



# STEWARDSHIP of Our Time

*Therefore be careful how you walk, not as unwise men but as wise, making the most of your time, because the days are evil. So then do not be foolish, but understand what the will of the Lord is.*

*Ephesians 5:15-17 NASB*





# STEWARDSHIP OF OUR TIME

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## Introduction

Stewardship is a way of life that places God at the center of our lives and illustrates the fact that all we have is a blessing and a gift from God<sup>1</sup>. Yet, often when the subject of stewardship is discussed, its focus is primarily the use of our monetary or financial resources. We forget that one of the biggest resources God has given to each man equally is the twenty-four hours, 1,440 minutes, or 86,400 seconds of time in each day. Denis Waitley wrote, *Time is an equal opportunity employer. Each human being has exactly the same number of hours and minutes every day. Rich people can't buy more hours. Scientists can't invent new minutes. And you can't save time and spend it on another day*<sup>2</sup>. It truly is a gift from God and its use an awesome responsibility that we have all been given. And as faithful stewards we must consider that:

1. Time belongs to God. He created it and it is He who sustains it.
2. God grants men the gift of time for the purpose of promoting His glory<sup>3</sup>.
3. As God's stewards it is our responsibility to manage ourselves in a way that uses the time God has graciously given us for His purposes. Although we do not control time we can control our purposes and goals and plans and actions<sup>4</sup>.

## Purpose

Truly, we live in a day and age where more and more demands are being placed on our time. Many families' days are filled with a whirlwind of activity from waking hours until bedtime. We all can relate to the feeling of having an endless amount to do in a limited amount of time. Children get caught up in this life experience as well. When they are young their days are structured and organized by their parents but as they get older they are given more responsibility and freedom over the use of their time. Those who teach at the middle-school level know that when students first enter these middle years they need a lot of training in how to begin to work independently and complete work, assignments and projects on time.



As we begin to help our students develop the self-discipline they need to structure their school time to complete their tasks, and to plan for completing homework and projects, we are teaching them valuable skills that will allow them to be productive citizens and good stewards throughout their life.

Upon the right improvement of our time depends our success in acquiring knowledge and mental culture. The cultivation of the intellect need not be prevented by poverty, humble origin, or unfavorable surroundings. Only let the moments be treasured. A few moments here and a few there, that might be frittered away in aimless talk; the morning hours so often wasted in bed; the time spent in traveling on the trams or railway cars, or waiting at the station; the moments of waiting for meals, waiting for those who are tardy in keeping an appointment--if a book were kept at hand, and these fragments of time were improved in study, reading, or careful thought, what might not be accomplished. A resolute purpose, persistent industry, and careful economy of time will enable men to acquire knowledge and mental discipline which will qualify them for almost any position of influence and usefulness<sup>5</sup>.

Stewardship of our time not only allows us to live a calm, peaceful, less harried, more productive life but it enables us to make God's plans for our lives a priority. It helps us to put into action his purposes for our days. *Therefore, be careful how you walk not as unwise men, but as wise making the most of your time, because the days are evil. So then don't be foolish, but understand what the will of the Lord is* (Ephesians 5:10-17 NASB). Moses understood this when he wrote in Psalm 90, *Teach us to number our days, that we may apply our hearts unto wisdom* (verse 12 KJV). We do not know the number of days God has granted us on this earth, but we do know that he would have us use each one of them to His honor and glory.

It is never too early to start to impress upon young minds the Lord's precepts. *Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up. Write them on the doorframes of your houses and on your gates, so that your days may be many in the land that the Lord swore to give your forefathers, as many as the days that the heavens are above the earth* (Deuteronomy 11:19-21). It is my hope that this unit on the Stewardship of Our Time will be a tool for teachers to begin the work of impressing principles of stewardship upon the hearts and minds of young people.

1. Fr. Kraig. Comments on: *Stewardship--God's Way of Life-Time. at Church of St. John Neumann.*

2. Waitley, Denis. (1998) in *Stewardship of Time.* Ed. Stan Toler. p.21.

3. White, Ellen. *Counsels to Parents and Teachers.* p. 354.

4. Harris, Gregg. (2002) *Reedeeming the Time: A Christian Perspective on Time Management.* Published at Crosswalk.com.

5. White, Ellen. *Reflecting Christ.* p.286.



# STEWARDSHIP OF OUR TIME



## Focus

While the practice of stewardship encompasses many aspects of our lives, I recognized that I could not adequately cover all of these aspects in this one unit. Therefore this unit is part of a larger series on **Stewardship**. The first unit in this series, **Stewardship of Our Possessions**, can be found in **Volume 3** of the **Teacher Bulletin**. It has also been included again in this publication for your convenience. While the units in this series do not have to be taught in a particular order, I would recommend teaching the Stewardship of Possessions unit first because it covers many basic principles of stewardship which apply to all other aspects as well. However, for those of you who want to jump right in with **Stewardship of Our Time**, I have designed the first lesson to be a modified version of the first lesson in Stewardship of Our Possessions. This lesson presents a broad overview of the concept of stewardship then in the following lessons narrows the focus to one specific aspect of stewardship - **Time**.



## Unit Outline

|          |                             |       |
|----------|-----------------------------|-------|
| Lesson 1 | <i>Trustworthy Trustees</i> | p. 7  |
| Lesson 2 | <i>Composing Chaos</i>      | p. 12 |
| Lesson 3 | <i>Come On, Celebrate</i>   | p. 22 |
| Lesson 4 | <i>Prayerful Priorities</i> | p. 27 |
| Lesson 5 | <i>Time Thieves</i>         | p. 34 |
|          | Culminating Project         | p. 40 |
|          | Teacher Resources Section   | p. 43 |

## Format

This unit on stewardship is comprised of five lessons and a culminating project. Each lesson is divided into four major sections: the Attention Grabber, Bible Exploration, Treasure Chest Activity Page, Wrap-Up, and Personal Application.

A Teacher Resources Section contains material to expand the teacher's knowledge and understanding of the topic, a series of inspirational stories which can be used for worships or as a supplement to the lessons, and the resource materials needed for each of the five lessons.



# God's Minute

I have only just a minute,  
Only sixty seconds in it.  
Didn't seek it, didn't choose  
it,  
But it's up to me  
to  
use  
it.  
I  
must suffer  
if I lose it,  
Give account if I abuse it.  
Just a tiny little minute,  
But eternity is in it.

Rudyard Kipling





# STEWARDSHIP OF OUR TIME

## "Trustworthy Trustees"

### What this lesson is about

God owns us, and everything about us - our bodies, our **time**, our opportunities, our talents, our possessions, our relationships - everything. He entrusts us with the management of all those resources to bring the highest return on His investment - a return that is measured in glory to His name and in blessings to others.

### Scripture Studied

Matthew 25:14-30; 1 Chronicles 29:11-12; Psalm 90:12; James 1:17; 1 Cor 6:15, 20; Ephesians 5:15-16; 1 Peter 4:10; Matthew 22:37-39; Proverbs 3:9-10; John 15:8.

### Key Passages

**1 Chronicles 29:11-12** *Yours, O Lord, is the greatness and the power and the glory and the majesty and the splendor, for everything in heaven and earth is yours. Yours, O Lord, is the kingdom; you are exalted as head over all. Wealth and honor come from you; you are the ruler of all things. In your hands are strength and power to exalt and give strength to all.*

**1 Corinthians 4:2** *Moreover it is required in stewards, that a man be found faithful.*

### Lesson Objectives

During this lesson your learners will:

1. List the characteristics of a good steward.
2. Discuss the parable of the three servants found in Matthew 25 parable.
3. Apply principles found in the parable to their lives today.
4. Use scripture to derive three important principles of stewardship.
5. Make a personal commitment to begin becoming a good steward.





# STEWARDSHIP OF OUR TIME

## "Trustworthy Trustees"

### Materials and Preparation Needed:

Copies of Teacher Resource pages for Lesson One

Copies for each student of Time Bank Activity Page

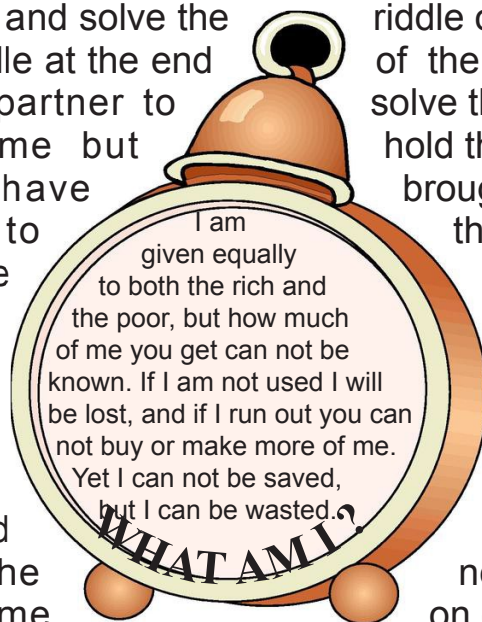
## ATTENTION GRABBER

8 minutes

Write this riddle below on minutes to try and solve the solved the riddle at the end work with a partner to too much time but

Once you have the answer to able to solve o f t i m e , made in the whether they twenty-four not buy more in a day and one day to the how much time one of us, which

to use our time wisely and not waste the days God has given us. *Teach us to number our days, that we may apply our hearts unto wisdom* (Psalm 90:12). In fact, he holds us accountable for the use of our time just as he holds us accountable for the use of our money or possessions. Part of being a good steward is being faithful in the use of our time. Transition in to the Bible exploration by explaining to students that over the next couple of weeks we will be studying about time and we will be looking to God's word to find out what he has to say about the use of our time and how we can be good stewards of it.

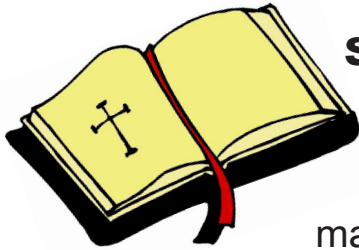


the board. Give students two to three riddle on their own. If no student has of the three minutes, have them solve the puzzle. Do not give them hold them to about five minutes.

brought the group together, give the riddle and find out who was it. Discuss the characteristics explaining the three points riddle: 1.) Every person, are rich or poor, receives hours each day. 2.) We can time or make more time we can not save time from next. 3.) Neither do we know on earth God has granted each is why we have the responsibility

## Exploring The Bible - 30 minutes

## Lesson 1



**Step 1:** Begin by asking students what they think the definition of a steward is. Explain that Scripture depicts the position of a steward as one of great responsibility. A steward is the supreme authority for all under the master and has full responsibility for all the master's possessions, household affairs, and even raising the children. As

Christians, when we acknowledge that God is the owner of and creator of everything and that our purpose in this life is to glorify God, we are accepting the role of steward.

**Step 2:** Read to students, 1 Corinthians 4:2 - *Moreover it is required in stewards, that a man be found faithful* (use a KJV or NKJV). Discuss with students what they think this text means. Then have students work together in pairs, using the **Time Bank Activity Sheet**, to come up with a list of qualities that a "faithful" steward would possess. Give students about five minutes to compile this list. Then ask groups to share several characteristics. Compile a list of these characteristics on the board as students share. (If students have difficulty - try having them think of the characteristics a poor steward might exhibit and then ask them what the opposite of those characteristics would be.)



**Step 3:** Hand out a copy of The Story of Three Managers, and explain to students that this is a modern version of the story of the three stewards found in Matthew chapter 25. Have students look for and identify the qualities they have listed on the board as the parable is read. (I recommend every student have a copy to follow.)





## Exploring The Bible continued...

**Step 4:** After reading the parable ask students the following questions:



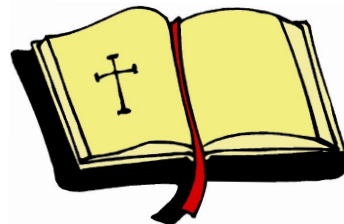
*To whom did the money belong?  
Where did their authority as managers come from?  
What were their responsibilities?  
How were they held accountable?*

*How would you describe the relationship between the boss and the managers?  
What rewards was the reward for being a faithful manager?  
Look at the list of qualities of a faithful steward, which of these qualities did the managers in this story possess?*

**Step 5:** Transition to the application of this parable by explaining that this story illustrates the three foundational concepts of stewardship. Say, *Let's use our Bibles to discover what these three principles of stewardship are.* Hand out text strips to students (see Teacher Resources Lesson 1). After looking up the texts for each one, have students write the principle in the appropriate box on their **Time Bank Activity Sheet**.

