

## Lesson 18

# **Stewards of God's Creation**

We should take care of God's earth.

# Studying God's Word

## Lesson Time

Don't forget! Review the Optional Supplements and determine where you can use them.

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Lesson Flip Chart, and any items you prepared for this lesson.

## Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Prayer Page in the Flip Chart. Briefly review the different types of prayer presented there.

Today let's say prayers of confession—and tell God we're sorry.

I'll start. Dear God, I'm sorry for . . . (insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray, or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

I love you prayers—Adoration  
I'm sorry prayers—Confession  
Thank you prayers—Thanksgiving  
Please prayers—Supplication

## Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

Who made you? God made me!  
What else did God make? God made ALL things!  
Why did God make you and all things? For his glory.  
Is there more than one true God? No. There is only one true God.

## Bible Pass Around

Before Bible Pass Around, place a sticky note in your Bible to mark the first passage to be read.

We are going to start out today by looking into God's Word, the Bible. Hold up Bible. God's Word is true, and we can trust what it says. But where should we look? One of you will help me with that. We're going to play Bible Pass Around. Whoever ends up with the Bible must hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! Here's what we're going to do. I want everyone to count with me up to the number choose a number. (You may also choose to recite the books of the Bible, sing one of the lesson songs, or recite the memory verse as you do this activity.) We'll start right here. Hand the Bible to the first student. As we say each number (or word), you must carefully pass the Bible to the person beside you. Remember, we don't want to drop it or tear it. Then when we get to the last number (or word), whoever has the Bible will hold on to it until we are ready for it in our lesson. Are you ready? Let's begin. Begin the lesson when finished with Bible Pass Around.

K-1st Lesson continues next. Pre-K Lesson follows.

### **Pre-K Lesson**

### **K-1st Lesson**

### **Pre-K Lesson**

Don't forget! Review the Optional Supplements and determine where you can use them.

### **Review**

What did we talk about last time? Birthdays. The age of the earth.

That's right! We learned that the Bible tells us how many birthdays some of the people had starting with Adam—the very first man. He was created at the very beginning. And when we add up all those birthdays—how long they all lived—we can figure out how many birthdays the earth has had.

Look at the Lesson 17 Flip Chart. How many years went by from Adam to Abraham? 2,000.

And how many years went by from Abraham to the time when Jesus was born? 2,000.

Right! Now how many years have gone by since Jesus was born to today? 2,000.

And when we add up  $2,000 + 2,000 + 2,000$  we get 6,000 years! That means the earth is only about 6,000 years old, not millions of years. So, God created the world about 6,000 years ago.

### **What Is a Good Steward?**

Hold up the potted plant. I want you to take a look at this plant I have here.

Have you ever taken care of your neighbor's pets or watered their plants while they went on vacation? Allow answers.

What if I gave you this pretty plant to take care of for me? What would you do to take care of it and make sure it stays healthy? Water it, put it in the sunshine, prune it, etc.

You're right! There are a lot of things you could do to care for it.

Does that mean the plant is yours? No.

But can you enjoy looking at it? Or if it blooms, can you look at and smell the pretty flowers while you take care of it? Yes.

Hold up stuffed dog or cat. Now let's pretend that this pet is real and that I've asked you to take care of it for me.

What kinds of things would you do to take care of my pet for me? Feed it, give it water, brush it, pet it, play with it, take it for walks, etc.

Does that mean it belongs to you? No.

But can you enjoy petting and playing with my pet while you take care of it? Yes.

Yes. It sounds like you would be very good stewards. That means you would do a good job taking care of these things for me. That's what a steward is—someone who takes care of something that belongs to someone else.

As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

Turn to the Lesson Flip Chart Page. Now let's take a look at our Flip Chart. This little girl is watering a plant. And this boy is feeding some dogs.

## **God Gave Man Dominion**

Point to the picture of the earth. But what about this? What is it? The earth.

Wait a minute! Are we supposed to take care of the whole earth? Allow discussion.

Well, guess what? We ARE supposed to take care of God's earth, and the Bible tells us about that.

Who has the Bible? Please bring it up. We are going to read from God's Word now. Make this a special time as the student brings the Bible and opens it to where the sticky note is.

### **Genesis 1:26**

Listen as I read Genesis 1:26. Read Genesis 1:26 emphasizing "dominion over the fish of the sea, the birds . . . the livestock . . . every creeping thing."

Who created the earth and everything in it? God.

Reread the verses as necessary so the students can hear the answers straight from God's Word!  
So who owns it all? God.

Right. But this verse says when God created man he gave Adam "dominion" over the earth. Dominion means that God gave Adam the responsibility to take care of his creation and to use it wisely. God put people in charge of his creation: the animals, the oceans and lakes, and even our own backyards.

## **How Can We Be Good Stewards?**

So all the way from the beginning, God has given people the job to watch over the earth and all the creation. In order to do that we need to be good stewards.

