

Slide #24

Let's finish our Class Notes. Look at #8. Who can answer that for us?
Assign a reader. Control. Have students complete #8.

Application

Slide #25

Refer to the Lesson Theme Poster. God gave mankind dominion over the earth. This dominion is a responsibility that all people share.

A lot of people seem very worried about the earth—things like global warming, or climate change, and what we need to do to keep it from happening. But God doesn't want us to live in fear. He has promised to keep the earth going as he wants it.

We ARE responsible to take care of the earth; God has given man dominion and authority over his creation, and he wants us to use it wisely. But God has also given many wonderful things in his creation for us to enjoy. We should care for our pets. We can plant gardens and flowers and enjoy them. We can hike in the woods and thank God for his beautiful creation.

We have a wonderful world to live in. We need to live in a way that cares for God's creation. But we don't need to be afraid of what is going to happen to it. God is in control.

Lesson Review

We all learn best with review and repetition! We encourage you to play a lesson review game.

Board Game

Teams will answer questions and make their way to the finish on the Game Board.

Materials

- Review Questions
- Game Board (provided in the Teacher Kit)
- Dice, numbered cards, or spinner
- Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

Materials

- Review Questions
- Medium-sized cardboard box
- Scissors or knife
- Four beanbags
- Masking tape

Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

Materials

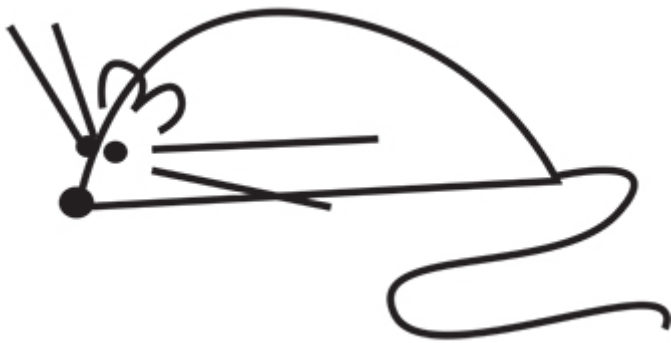
- Review Questions
- One drawing area for each team (paper, white board, etc.)
- Pencils or white board markers
- One die

Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

- 6 = body
- 5 = nose
- 4 = whiskers
- 3 = eyes
- 2 = ears
- 1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

Materials

Review Questions
Masking tape
Red and black paper circles or other markers for each team

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

Review Questions
Swimming noodles or rolled up newspapers
Rolled up socks
Masking tape
Ten sheets of paper
Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

Oh No

Not every roll of the dice will be good for the team. Answer the question, roll the dice, and be prepared to say, "Oh no!"

Materials

Review Questions
Two dice

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Each team will take turns answering review questions. When a team answers correctly, have them roll the dice to determine their points. If a team does not answer correctly, give the answer and repeat the question later. Keep track of team scores.

Numbers aren't always a winner! If students roll:

2 or 3 that team gives 5 points away to the other team
4 or 5 that team takes 5 points from the other team
6–10 face value
11 subtract 10 points from the team score
12 double the team score

(Note: no team can have less than 0 points.)

Pick a Point

Answer the questions correctly to earn the right to pick a point.

Materials

Review Questions
Small paper strips
Cup or basket

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

Materials

Review Questions

A deck of numbered cards, or numbers and “wild” written on index cards

One beanbag

Masking tape

Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team’s basket to be counted at the end of the game. Next team’s turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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