1) **God owns us, and everything about us - our bodies, our time, our opportunities, our talents, our possessions, our relationships-everything.**

- 1a) Everything belongs to the Lord: 1 Chronicles 29:11-12,
- 1b) Possessions: James 1:17
- 1c) Bodies: 1 Cor 6: 20
- 1d) Time: Ephesians 5:15-16
- 1e) Talents & Abilities: 1 Peter 4:10
- 1f) Relationships: Matt. 22:37-39



2) **He entrusts us with the management of all those resources to bring the highest return on His investment - a return that is measured in glory to His name and in blessing to others.**

- 2) John 15:8 & 12

3) **As a tangible symbol or model of our acceptance of the first two claims He has certain specific expectations about the use of our means.**

Proverbs 3:9-10 & 2 Quotes



# STEWARDSHIP OF OUR TIME



## WRAP-UP 10 minutes

Discuss with students that often stewardship is thought of in the context of the use of our money. But it extends to everything that God has given to us including our time, our bodies, our relationships, our talents and abilities. And just like the managers in the story were accountable for the use of their boss's money, they are also accountable for what they do with their time on the job. Ask students to think about how these managers would show themselves to be faithful stewards of time. Then ask them to re-write the parable in Matthew 25 to depict stewardship of time. (If you desire, this can be worked on over several days - or incorporated into Language Arts. How ever you choose to do this activity, be sure to have students share their stories with each other.



## Personal Application

Have students reflect on these questions in their Stewardship Journals. Make a list of the areas in which you feel you are being a good steward? Write down one area you feel you need to work on. What specific actions will you take to begin working on this area? Don't forget to ask God to help you as you seek to do His will.

# Time Bank Activity Page



## Characteristics of a Good Steward



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### Section 2

**Directions:** In the boxes below, write in the three principles of stewardship.

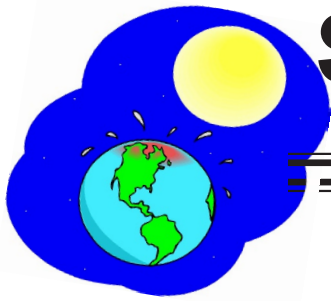
### Three Principles of Stewardship

Principle #1:

Principle #2

Principle #3





# STEWARDSHIP OF OUR TIME

## "Composing Chaos"

### What this lesson is about

God's first act of creation was the establishment of time. Because He is a God of order he created time as a means of establishing and ordering our existence - of turning the chaos into form.

### Scripture Studied

Genesis 1:-2:3; Psalm 90:2; Exodus 20:8-11; Psalm 90:2; John 1:3

### Key Passages

**Genesis 1:3-5** (NKJV) *Then God said, "Let there be light; and there was light;" And God saw the light, that it was good; and God divided the light from the darkness. God called the light Day, and the darkness He called Night. So the evening and the morning were the first day.*

**Psalm 90:2** (NKJV) *Before the mountains were brought forth, or ever You had formed the earth and the world, Even from everlasting to everlasting, You are God.*

### Lesson Objectives

During this lesson your learners will:

1. Sequence the events of creation.
2. Discuss purpose of the specific order of creation.
3. Investigate scripture for evidence of God's creation of the literal day/week.
4. Apply principles found in the parable to their lives today.
5. Make a personal commitment to begin becoming a good steward.

### Materials Needed:

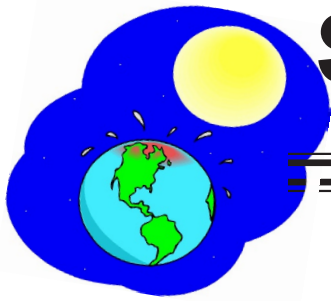
Large Sheets of chart paper

Large dark markers

Copies of Teacher Resource pages for Lesson Two

Copies for each student of Time Bank Activity Page





# STEWARDSHIP OF OUR TIME

## *"Composing Chaos"*

### Notes To The Teacher

When Moses, under the inspiration of God, compiled the account of creation in Genesis 1, he used the Hebrew word *yôm* with numbers ('first day', 'second day', 'third day', etc.) and words 'evening and morning', and the first time he employed it he carefully defined the meaning of *yôm* (used in this way) as being one night/day cycle (Genesis 1:5). Thereafter, throughout the Bible, *yôm* used in this way always refers to a normal 24-hour day. There is thus a *prima facie* case that, when God used the word *yôm* in this way, He intended to convey that the days of creation were 24 hours long." Grigg, Russell (1996) *Creation Magazine* Vol 19 (1):23-25, December.

### The Beginning

The people waited tensely in the desolate wilderness. An electrical display from the heavy black cloud that enveloped the rugged mountain had awed them. Its thunder still echoed in their minds. But now there came a strange, unnatural stillness—the calm before the storm perhaps? As they trembled in expectancy, even their leader—usually calm and reassuring—appeared visibly shaken.

Suddenly, from out of the stillness, the voice of Omnipotence spoke. Quailing, the crowd sank to its knees. The words rolled along the flanks of the mountain and down the valley as the great God of Abraham, Isaac, and Jacob declared the ten precepts of the Decalogue that were to be their standard of life.

For many years the Hebrew people had been immersed in an idolatrous society. They had nearly forgotten those laws that constitute a transcript of God's character. Now God would bring them again to a knowledge of Himself. The fourth commandment especially would remind them that He is a God above all others, for no other god claimed to be Creator of the heavens and the earth. One of their descendants would declare, "Thou, even thou, art Lord alone; thou hast made heaven, the heaven of heavens, with all their host, the earth, and all the things that are therein, the seas, and all that is therein, and thou preservest them all; and the host of heaven worshippeth thee" (Nehemiah 9:6).



## Literal Days

During recent weeks a series of events had vividly reminded the former slaves of the weekly cycle. They could not collect manna every seventh day, as some doubting individuals had discovered. Furthermore, the manna became putrid and wormy when kept overnight - except on the night following the sixth day. The day of rest, the Sabbath, came regularly at the end of every weekly cycle. God told them that He had made the world in six days and that He had then rested on the seventh day. The assembled multitude had no question in their minds that He meant literal days. They would not have thought otherwise.

If each day of Creation week were not a 24-hour period, we would be unable to explain where the weekly cycle came from. Regardless of what day we observe—Friday, Saturday, or Sunday—we would have difficulty accounting for the origin of any rest day apart from its relationship to the time cycle established at Creation week.

In scripture the Hebrew word *yôm*, interpreted “day,” almost always means a literal 24-hour period if preceded by a numeral. Obviously the Creation account has a numeral—first, second, third, etcetera preceding the word. This rule for understanding *yôm* to mean a literal day applies here. On the basis of correct Biblical exegesis we must interpret the days of Creation as literal ones.

The Bible writers after Moses certainly regarded the first portion of Genesis as divinely inspired and authoritative, and they understood Creation week to be literal. David repeatedly refers to God Creator and indicates the instantaneous nature of His work (Ps. 33:6-9). Psalm 104 follows the days of Creation in order especially verses 2, 3 (first and second days), 19 (fourth day), 25-30 (fifth and sixth days). In the New Testament each of the Gospel authors includes references to Creation, the Flood, and earth’s early history. Jesus’ own words indicate His acceptance of Genesis as historical. (Matt. 11:23,24; 19:4; 24:37-39; Mark 10:6; 13:19; Luke 11:51; 17:26,27).

If Jesus had stated positively in the New Testament that Creation had took place in six literal days, most would be impressed. Yet God, in the majesty of His glory, affirmed the fact from the top of Mount Sinai in stone and in the hearing of thousands of people and recorded His declaration on stone and in Holy Scripture. “For in six days the Lord made heaven and earth, the sea, and all that in them is” (Ex. 20:11).

How could Moses, the author of Genesis, have made it more clear that the days of Creation were literal? He gave a number to each day, spoke about night and day, darkness and light, and ended each day



with the expression “the evening and the morning.” Anyone who wishes to believe in long Creation days must do so with the understanding that Moses was not attempting to convey such a meaning.

Are the first two chapters of Genesis 2 separate accounts of Creation by different noncontemporary authors as sometimes claimed? Off-hand the two chapters may appear quite different. However, they have a common thematic unity, similarity of form and features, and significant uses of names for the deity.<sup>1</sup> Tracing in bold strokes and main theme and then going back to fill in the details is a common literary device even today. The basic account ends with the first half of the fourth verse of the second chapter. The part that especially applies to man takes up with the second half of Genesis 2:4 and continues to the end of the second chapter.

## The First Day

Ever since man first looked up into the night skies, he has marveled at their beauty and wondered about the unknown. Modern astronomers have discovered something of the vast size of the universe, which is beyond human comprehension. The stars and galaxies did not come into existence accidentally—they are the objects of God’s creative power manifesting itself in the transformation of energy into matter. The first chapter of the book of Genesis describes the creative acts, the establishment of one of these astronomical bodies as a home for a new race of beings made in His image.

From the beginning to end, miracles filled the first week of earth’s history. God has not seen fit to give us many details about His acts of creation. The record is brief, but plain and inclusive.

“In the beginning God created the heaven and the earth. And the earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters. And God said, Let there be light: and there was light. And God saw the light, that it was good: and God divided the light from the darkness. And God called the light Day, and the darkness he called Night. And the evening and the morning were the first day” (Gen. 1:1-5).

Thus begins the account of Creation. How did God perform His creative acts? The Holy Scriptures say that He “spoke” the world and its living forms into existence, according to the plan that already existed in His mind. “By the word of the Lord were the heavens made; and all the host of them by the breath of his mouth. . . . For he spake, and it was done; he commanded, and it stood fast” (Ps. 33:6-9). “Mine hand also hath laid the foundation of the earth, and my right hand spanned the heavens: when I call unto them, they stand up together” (Isa.



48:13). The apostle John declared, “All things were made by him; and without him was not any thing made that was made” (John 1:3).

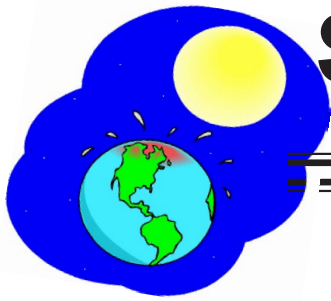
The phrase “without form, and void” describes the earth’s condition at the time the creative acts began to take place. It portrays the chaotic state changed by successive creative acts during Creation week into one of order and beauty as God molded, fashioned and organized the earth’s surface into a place habitable by man.

The light brought into existence on the first day of Creation week evidently came from one definite source, and the rotation of the earth resulted in the succession of night and day, a situation no different from today. It is reasonable to think that God created our solar system—the sun, the planets, and their satellites—as a unit.

Coffin, Harold (1983). *Origin By Design*. Chapter One: 7-10. Review and Herald Publishing Association: Hagerstown, MD.







# STEWARDSHIP OF OUR TIME

## "Composing Chaos"

### \* Important!

If you have not already read the "Notes To The Teacher" you will want to do so now. It will help you guide the discussion during the exploration section of this lesson.

### ATTENTION GRABBER

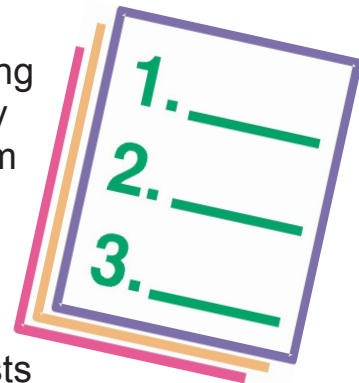
5 minutes

Before starting this activity, divide students up into small groups of three or four. Give each group a large piece of chart paper and a dark marker.



Ask students, *When do you really need to know what time it is? Do you check the clock to see if it is time to eat, or do you rely on your stomach to let you know? Do you need a clock to tell you when it is time to go to bed or do you go to bed when you feel tired?*

Tell students that they will be working as a group to make a list of at least ten reasons why they check a clock or watch during the day. Tell them that you will be giving them three minutes to make this list. Make sure you time them! Once time is called have students share their lists with the larger group. Ask them if they were surprised at how often they consult the clock during the day. (Collect the lists - with group names on them - you will need them again later in this lesson.)



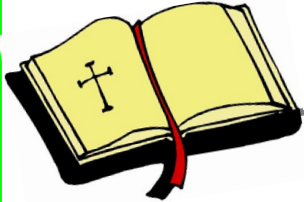
Transition into the exploration by saying, *You can see that almost everything we do is governed by our system of telling time. Have you ever wondered why the day is divided into 24 hours? Why not ten shorter ones? What is so special about 24?*



## Exploring The Bible - 30 minutes

## Lesson 2

**Step 1:** Hand out an envelope to each group of students containing the creation squares found in the teacher resource section for lesson two. Explain that each square lists a specific act of creation. Tell students that they need to put these squares in the correct time sequence. They may use their Bibles. (The numbers on each square do not indicate the order). Give groups about five minutes to complete this activity. Once groups have finished - have them check to see if they have the correct sequence by showing them the answer key (see teacher resources for lesson two).