Show potted plant and stuffed animal again. Who remembers what we said a good steward is? A person who takes care of something for someone.

Let's think of some ways we can be good stewards and take care of God's creation.

Refer to the Lesson Flip Chart. Look at the Flip Chart again. These kids are taking care of things in God's creation. What ideas do you see there? Raking leaves, recycling trash, feeding the birds, watering plants, and feeding pets.

These are ways YOU can help! God created the great outdoors and everything in it. And we can enjoy it as we take care of it in some simple ways, like picking up your trash after a picnic, never throwing garbage out of the car window, recycling your cans and plastic, and taking good care of your pets.

Can you think of some things you already do to take care of God's creation? Allow answers.

We know that this is God's world and that God cares about it—he is in control of everything that happens. God owns it. But God gave man, all of us, dominion over his creation. We're responsible to use it wisely, and he expects us to be good stewards and take care of it the best we can. And we should do that because we want to please God, the One who created it all! We can learn how to take care of God's earth while always praising him for the beauty we enjoy around us.

Continue with the Lesson Review Game below.

## **K-1st Lesson**

Don't forget! Review the Optional Supplements and determine where you can use them.

## **Review**

Refer to the Lesson 17 Flip Chart. What did we talk about last time? Birthdays. The age of the earth.

That's right! We learned that the Bible tells us how many birthdays some of the people had starting with Adam—the very first man. He was created at the very beginning. And when we add up all those birthdays—how long they all lived—we can figure out how many birthdays the earth has had.

Look at the Flip Chart. How many years went by from Adam to Abraham? 2,000.

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What if I gave you this pretty plant to take care of for me? What would you do to take care of it and make sure it stays healthy? Water it, put it in the sunshine, prune it, etc.

There are a lot of things you could do to care for it. But does that mean the plant is yours? No.

But can you enjoy looking at it? Or if it blooms, can you look at and smell the pretty flowers while you take care of it? Yes.

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Who created the earth and everything in it? God.

Reread the verses as necessary so the students can hear the answers straight from God's Word!

So who owns it all? God.

Right. But this verse says when God created man he gave Adam "dominion" over the earth. What do you think dominion means? Allow answers.

Dominion means that God gave Adam the responsibility to take care of his creation and to use it wisely. God put people in charge of his creation.

What does man have dominion over? Listen to the verse again. Reread Genesis 1:26. Over the fish, the birds, the livestock, the creeping things—and everything else!

God brought the animals to Adam for him to name. It helps us care for animals when we have a name for them! God also put Adam and Eve in the garden of Eden to tend it and keep it. They were taking care of God's creation when they cared for the garden.

How many of you have gardens or have helped care for a garden? Show of hands.

When we care for plants and trees, we get to eat what they grow. That's a blessing God gives us for properly caring for creation. It takes work to care for a garden. We have to water the plants and get rid of weeds.

## **How Can We Be Good Stewards?**

So all the way from the beginning, God has given people the responsibility to watch over the earth and all the creation. In order to do that we need to be good stewards.

Show potted plant and stuffed animal again. Who remembers what we said a good steward is? A person who takes care of something for someone.

Right. God wants us to care for his creation.

Let's think of some ways we can be good stewards of the things this verse says we're responsible for. How about fish? How can we be responsible for the fish? 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, not tossing trash into the water.

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, or enjoying fruits and veggies from your garden. 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.

Refer to the Lesson Flip Chart. What are these kids doing to take care of things in God's creation? Raking leaves, recycling trash, and feeding the birds.

We know that this is God's world and that God cares about it—he is in control of everything that happens. God owns it. But God gave man dominion over his creation, we're responsible to use it wisely, and he expects us to be good stewards and take care of it the best we can. And we should do that because we want to please God, the One who created it all! We can learn how to take care of God's earth while always praising him for the beauty we enjoy around us.

Continue with the Lesson Review Game.

## **Lesson Review**

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



# Basket Toss

Students give the correct answer and toss the beanbags to see how many points they can collect for their team. Each basket has greater points.

## Materials

- Review Questions
- Two beanbags
- Three laundry baskets or boxes
- Masking tape

## Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three laundry baskets or boxes. Set the baskets in a line, making each one a little farther away from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores for each team on the board. Continue until all the questions have been answered. Repeat questions if necessary.

# 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.

## **Bible Baseball**

Students will answer questions and run the bases!

### **Materials**

Review Questions  
Three chairs set out for bases  
Optional: gift wrap tube and a large balloon

### **Instructions**

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

## **Bowling**

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

### **Materials**

Review Questions  
Six to ten empty water bottles  
Softball or other small playground ball  
Masking tape  
Optional: dried corn or beans

### **Instructions**

Print one copy of the Review Questions for your use. If available, pour a small amount of dried corn or beans into the bottom of each water bottle (to add weight) and tighten the lid. Set out the bottles on one end of the room. Use masking tape to form a "lane" from the bottles to where the students will line up across the room.

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball down the lane toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of scores.

## 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.

## 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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