Ask students, *What do you notice when you look at the order in which God created?* Discuss with students how the order in which God began the creation of the earth tells us something about who he is. Note that before creation earth was in chaos - it was with out form - and God, from day one, began his work in an orderly and organized fashion to sculpt earth into a beautiful new world for humankind.

**Step 2:** Tell students, *Some people believe that there is nothing special about the twenty-four hour time period that we call day - it's just been around so long that this time division stuck. In fact many people believe that the Egyptians were the first people to divide time into twenty-four hours. (This would make an interesting research report - is it possible that the Isrealites brought this idea with them?) But we know that there is something special about the twenty-four hours in a day. **God created it!***



Explain to students that we are going to explore together what the creation story and other scriptures tell us about the establishment of time and the application it has for our daily living. Hand out the **Time Bank Activity Page**. Look up the texts one by one and lead a discussion on each text using the materials found in **Notes to The Teacher** to expand the following points:



•**Genesis 1:1-5** God's first act of creation was to create light, separate it from the darkness, and to declare the light day and darkness night.

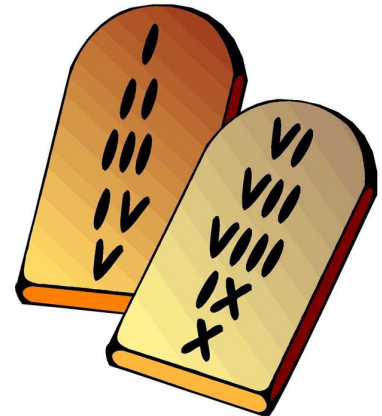
•**Genesis 1:14-18** On the fourth day of creation, God established the measurement of time by creating the sun to rule the day, the moon and stars to rule the night, and to be signs for the seasons, days, and years.



## Exploring The Bible - continued...

## Lesson 2

•**Genesis 2:2-3** Finally, at the end of creation he established a special time, the Sabbath. Sabbath was a specific time at the end of a weekly cycle set aside for the purpose of worshipping the Creator and enjoying His Creation. (In the next lesson we will take a deeper look at the Sabbath).



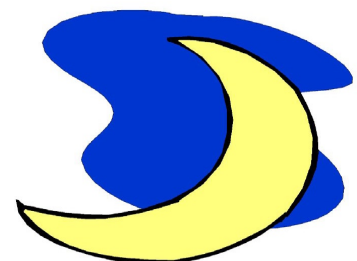
•**Exodus 20:8-11** Point out the significance of this passage in emphasizing the literal 24 hour time period. (Also note how the events leading up to the giving of the decalogue emphasize this, as well.)

•**Yôm** Explain the etymology of this Hebrew word and its significance when used in conjunction with a specific number.

\*It is interesting to note that in the creation story there are three specific creative acts which bring about the establishment of time. Also of interest is the fact that in the seven day sequence they fall 1st, 4th (exact middle) and 7th last.



**Step 3:** Transition into the wrap-up by saying, *Can you imagine what our world would be like without time? What if we randomly had daylight, and night? And some parts were long and some were short and we never knew when or how long?*





# STEWARDSHIP OF OUR TIME

## "Composing Chaos"

### WRAP-UP

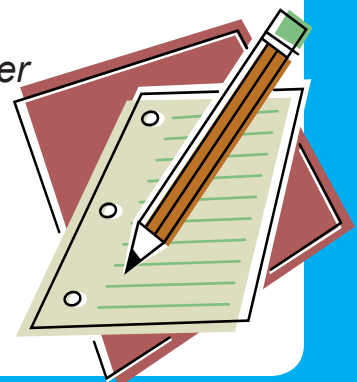
10 minutes

What an awesome God we serve who with a spoken word could turn chaos - a formless void before creation - into a new and beautiful planet; a God who is eternal and onmipresent (Psalm 90:2). A God who trancends time and space and yet a God of order who established the daily rhythm and cycle of day and night to structure our existence. Not only does this make the 24-hour day important, it also tells us something about God we serve. He created time (*All things were made through hlm, and without Him nothing was made that was made.* John 1:3). And just like the physical attributes of the earth were a gift to man, so was the act of the creation of time. Are we not then to be held responsible for the use of our days and the hours within them?



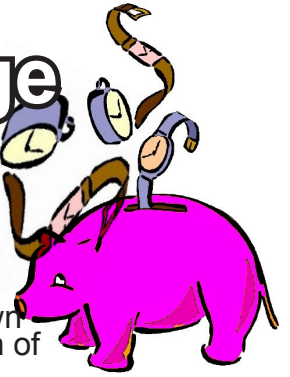
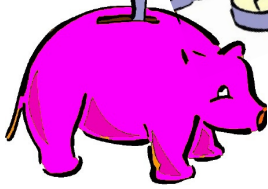
### Personal Application

Moses wrote in Psalm 90: 12, *Teach us to number our days, that our hearts may gain wisdom.* What do you think this text means? Ask God to show you how you could apply this text in your own life, and then write down some of those ideas.

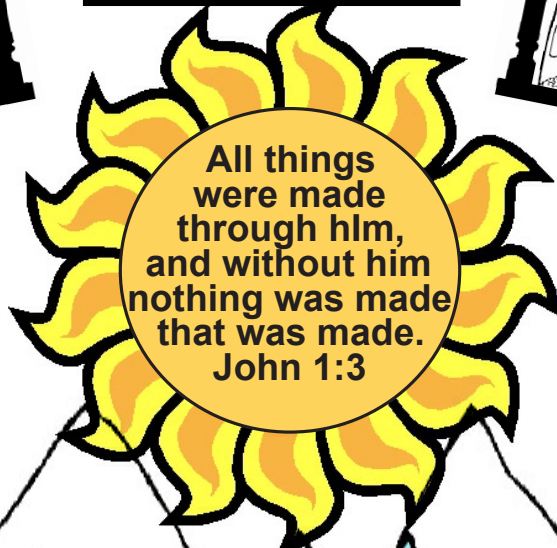
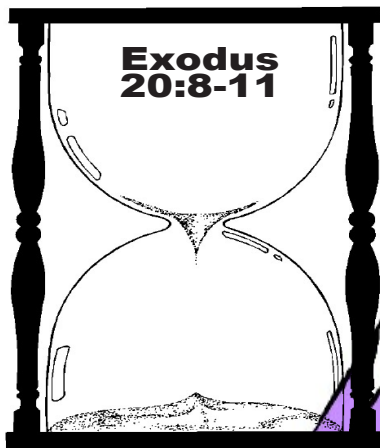
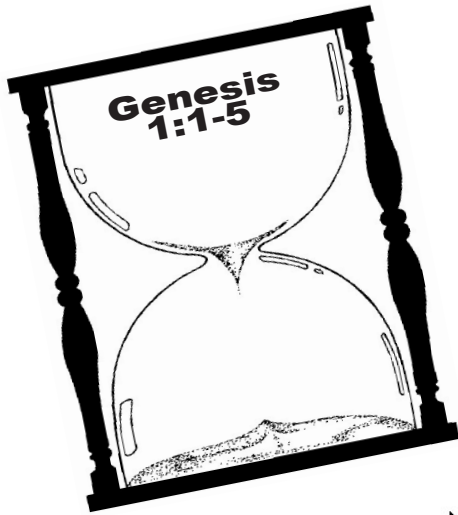


# Time Bank Activity Page

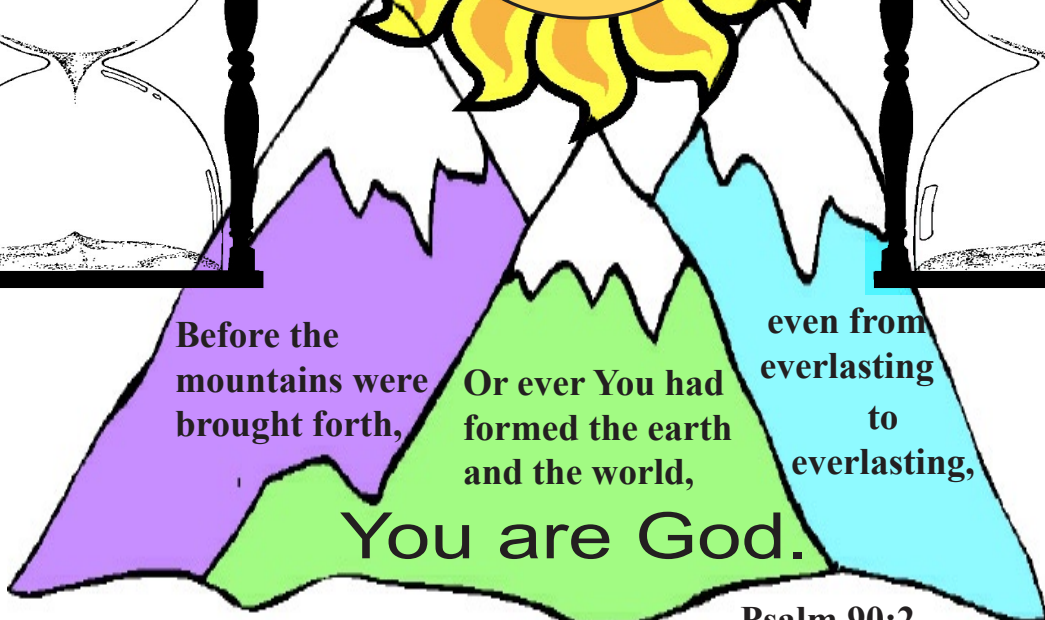
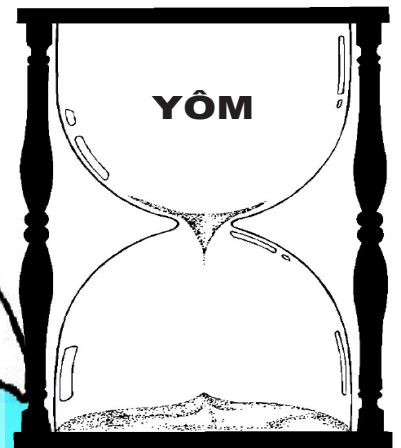
**SPEND TIME WISELY**



**Directions:** As you read and discuss these texts, write down the significance of each passage as it relates to the creation of time.



All things were made through him, and without him nothing was made. John 1:3



Before the mountains were brought forth,

Or ever You had formed the earth and the world,

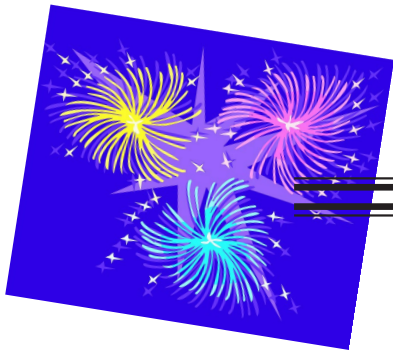
even from everlasting to everlasting,

**You are God.**

Psalm 90:2

Lesson 2





# STEWARDSHIP OF OUR TIME

## "Come on, Celebrate"

### What this lesson is about

*By its nature as a memorial to the creation of mankind and the world, the Sabbath is universal. Framed in a block of time that comes to everyone everywhere, the Sabbath is boundless, transcendent, and purposely not confined to one land or geographic area. It reaches all people each week because it is for all people. Clifford Goldstein*

### Scripture Studied

Exodus 20:8-11; Genesis 2:1-3

### Key Passage

**Exodus 20:8-11** (NKJV) *Remember the Sabbath Day to keep it holy. Six days you shall labor and do all thy work but the seventh day is the Sabbath of the Lord your God. In it you shall do no work: you, nor your son, nor your daughter, nor your manservant, nor your maidservant, nor your cattle, nor your stranger who is within your gates. For in six days the Lord made the heavens and the earth, the sea and all that is in them, and rested the seventh day. Therefore the Lord blessed the Sabbath day and hallowed it.*

### Lesson Objectives

During this lesson your learners will:

1. Understand the significance of the Sabbath as a dimension of time.
2. Identify three acts of the Creator that are a reminder of the Sabbath.
3. Explain how these three creative acts are taking place in their lives today.
5. Make a personal commitment to be ready for the Sabbath.

### Materials Needed:

Cell phone and Land-Line phone

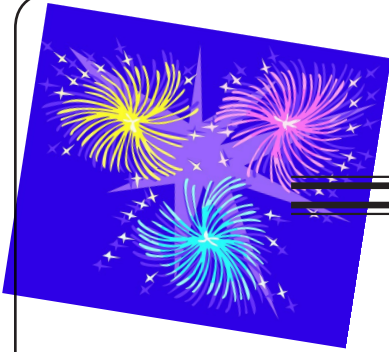
Copies of Teacher Resource pages for Lesson Three

Copies for each student of Time Bank Activity Page



# STEWARDSHIP OF OUR TIME

## "Come on, Celebrate"



### ATTENTION GRABBER 5 minutes



On a desk or table, in the front of the room, display two types of phones, a cell phone and a "land-line" phone. Ask students if all things were equal (that is price and cost to operate) which type of phone they would rather have.

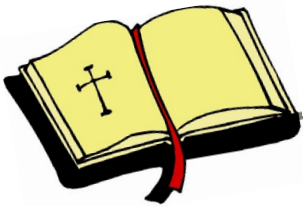
Chances are they are going to say the cell phone. Ask them to give you reasons why cell phones have an advantage over land-line phones. Compile a list on the board. It may include:

- with cell phones you are not tied to one geographic location to make and receive calls.
- You can make phone calls most anytime anywhere.
- It may be easier to keep track of and stay in touch with friends and family.

Transition into the exploration by saying, Today, we are going to look at something God created and pronounced holy that, just like a cell phone, has the advantage of not being tied to one specific geographic location.



## Exploring The Bible - 30 minutes



**Step 1:** Ask students to generate some suggestions as to what they have learned about the stewardship of time. Add the following points if not mentioned. Time was created by God during the creation week. It is a gift from God and thus brings with it responsibility for its use to his honor and glory.

**Step 2:** Ask students to look up Genesis 2:1-3 and read it together. Say to students, *God's final act of Creation was the Sabbath. It was not like the other creative works in that it did not take a tangible physical shape. The Sabbath, as God created it, was a 24-hour period of time which He blessed and sanctified. Today, we are going to look at the significance of the Sabbath being created as a dimension of time. We will also look its purpose and what our role is in keeping it.* Handout a copy of the "Memorialized In Time" reading to each student along with the **Time Bank Activity Page**. Have students work in pairs to read and complete section one of the activity page.

Bring students back together to discuss their findings. Make sure that the following points are understood:

- Time is the dimension in which God's other created works exist.
- If God made the Sabbath a specific geographic location, not all people would have access to it.
- Time comes to us. We do not have to seek it.
- Things, people, places - can be destroyed. Time can not be touched by man.
- We can not stop time.

\*The Sabbath framed in time-stands as an universal, invincible Memorial that we are God's handiwork.



**Step 3:** Say to students, *We know that God set aside this special time, called Sabbath, and sanctified it and made it holy. But what exactly is the Sabbath a memorial of? What are we celebrating on Sabbath? I will divide you into small groups and each group will play the Memorial Game to discover what the scripture says these purposes are.* Explain how the game works (see directions in **Teacher Resource Section for Lesson 3**) and how you want the groups formed. When they have completed the game, they should fill out section two of the **Time Bank Activity Page**.





# STEWARDSHIP OF OUR TIME

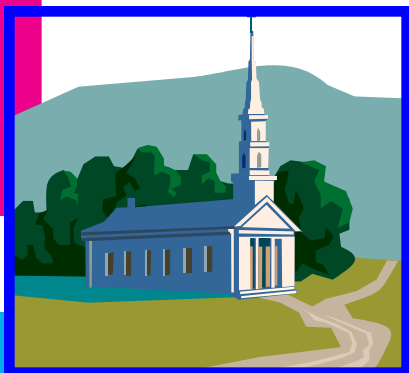


## "Come on, Celebrate"

### WRAP-UP

10 minutes

Bring students back together and say, We celebrate the Sabbath in acknowledgement that God is our Creator and our Maker, and that He has redeemed us through the blood of His Son, Jesus Christ, so that someday we again will be restored too. Share with students how one fifth and sixth grade class (see **Teacher Resources Lesson 3**) has created their own, weekly, Sabbath Celebration. Then make plans to have a special Sabbath Celebration of your own.



### Personal Application

Are you prepared when the Sabbath comes? Read Celeste Perrino Walker's story and then in your journal write a description of what you hope the Lord will find when He comes to your house next Friday sundown.



# Time Bank Activity Page



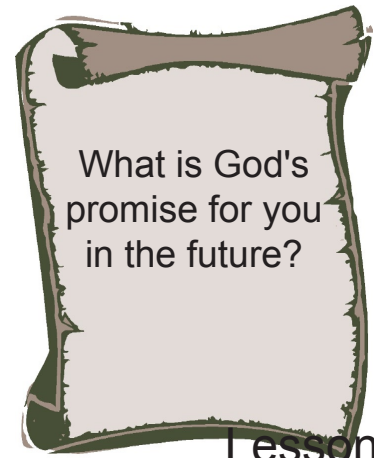
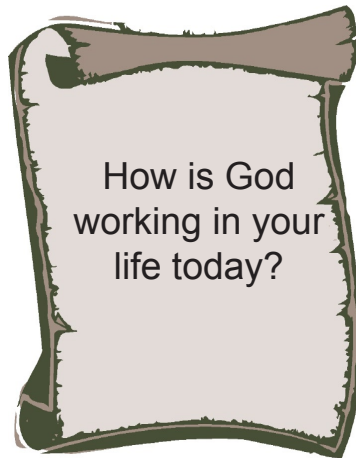
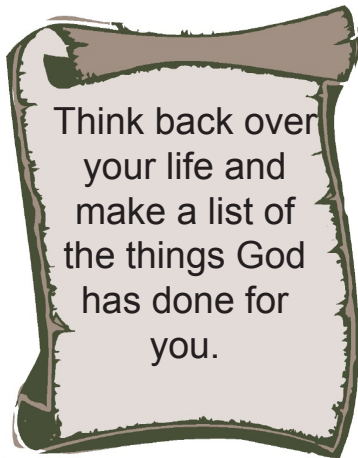
## Section One

Directions: Read Memorialized In Time, then answer the following questions.

|  |  |
|--|--|
| <p><b>Why does it make sense that God placed the Sabbath in the dimension of time - not space?</b></p> |  |
| <p><b>What does the Sabbath memorialize?</b></p>   |  |

## Section Two

Directions: Answer these questions on the back of your paper.





# STEWARDSHIP OF OUR TIME

## *"Prayerful Priorities"*

### **What this lesson is about**

Stewardship of time is more than making sure that we don't waste time or that our days are busy and productive. It deals at a deeper level with our priorities and whether or not our days are structured so that we are using the time to accomplish what the Lord would have us do.

### **Scripture Studied**

Matthew 6:33; Exodus 20:1-17; Ephesians 6:1-3; Matthew 22:37-40; Galatians 5:13-15; Proverbs 1:8; Luke 2:40-52; Proverbs 3:6; Isaiah 30:21

### **Key Passage**

*Therefore be careful how you walk, not as unwise men but as wise, making the most of your time, because the days are evil. So then do not be foolish, but understand what the will of the Lord is.*

Ephesians 5:15-17 NASB

### **Lesson Objectives**

During this lesson your learners will:

1. Realize it's not about time, it's about priorities.
2. Chart where their time is spent.
3. Study scripture to determine God's priorities for their lives.
4. Use principles found in scriptures to make choices in the use of time.
5. Make a personal commitment to make God the number one priority.

### **Materials Needed:**

large wide mouth container or bowl

6-8 fist sized rocks

a bag of small pebbles (like those used in a fish tank)

Copies of Teacher Resource pages for Lesson Four

Copies for each student of Time Bank Activity Page





# STEWARDSHIP OF OUR TIME

## *"Prayerful Priorities"*

### ***NOTE To Teacher***

This lesson approaches time management from the Biblical perspective of priorities. It is not an attempt to provide students with a comprehensive repertoire of specific tools and techniques for time management. One reason for this is a matter of time, the other is there are already many wonderful published materials on study skills and time management to be found at any teacher's store. I would, however, highly recommend using this lesson as a jumping off point for teaching some lessons on study skills and time management, and I have included a list of some helpful resources at the end of this unit. In particular, I would recommend using the material on time management from the following two books: *The 7 Habits of Highly Effective Teens*, by Sean Covey and *Organizing From The Inside Out-For Teens*, by Jessi Morgenstern-Colón. (See **Additional Resources** for a complete information.)

### ***CAUTION!***

Before attempting this attention grabber in front of your students, I suggest that you try it yourself first! Start by filling the container you have chosen half full of the tiny pebbles. Next, place enough big rocks on top of the small pebbles so that it is obvious that they have a hard time fitting. Once you have the small pebbles measured and large rocks chosen, empty them from your container. This time, put the large rocks in first then pour the small pebbles over and around the larger ones. This is where you may need to make some adjustments to the amount of small pebbles you will use. The end result desired is to have the large and small rocks all fit comfortably in the container together.



# ATTENTION GRABBER

**8 minutes**

Place the container you have chosen on a desk in front of you where everyone can see it. Explain to students, *this container represents our day*. Show students the pebbles and say, *These pebbles represent the urgent and often unplanned things that sometimes fill our days. Things like trying to find the soccer uniform you need to wear to the game after school, running to the store to get poster board for a project due tomorrow, cleaning your room, a phone call from a friend, etc...*



As you name some of these things begin to pour the pre-measured pebbles into the container. Then say to students, *Sometimes our day is so easily filled with these little urgent tasks that the big important priorities and tasks get squeezed into our leftover time-or left out.*

Begin putting the pile of big rocks in as you name things that should be on a persons "high priority" list: personal devotions, spending time with and helping out the family, studying for the test next week, practicing our instrument, volunteering in a ministry, etc... Students will quickly see that all the big rocks will have a hard time fitting in the container without some precarious balancing.

Next, ask students, *What do you think the problem is?* Challenge students to see if they can come up with a way to make everything fit. Then offer this explanation:



*The Bible tells us the solution to this kind of time problem. In your Bibles look up Matthew 6:33 (Seek first the kingdom of God...). You see, the problem isn't really the size of the container - or the amount of time in your day - but rather a matter of priorities.*

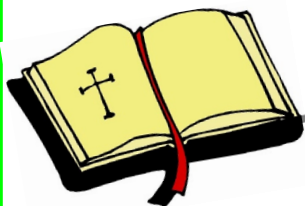
Begin the demonstration again, putting the big rocks in first and then pouring the small pebbles in, over and around the larger rocks. Now all the rocks should be able to fit into the container.

Transition to the Bible Exploration by saying, *Often times we get caught up in the many urgent tasks that-pop up in our day. And instead of making decisions about our time based on God's priorities for our lives we often make decisions based on the most urgent task that presents itself. In this lesson, we will explore how we can begin placing God's priorities first in our lives.*



## Exploring The Bible - 30 minutes

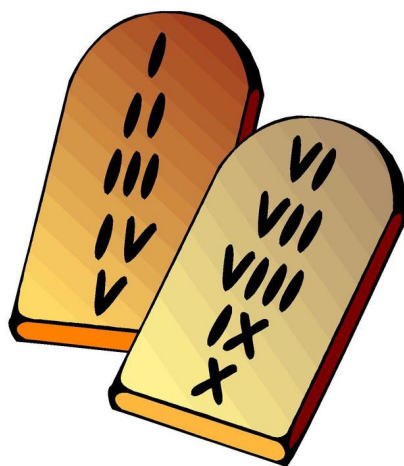
## Lesson 4



**Step 1:** Ask students, *What are your priorities?* Point out that just like the entries in a check book register indicate a person's financial priorities, a look at a time map can give an indication of a person's priorities. Have students look at the **Time Bank Activity Page** and, based on Juan's time map, make a list of what one might think his top three priorities are. Explain to students, *It is not uncommon for people's priorities to become what is urgent and not what is truly most important. Often this is because decisions about how we use our time are not evaluated in light of pre-determined priorities. The question is what should our priorities be? Let's explore what the Bible has to say about what should be important in our lives. We have already read Matthew 6:33 which says, Seek first the kingdom of God and His righteousness and all these things shall be added unto you. Now let's look up some familiar verses in Exodus chapter 20:1-17.*

| Activities & Responsibilities  | Time Spent     |
|--|----------------|
| Eating-breakfast, lunch, dinner, snacks  | 1 hr           |
| Personal Grooming-showering, brushing teeth, getting dressed.                    | 1hr            |
| Travel Time-To school and after school activities                                | 2 hrs          |
| School   | 6 hrs          |
| Homework   | 1 hr           |
| Basketball   | 2hrs           |
| TV/Computer  | 2 1/2 hrs      |
| Sleep  | 7 hrs          |
| Chores   | 1/2 hr         |
| Miscellaneous-looking for basketball uniform, waiting for parents, friends, etc. | 1 hr           |
| <b>Total Amount of Time should approximately Equal</b>                           | <b>≈24 hrs</b> |

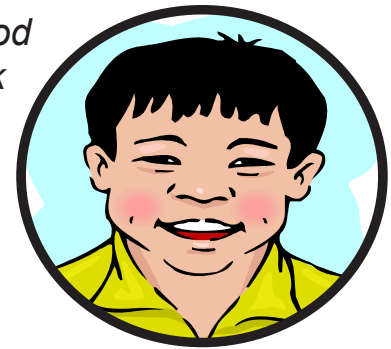
Read these verses out loud. Then have students look at the first four commandments. Ask students to identify the common theme of these first four commandments. Point out that these commandments are asking us to put God first in our lives, to love honor, worship, and reverence Him above all else. Next, have students look at the fifth commandment. What does God ask us to make a priority after loving Him? Not only does He tell us that we should honor our parents- He promises that if we do we will have a long and prosperous life. Also, look up Ephesians 6:1-3. Finally, have students look for the common theme in the last five commandments. In these commandments, God was making it clear that we are to love others. In Matthew 22:37-40, Jesus re-emphasized these priorities. And in Galatians 5:13-15, Paul again points out that we are to serve one another. Say to students, *Based on these verses, what should be our number one priority? Our second and third?* (Write responses on board).



**Step 2:** *Let's look at our greatest example, Jesus, to see where he placed His priorities.* Divide students up into pairs or small groups. Have each group work together to read, *As A Child*, adapted from the book *Desire of Ages*, and answer the questions at the end of the selection. Bring the students back together to make the

**Exploring The Bible - continued****Lesson 4**

**Step 3:** Say to students, *Now that we have seen what God has set forth as the focus or priorities in our lives, let's look at how that would apply specifically to our lives today. Let's take a look again at Juan's life. After learning about priorities, Juan decided that he wanted to live his life by God's priorities. So he decided to pray and ask God to show him His priorities for Juan's life. Then, after consulting with his parents, Juan developed a written list of what his priorities were going to be. Once Juan had developed this list, he began to make some changes in his daily life based on his new priorities. It wasn't easy, especially at first. He would tend to slip back into his old ways. But the more he practiced basing his decisions on his priorities the easier it became. He also noticed something else. He was enjoying life a lot more. He was less likely to be found frantically rushing around trying to get things done last minute. And because he had a plan which he had consulted God about, he knew what he was doing was important. This gave him a new-found confidence and purpose to his life. Even his parents began to see the difference, both in how he used his time and also in his growth emotionally and spiritually.*



**Step 4:** In order to practice priorities we have to make choices. Our choices-which reflect our priorities-will determine whether or not we fulfill our goals in life. Once you have established your priorities, then you can evaluate your decisions to participate in activities and tasks based on those priorities. It isn't always simple, and sometimes we might really want to participate in something, but know that it doesn't fit. The Lord has promised that if we seek Him first He will help us make those tough decisions. Proverbs 3:6 says, *In all your ways acknowledge him and he will direct your path.* Isaiah 30: 21 says, *Your ear shall hear a word behind you saying, this is the way walk ye in it.* Ask students to look at their **Time Bank Activity Sheet** again. Have them develop a time map for Juan that would reflect his new priorities. When students have finished transition into the Wrap-up by asking, *Now, what about you? What are your priorities?*





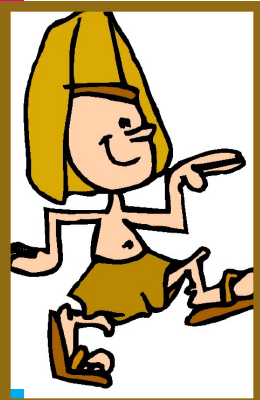
# STEWARDSHIP OF OUR TIME

## "Prayerful Priorities"

### WRAP-UP

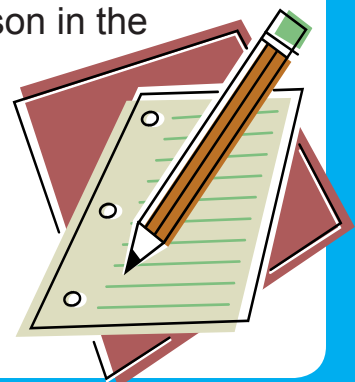
10 minutes

Ask students, *What are your priorities?* To help students begin thinking about this question, hand out activity sheet, *Where Does My Time Go?* Tell students to fill it out according to what a typical day is like in their life. What kinds of activities and responsibilities take up their time? Remind students to include activities such as personal grooming or riding to school. Once they have had a chance to complete the chart, ask students to think about how they determine what is important to accomplish during their day. *How do they decide what activities to become involved in? Take a look back at the list of activities that you made. What does this say about your priorities? Do they reflect God's priorities for your life? Read Ephesians 5:15-17 and pray that God would make clear to you how he would have you order your life according to His priorities. Then take the steps today to begin to redeeming the time that God has given you.*



### Personal Application

How might your choices be different if your priorities were to change? Read the story of Samson in the Book of Judges, chapters 13-16. What were Samson's priorities? What happened when he started living His life apart from God's purpose? How might Samson's life been different had he followed God's priorities? What do you notice about Samson and the fifth commandment? How does Sampson's life story compare with that of Jesus'?





# Time Bank Activity Page

**SPEND TIME WISELY**



## BEFORE



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

| Activities & Responsibilities   | Time Spent     |
|---|----------------|
| Eating-breakfast, lunch, dinner, snacks   | 1 hr           |
| Personal Grooming-showering, brushing teeth, getting dressed-                     | 1hr            |
| Travel Time-To school and after school activities                                 | 2 hrs          |
| School  | 6 hrs          |
| Homework  | 1 hr           |
| Basketball  | 2hrs           |
| TV/Computer   | 2 1/2 hrs      |
| Sleep   | 7 hrs          |
| Chores  | 1/2 hr         |
| Miscellaneous-looking for basketball uniform, waiting for parents, friends, etc.. | 1 hr           |
| <b>Total Amount of Time</b>   | <b>≈24 hrs</b> |

## AFTER



1. Loving God
2. Obeying Parents, Serving Family
3. My Education
4. Ministry to others

| Activities & Responsibilities                          | Time Spent     |
|--|----------------|
|  |                |
|  |                |
|  |                |
|  |                |
|  |                |
|  |                |
|  |                |
|  |                |
| <b>Total Amount of Time should approximately Equal</b> | <b>≈24 hrs</b> |





# STEWARDSHIP OF OUR TIME

## "Time Thieves"

### What this lesson is about

We must be on guard against allowing the habits of procrastination, laziness, carelessness, and tardiness to rob us of time. We can fight against these bad habits by cultivating the practice of diligence.

### Scripture Studied

Proverbs 6:6-11; Proverbs 12:24,27; Ecclesiastes 9:10; Colossians 3:23-24.

### Key Passage

*And whatsoever ye do, do it heartily, as to the Lord, and not unto men; Knowing that of the Lord ye shall receive the reward of the inheritance: for ye serve the Lord Christ. Colossians 3:23-24*

### Lesson Objectives

During this lesson your learners will:

1. Define procrastination, laziness, carelessness, tardiness.
2. Explain how these habits rob us of time.
3. Study what scripture has to say about these habits.
4. Create an original story where diligence overcomes the "bad" habits.
5. Apply keys for practicing diligence to their personal lives.

### Materials Needed:

Copies of Teacher Resource pages for Lesson Five  
Copies for each student of Time Bank Activity Page





# STEWARDSHIP OF OUR TIME

## "Time Thieves"

### ATTENTION GRABBER

10 minutes



Tell students, *We will be playing a quick game of charades to start off class today.* Ask for volunteers to act out one of the words written on the slips of paper you have (see Teacher Resources for Lesson 5). Allow volunteers to pick a partner for this game of charades, but keep all the usual rules for the game. Once partners have chosen a card, allow partners a few minutes to formulate a plan. Once a word is

guessed, write the word on the board.

When all the words have been acted out ask students to look at the list on the board and tell you what the words have in common. They should quickly guess that the words are all habits that are responsible for the waste of time.

Transition to the exploration by saying, *Today, we will be taking a look at these common time thieves. These thieves rob us of valuable time and can cause a lot of unnecessary grief and pain in our lives.*



## Exploring The Bible - 30 minutes

## Lesson 5



**Step 1:** Divide students into four groups for this carousel brainstorming activity. You will need to have prepared four large sheets of chart paper each with one of the time thieves written in large letters across the top. Draw a line dividing each sheet in half, labeling one side

synonyms and the other antonyms. At the bottom of each sheet write the question, *Why is (procrastination) a thief of time?* Assign each group a chart and a color of marker. At your signal, have the groups begin brainstorming as many synonyms and antonyms to the word written at the top of the chart as they can think of. Give groups about one minute. When time is called-students should put down markers. Then at your signal rotate to the next chart. Repeat this process with groups until each group has rotated through all the stations. On the last rotation allow groups to use a Thesaurus or Word Book. The last group should also answer the question written at the bottom of the chart. When groups are finished, the last group at each station should share what has been written on the chart with the larger group. Discuss the following questions after each group presents: *Why is this habit a problem? How is it a thief of time? What could be the result if a person were to cultivate this habit? What habit would be the opposite of this one?*

| Procrastination |          |
|-----------------|----------|
| Synonyms        | Antonyms |
| ~~~~~           | ~~~~~    |
| ~~~~~           | ~~~~~    |
| ~~~~~           | ~~~~~    |
| ~~~~~           | ~~~~~    |
| ~~~~~           | ~~~~~    |
| ~~~~~           | ~~~~~    |

Why is Procrastination a thief of time?

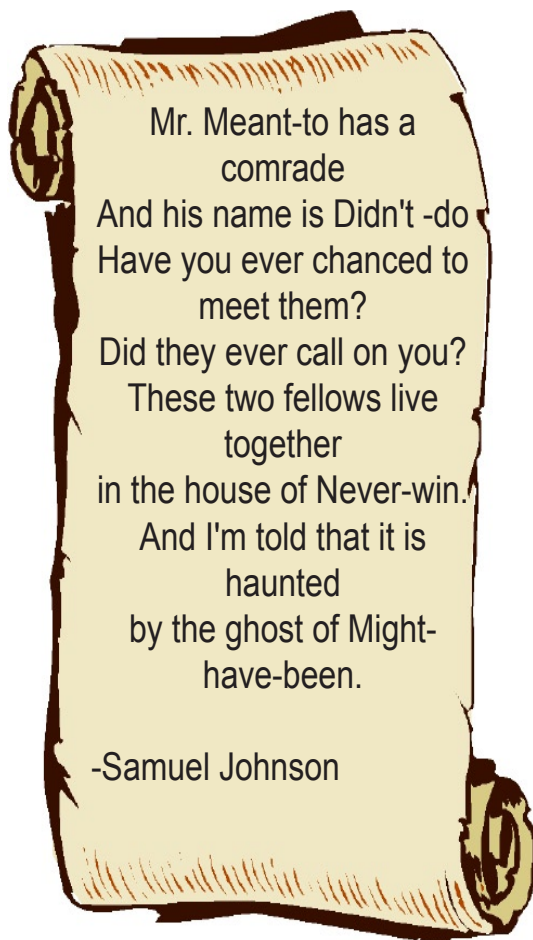


**Step 2:** Refresh students memory of previous lessons by reminding them that time is a gift given to us by God and we are responsible for its wise use. How we use our time will make our priorities clear, either bringing honor and glory to God or dishonoring His name. The Bible gives us some specific warnings about these kinds of habits that keep us from using our time for God's purposes. Have students look up these texts with you in the Bible. *Proverbs 6:6-11, we are being asked to study the ants and learn from them. What are we to learn? What does it warn us against and why? Read Proverbs 12:24,27. Both of these text warn us about the destructiveness of time robbing habits but they also point out an opposite characteristic, diligence.* Define diligence: hardworking, industrious, not negligent, conscientious. If you look at this definition it is the opposite of the other four characteristics: laziness vs hard work, procrastination vs industriousness, careless vs conscientious, tardiness vs not negligent. This type of habit is



**Exploring The Bible - continued...****Lesson 5**

described in Ecclesiastes 9:10. *We are all guilty of engaging in these time robbing activities at some point or another, but we must guard against being characterized by them. How do you break a habit? You don't! You replace it! What do you replace procrastination, laziness, carelessness and tardiness with? Diligence. Cultivating the characteristic of diligence will bring about many benefits in your life.*



**Step 3:** Read Samuel Johnson's Poem to student's. Hand out the **Time Bank Activity Page** to students. Explain that they will be using this story board to write a story that illustrates what happens when we allow these four thieves to rob us of our time. You can have students work together in small groups or individually to write their stories.

**Step 4:** If you want to give students a longer time to work on stories, First explain the story assignment. Then continue into the wrap-up. Transition by saying, *Stewardship of our time involves three basic principles:*

1. Time belongs to God. He created it and it is He who sustains it.
2. God grants men the gift of time for the purpose of promoting His glory.
3. As God's stewards it is our responsibility to manage ourselves in a way that uses the time God has graciously given us for His purposes. Although we do not control time we can control our purposes and goals and plans and actions

**Sloppy Joe****L. Z. Slacker****Way Late****Danny Delay**



# STEWARDSHIP OF OUR TIME

## "Time Thieves"

### WRAP-UP

10 minutes

There are blessings that we will experience when we practice the habit of diligence, instead of the habits of procrastination, laziness, carelessness, and tardiness. Being a diligent person makes life easier, it makes our time worth more, people take notice of a person with diligence, and it brings honor and glory to God's name. How exactly do we practice diligence? Display *Diligence Poster* (see Teacher Resources for Lesson 5) and discuss the four keys. 1. Work Hard. 2. Practice Excellence. 3. Concentrate on doing the job quickly. 4. Do more than is expected.

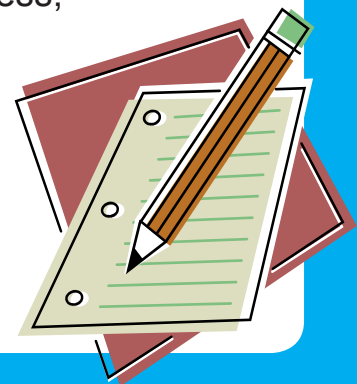
Read Colossians 3:23-24. Then make the following points about this text. **a.** We should work hard, doing our best, for God not other people. **b.** God rewards this work and blesses it so that other people take notice.

**c.** People will trust us and give us more to do. When we do things God's way there are always increased blessings in our lives.



### Personal Application

Which of these four habits, procrastination, laziness, carelessness, or tardiness, do you tend to fall into the easiest? Think of two specific examples in each of the areas you listed. Now, using the four keys to practicing diligence, specifically outline what you will do become more diligent in each area.



# Time Bank Activity Page



**Directions:** Read about the Big Time Villains gang and Dapper Dan, then fill in the blank parts of the story map. On a separate sheet of paper, use the story map to write your story.



**Sloppy Joe**

If you want a job done fast Joe's your man. If you want it done right you better find another guy.



**L. Z. Slacker**

Avoids work at all costs, has an excuse for any situation, and can be found wiling away time in front of the TV with a bag of chips.



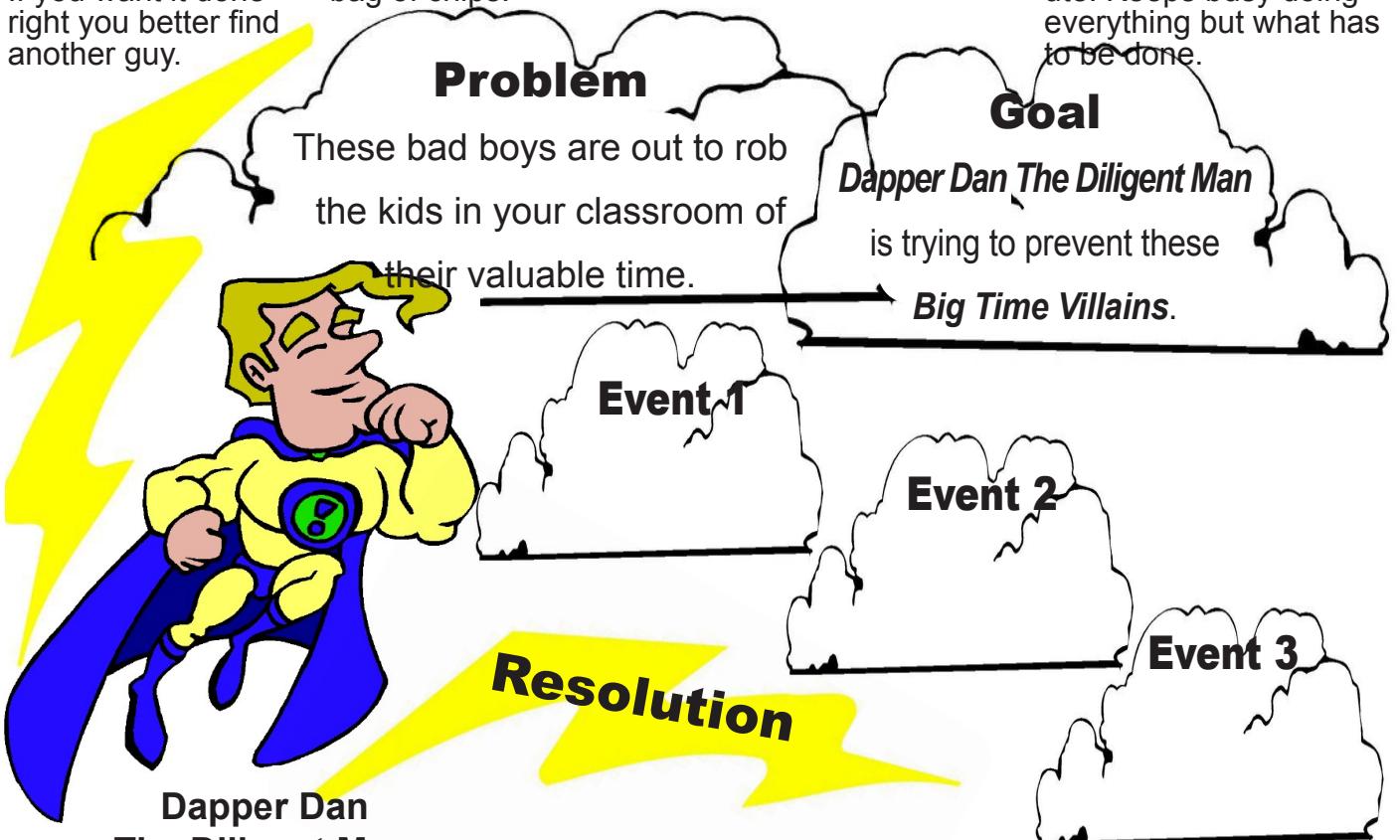
**Way Late**

It's a guarantee that this guy won't be there when you expect him, in fact you can never be sure if he will show up at all!



**Danny Delay**

Puts everything off until the last possible minute. Keeps busy doing everything but what has to be done.



**Dapper Dan  
The Diligent Man**

Works hard. Practices excellence. Gets the job done quickly. Goes above and beyond the call of duty.





# STEWARDSHIP OF OUR TIME

## "Culminating Activity"

### What this activity is about

Now that your students have studied what the Bible has to say about stewardship of their time, it is time for them to dig a little deeper. This activity will help your students further develop some of the ideas presented in the last five lessons in a fun and interesting way.

### Task

To create your own classroom book about the Stewardship of Time.

Divide students into groups. Each group will be responsible for writing a chapter on one of the following topics: Personal faith stories about stewardship of time; Circadian Rhythms; Celebrating Sabbath; Time Management tips and techniques; Quotable Quotes. Once completed, chapters will be bound together to form a book.

### Objectives

Students will:

1. Work in a group to plan and complete a project.
2. Research a given topic.
3. Organize information in an interesting and eye-catching presentation.
4. Design a chapter for a book.
5. Develop real life applications for concepts taught in lessons.
6. Evaluate individual and group performance.

### Process

**Step 1:** Explain Culminating Activity to students.

**Step 2:** Handout chapter descriptions and have groups select a chapter to write.

**Step 3:** Monitor group activity. Make sure group has a plan for work distribution.

**Step 4:** Use the project rubric to help students evaluate their progress.

**Step 5:** Time to Share! Host a book reading where students share the work that they have created.

### Special Notes

Before presenting this project to your student's, read over all the materials. Adapt the project and materials to best suit you and your student's needs.

If you have not done so already, read to students the series of worship stories excerpted from the *Over & Over Again: 150 Adventists Share Faith Stories about Stewardship*. In fact, I would highly recommend that you obtain a copy for your classroom. Many churches have copies of these books, but if your church does not, you can contact your local Adventist Book Center.







# STEWARDSHIP OF OUR TIME

## "Culminating Activity" Chapter Project Descriptions

### Chapter 1

Gather all the stories that students wrote for *The Parable of The Three Managers* choose the best ones and edit and illustrate them. Or, interview friends and family to see if they have a stewardship story about time to tell. Write up the stories and illustrate them.

### Chapter 2

Did you know, not only did God establish a 24 hour cycle of day and night dependent on the sun and moon, but He created us with an inner 24 hour rhythm. Scientists call these daily body rhythms, circadian rhythms. *Circa* means about and *dies* means day. Choose several of these rhythms to investigate and write about:

- Sleep-wake cycle
- Body temperature
- Oxygen use
- Rhythm of your heartbeat
- Kidney excretion cycle
- Taste, smell, hearing rhythms

### Chapter 3

We studied about why God created the Sabbath and how He designed it to be a day of celebration. Find out how the people in your community celebrate the Sabbath, then put together a collection of the best ideas people shared with you.

### Chapter 4

We could all use a little help to be more organized and manage our time better. Research time management tips and techniques for young people. Include ideas for studying more efficiently, goal setting, getting organized, planning, etc.. Put together an organized "best of" collection.

### Chapter 5

You probably have heard such sayings as "A stitch in time saves nine," or "Never leave that to-morrow which you can do to-day" which relay a truth about time and how we should use it. Do a search to find quotable quotes about time. Then choose the best ones to illustrate for your chapter.



# Culminating Project Rubric

| Category                               | 4   | 3  | 2  | 1   |
|--|---|--|--|---|
| <b>Delegation of Responsibility</b>    | Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.   | Each student in the group can clearly explain what information s/he is responsible for locating.   | Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.                                   | One or more students in the group cannot clearly explain what information they are responsible for locating.                                    |
| <b>Group Timeline</b>                  | Group independently develops a reasonable, complete timeline describing when different parts of the work (e.g., planning, research, first draft, final draft) will be done. All students in group can independently describe the high points of the timeline. | Group independently develops a timeline describing when most parts of the work will be done. All students in group can independently describe the high points of the timeline. | Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline. | Group needs adult help to develop a timeline AND/OR several students in the group cannot independently describe the high points of the timeline |
| <b>Plan for Organizing Information</b> | Students have developed a clear plan for organizing the information as it is gathered and put into the final product. All students can independently explain the planned organization of the project.   | Students have developed a clear plan for organizing the information put in the final product. All students can independently explain this plan.                                | Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.                       | Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.               |
| <b>Quality of Information</b>          | Information clearly relates to the main topic. It includes several supporting details and/or examples.  | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.   | Information clearly relates to the main topic. No details and/or examples are given.   | Information has little or nothing to do with the main topic.  |
| <b>Diagrams &amp; Illustrations</b>    | Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.   | Diagrams and illustrations are accurate and add to the reader's understanding of the topic.  | Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.   | Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.   |

Rubric adapted from a rubric made on <http://rubistar.4teachers.org/>





*TEACHER RESOURCE SECTION*



# A Story About Three Managers

**Characters:** Narrator, Business Man, Manager One, Manager Two and Manager Three.  
\*Note this story was adapted from The Clear Word paraphrase Bible.

**Narrator:** There was a business man who decided to go to another country to look for new markets in which to expand his business. Before he left, he called his managers together and divided up the responsibilities of the business among them.

**Business Man:** I find it necessary in order to expand and grow my business to be gone for some time traveling in search new markets in which we could do business. While I am away you as my top three managers will be responsible for the operating of my business. In addition to your usual responsibilities I will also be giving you responsibility over a certain amount of my monetary funds based on your skill in managing money. To my top manager I will be appropriating \$5,000. To my second manager \$2,000 and to my third manager \$1,000 dollars.

**Narrator:** As soon as he had made all these arrangements the business man left on his trip.

**Manager One:** Wow, this is a lot of responsibility my boss has placed on me. I know that he expects me to work hard and bring him a good return on his money. I know of several promising business opportunities that might provide a good opportunity for investing this money. Let's see.... First, I must do some research to make sure they are sound businesses.

**Narrator:** So the first manager immediately went to work and invested his \$5,000 and soon he had made \$5,000 more.

**Manager Two:** I am honored that the boss thinks so highly of me that he would entrust me with \$2,000. I must prove to him that I am worthy of this responsibility and of his trust. I know that he is a good business man and is always looking to grow his business. I will look for an opportunity to use this money to grow his business and make it even more profitable.

**Narrator:** So the second manager immediately went to work seeking out opportunities to invest his money while expanding while growing his boss's business and soon he had made \$2,000 more.

**Manager Three:** I know that our boss would expect us to be careful and account for every penny of the money he has given us responsibility for. I would not want for him to find the funds in the account he has given me responsibility for lacking. I will take the money immediately and lock them in a safe deposit box so that upon his return I will be able to account for every dollar.



## A Story About Three Managers, Continued...

**Narrator:** So the third manager immediately went to the bank and placed his boss's money in a safe deposit box for safe keeping until his return. After some time, the businessman returned and called his managers together to see what they had done while he was gone.

**Manager One:** Sir, you gave me \$5,000. By taking advantage of opportunities in the business, I was able to double your money.

**Business Man:** You did some good thinking and wise planning, and because you handled your responsibilities so well, I'm entrusting you with much more than that. When the meeting is over, let's celebrate.

**Manager Two:** Sir, you gave me \$2,000. By careful trading, I was able to double your money too.

**Business Man:** You, too, did some good thinking and wise planning. Because of this, I'm entrusting you with much more. When this meeting is over, let's celebrate.

**Manager Three:** Sir, I knew that you would not expect me to do something with your money that I thought was unwise. So, rather than putting it where it could be misused, I decided to keep it in a safe deposit box. And now I can give back to you without a loss.

**Narrator:** Now when the owner heard this he was extremely disappointed.

**Business Man:** You don't know me very well, do you? You thought I was selfish because I expected you to invest in my own company. But isn't it reasonable for me to expect you to invest my money where I want you to? If nothing else, you could have deposited it in a bank account—at least it would have drawn interest for me. I can't really trust you with anything because whenever you think things should be done differently, you do it your way. Let me have my money back, and I'll give it to those who believe in the future and growth of my company. Anyone who knows how to manage will invest where he can get the best returns. But those who aren't even willing to put it into the bank will have to give an account of what they have done with what has been entrusted to them.

**Narrator:** So the worthless manager lived to regret his lack of responsibility as he asked to seek employment elsewhere.



**Directions: Use this page with Lesson 1-Bible Exploration. Make one copy of this page for each small group. Cut texts apart and place them in an envelope along with the two quotes.**

|   |  |
|---|--|
| <b>1a. 1 Chr 29:11-12</b>   | <b>1b. Jas 1:17</b>  |
| <b>1c. 1 Cor 6:20</b>   | <b>1d. Eph 5:15-16</b>   |
| <b>1e. 1 Peter 4:10</b>   | <b>1f. Matt 22:37-39</b>   |
| <b>2. John 15:8 &amp; 12</b>  | <b>3. Prov 3:9</b>   |
| <p><b>3.</b> We are God's stewards, entrusted by Him with time and opportunities, abilities and possessions, and the blessings of the earth and its resources. We are responsible to Him for their proper use. We acknowledge God's ownership by faithful service to Him and our fellowmen, and by returning tithes and giving offerings for the proclamation of His gospel and the support and growth of His church. Stewardship is a privilege given to us by God for nurture in love and the victory over selfishness and covetousness. The steward rejoices in the blessings that come to others as a result of his faithfulness. —Fundamental Beliefs, 20.</p> | <p><b>3.</b> It is wrong to waste our time, wrong to waste our thoughts. We lose every moment that we devote to self-seeking. If every moment were valued and rightly employed, we should have time for everything that we need to do for ourselves or for the world. In the expenditure of money, in the use of time, strength, opportunities, let every Christian look to God for guidance.--The Ministry of Healing, p. 208. {RC 286.6}</p> |





*The Story of Three Managers*



**Directions:** Make one copy of this page for each group. Cut apart squares and place them in an envelope.

|   |  |  |
|---|--|--|
| <p><i>God created the sky and the earth.</i></p> <p style="text-align: right;"><input type="text" value="2"/></p>                     | <p><i>The earth had no form.</i></p> <p style="text-align: right;"><input type="text" value="5"/></p>                  | <p><i>Darkness covered the earth.</i></p> <p style="text-align: right;"><input type="text" value="11"/></p>                |
| <p><i>God's Spirit moved upon the water.</i></p> <p style="text-align: right;"><input type="text" value="15"/></p>                    | <p><i>God created light.</i></p> <p style="text-align: right;"><input type="text" value="1"/></p>                      | <p><i>God divided light from darkness forming day</i></p> <p style="text-align: right;"><input type="text" value="6"/></p> |
| <p><i>God created air.</i></p> <p style="text-align: right;"><input type="text" value="10"/></p>                                      | <p><i>God created land &amp; seas.</i></p> <p style="text-align: right;"><input type="text" value="8"/></p>            | <p><i>God created plants.</i></p> <p style="text-align: right;"><input type="text" value="3"/></p>                         |
| <p><i>God created lights in the sky, sun, moon, &amp; stars.</i></p> <p style="text-align: right;"><input type="text" value="7"/></p> | <p><i>God made the fish of the sea.</i></p> <p style="text-align: right;"><input type="text" value="4"/></p>           | <p><i>God made the birds of he air.</i></p> <p style="text-align: right;"><input type="text" value="14"/></p>              |
| <p><i>God created animals.</i></p> <p style="text-align: right;"><input type="text" value="13"/></p>                                  | <p><i>God created human beings in His image.</i></p> <p style="text-align: right;"><input type="text" value="12"/></p> | <p><i>God Rested.</i></p> <p style="text-align: right;"><input type="text" value="9"/></p>                                 |





# Answer Key

2,5,11,15,16,10, 8, 3, 7,4,14,13,12, 9



## Memorialized In Time

(title supplied)

by Glifford Goldstein

In every religion, men revere something - shrines, cities, even people. They kiss holy land; their ears clutch the syllables of holy men; they immerse themselves in holy water. Tangibles, touchables, holy things that they can see, revere, feel.

In Genesis, however, the first thing declared holy is not a hill, a shrine, or a place, but a block of time, the seventh day. "Then God blessed the seventh day and sanctified it" (Genesis 2:3). The word sanctified is translated from the Hebrew *qadosh*, which means "to set apart for holy use." Though Creation dealt with the heavens, the earth, the birds, the sea, and the beasts of the earth, all things of space - it was time, not space, that God first pronounced blessed and holy. This action makes sense, because, besides space, time is the dimension in which God's creation - the heaven's, the earth, the birds, the sea, and the beasts of the earth - exist.

Also, if God had made one specific place holy, a hill, a spring, a city, not all people would have easy access to it. They would have to travel to worship there. But time comes to us, instead of us going to it. Once a week, at a thousand miles per hour (the approximate speed at which the earth rotates on its axis), the Sabbath circles the globe. Arriving on one sundown, leaving on the next, the seventh day washes over the planet each week like a huge cleansing wave. We never have to seek it. The day always finds us.

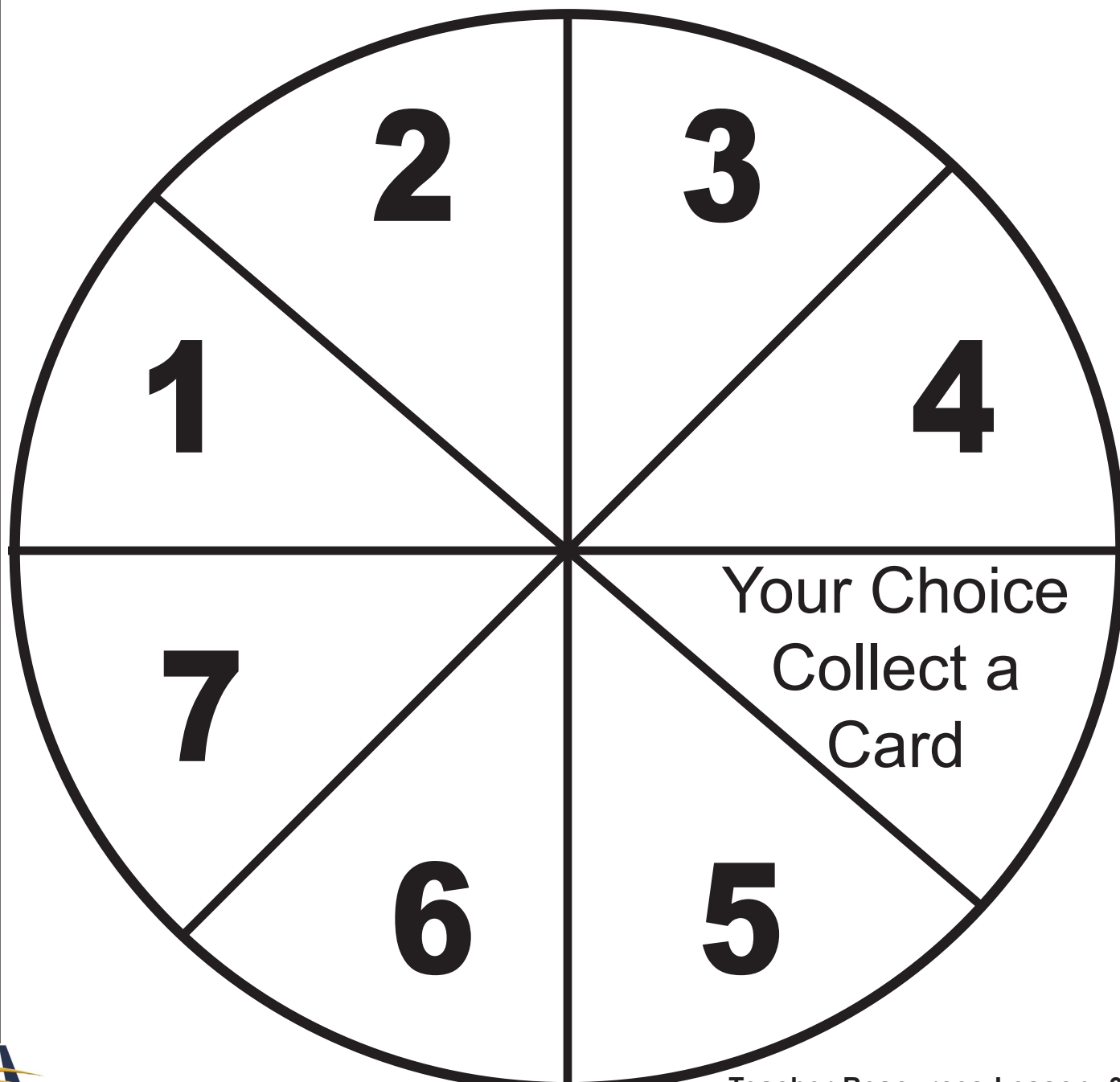
Meanwhile, holy cities can be burned. Holy people can be killed. Holy shrines can be looted. But time is beyond the fire and knife. No man can touch, much less destroy it. Therefore, by making a special time holy, God has made the Sabbath invincible, placing it in an element that transcends the devices of mankind. Armies can sack cities, rulers can ban pilgrimages, but no military tank, no swirl of ink, can keep away the seventh day. We can no more stop the Sabbath than we can the sunrise. God protected His memorial to the objects of space, which are vulnerable to men, by placing it in time, which is not.

Finally, men can avoid holy things. They can hide from objects, people, places. But they can't flee from time. We can ignore it, be ignorant of it, hate it, but the Sabbath always comes, and nothing, no one, can stop it.

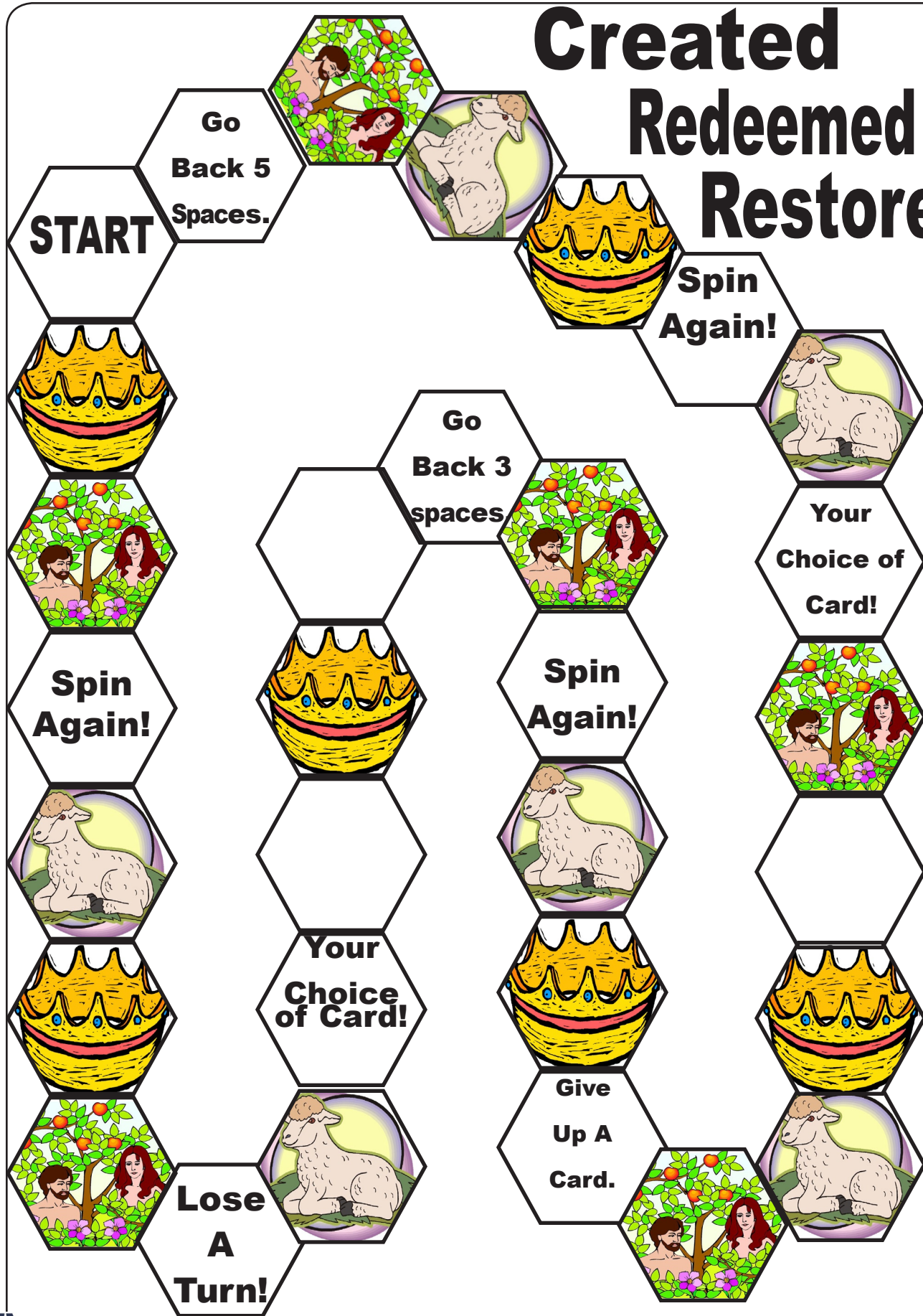
Skipping over no man, yet beyond the destructive grasp of all, the Sabbath stands as the universal, yet invincible, memorial of God's work in making mankind. Framed in time - the most basic element of God's creation - the Sabbath, more than any other biblical symbol, points us to the essence of our existence: that we are the handiwork of God. Thus, as the prime symbol of our roots, the Sabbath tells us also who we are, why we are, and where we are going, all in a mere 24 hours.

**Materials:** Give each group of students, one copy of the spinner, a set of created, redeemed, restored cards, pennies or other game markers, and a game board. Have groups use a sharp pencil and a paper clip to create a spinner.

**Directions:** Place game cards face down in three separate piles. Each student will take a turn spinning and moving the appropriate number of spaces. If a student lands on a created, redeemed or restored square they must pick up the appropriate card, look up the text and read it allowed. The first student to collect three texts in all three categories wins the game.



# Created Redeemed Restored !



|                        |                        |                        |
|------------------------|------------------------|------------------------|
| <b>Ezekiel 20:20</b>   | <b>John 1:3</b>        | <b>Psalms 19:1</b>     |
| <b>Exodus 20:8-11</b>  | <b>Revelation 4:11</b> | <b>Ezekiel 20:20</b>   |
| <b>John 1:3</b>        | <b>Psalms 19:1</b>     | <b>Exodus 20:8-11</b>  |
| <b>Revelation 4:11</b> | <b>Ezekiel 20:20</b>   | <b>John 1:3</b>        |
| <b>Psalms 19:1</b>     | <b>Exodus 20:8-11</b>  | <b>Revelation 4:11</b> |
| <b>Ezekiel 20:20</b>   | <b>John 1:3</b>        | <b>Psalms 19:1</b>     |
| <b>Exodus 20:8-11</b>  | <b>Revelation 4:11</b> | <b>Ezekiel 20:20</b>   |



|                |                |                |
|----------------|----------------|----------------|
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|                           |                           |                           |
|---------------------------|---------------------------|---------------------------|
| <b>Isaiah 44:22,24</b>    | <b>Romans 3:24</b>        | <b>Colossians 1:14-17</b> |
| <b>Ezekiel 20:12</b>      | <b>1 Peter 1:18-19</b>    | <b>Isaiah 44:22,24</b>    |
| <b>Romans 3:24</b>        | <b>Colossians 1:14-17</b> | <b>Ezekiel 20:12</b>      |
| <b>1 Peter 1:18-19</b>    | <b>Isaiah 44:22,24</b>    | <b>Romans 3:24</b>        |
| <b>Colossians 1:14-17</b> | <b>Ezekiel 20:12</b>      | <b>1 Peter 1:18-19</b>    |
| <b>Isaiah 44:22,24</b>    | <b>Romans 3:24</b>        | <b>Colossians 1:14-17</b> |
| <b>Ezekiel 20:12</b>      | <b>1 Peter 1:18-19</b>    | <b>Isaiah 44:22,24</b>    |



|                 |                 |                 |
|-----------------|-----------------|-----------------|
| <b>Redeemed</b> | <b>Redeemed</b> | <b>Redeemed</b> |
| <b>Redeemed</b> | <b>Redeemed</b> | <b>Redeemed</b> |
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|                            |                            |                            |
|----------------------------|----------------------------|----------------------------|
| <b>Isaiah<br/>66:22-23</b> | <b>Revelation 21:1</b>     | <b>2 Peter 3:13</b>        |
| <b>John 14:2</b>           | <b>Isaiah 65:17</b>        | <b>Isaiah<br/>66:22-23</b> |
| <b>Revelation 21:1</b>     | <b>2 Peter 3:13</b>        | <b>John 14:2</b>           |
| <b>Isaiah 65:17</b>        | <b>Isaiah<br/>66:22-23</b> | <b>Revelation 21:1</b>     |
| <b>2 Peter 3:13</b>        | <b>John 14:2</b>           | <b>Isaiah 65:17</b>        |
| <b>Isaiah<br/>66:22-23</b> | <b>Revelation 21:1</b>     | <b>2 Peter 3:13</b>        |
| <b>John 14:2</b>           | <b>Isaiah 65:17</b>        | <b>Isaiah<br/>66:22-23</b> |



|                 |                 |                 |
|-----------------|-----------------|-----------------|
| <b>Restored</b> | <b>Restored</b> | <b>Restored</b> |
| <b>Restored</b> | <b>Restored</b> | <b>Restored</b> |
| <b>Restored</b> | <b>Restored</b> | <b>Restored</b> |
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## The Traveler

by Celeste Perrino Walker

The traveler quickened his steps in eager anticipation. A healthy glow radiated from his rugged face. Black hair, peppered with gray and swept back from a high forehead cast shadows on his prominent cheekbones. He walked with an easy, natural stride. It had been a long, tiring week, but soon he would be with his friends again. The thought blocked the fatigue and disappointments, and frustrations of the week and buoyed his spirits as he walked.

The houses ahead, clustered together as if for warmth, seemed strangely silent and inactive. In the first, not one light shone, and no cars were parked in the driveway. Pushing aside a rising feeling of disquiet, the traveler pressed on to the next house. Two boys played ball on the front lawn and did not even seem to notice him as he made his way up the front walk and knocked on the door. A woman answered, her hands covered with flour.

"You're early," she snapped and then glanced past him toward the darkening sky as she flicked little balls of sticky dough from her fingers. "No, I guess I'm late again," she sighed. "You'd think I'd learn eventually, wouldn't you? Look, I'm sorry, but I won't be finished cooking for at least a half hour, and the boys haven't had their baths yet. And the house is a mess...." Her voice trailed off. "It's just been such a busy week. You understand don't you? Could you come back a little later?"

The traveler nodded sadly and gave his friend's shoulder a gentle squeeze before he pressed on to the next house. The loud blare of the television greeted him through the open window, and it was a long time before his knock was even noticed.

A man answered, still in the clothes he had worn home from the office, his tie loosened around his neck. He seemed surprised to find someone on his doorstep. "Oh, hey there! It must be later than I thought. The game's almost over. It's run into overtime, and I just have to see who wins. It shouldn't be long now. A few minutes more. Would you like to come in and . . . no, I don't suppose you would. Well, like I said, it'll only be another few minutes. You'll come back later, won't you?"

The traveler nodded his assent, but his shoulders drooped and tears of loneliness collected in his frank blue eyes. "Yes," he whispered. "I'll come back."

Feet dragging, he made his way to the next house. Hope revived when he saw nearly every light on and extra cars in the driveway. At last friends who were expecting him. He nearly bounded up the front steps.

A man answered his knock, and when he saw who stood on the step, his face flushed with embarrassment. "Oh, hi. We've got, uh," he added hastily; then he dropped his eyes to the ground. "But you probably wouldn't be comfortable with the way the conversation is going. In fact, I'm not. But what can I do? Kick them



out?" He dropped his voice and stepped out of the house, closer to the traveler, partially closing the door behind him. "Can you come back after they've left? There's something I need to talk to you about."

The traveler nodded, his heart heavy. As he turned away, he heard a woman's voice from inside call, "Who's there, honey?"

"Nobody," was the reply, before the door closed and the raucous sounds of laughter were muted.

Only one house remained, and the traveler approached it with a mixture of fear and anticipation. Loneliness throbbed deeply within his chest, and he longed to spend some time with people he loved. Hesitantly he knocked on the door, waiting breathlessly before it was thrown open.

"There you are!" a woman exclaimed. "We thought you'd never get here. Oh, I know you're right on time, but we're always so anxious to see you! Come on in, dinner will get cold if we stand here yammering. Sit right down here at the head of the table. Jeff, you're over there. I'll sit here. Ellen sit beside your father and Nathan beside me." She looked up expectantly. "Would you have the blessing?"

The traveler let his gaze caress each loving face seated around the table. In the glow of the special candles they seemed to him like precious jewels. This time with them was the most special communion of the week. He would savor every moment. With a tender smile, he bowed his head and began to pray.

"Heavenly Father, My Father...."



## Celebrating Sabbath in the Classroom

This year at Pine Tree Academy, the fifth and sixth grades have been holding a “Sabbath Celebration” every Friday for 40 minutes. They set the mood by lowering the blinds, turning out the lights, and lighting candles—they even have a candle for Jesus set between a blue candle for the boys and a yellow candle for the girls. The Celebration begins with a song, then prayer, and is followed with snacks to make it a real celebration. Each week, a guest speaker tells about something special God has done in their lives or in the lives of someone close to them. They close with prayer and another worship song.

The students were asked to describe “Sabbath Celebration” for someone who has never experienced it. This is what they wrote:

- ◆ “It’s cool because you get to hear stories from people about what God has done for them in their life.”
- ◆ “Sabbath Celebration is all about praising God and what He’s done for us.”
- ◆ “We put all our work and worries aside to be with God.”
- ◆ “We’re celebrating because Sabbath is about to begin and He’s helped us make it through another week.”
- ◆ “It’s a time when you can get close to God and learn about the plans he had for others...and maybe find out what His plan is for you.... The dim light really sets the mood to worship Him.”
- ◆ “I like it because I get closer to God during that time.”
- ◆ “I love everything about Sabbath Celebration and think others should try it, too! Maybe if we can get other schools to do it, we can be the seed that brings Jesus into others’ lives!”

One of the exciting things about having a “Sabbath Celebration” in the classroom is watching the other students witness to each other and discuss their beliefs. It’s really making an impact on the way the students treat each other and has been openly appreciated by the non-Adventist Christians in the class, as well as the Adventist ones. But mostly, it’s about getting back to the basics. Our school was started so that we could teach our students to openly love Jesus and praise Him for all that He has done. That’s what “Sabbath Celebration” is all about!

*Amber Jemly, Pine Tree Academy Fifth and Sixth Grade Teacher*



## As A Child

Adapted from *Desire of Ages*, Chapter 7, by Ellen G. White

And Jesus increased in wisdom and in stature, and in favour with God and man.  
Luke 2:52

As a child, Jesus lived in a small mountain village called Nazareth. He lived in a simple peasant's home for his parents were poor and had to work hard to provide for their family. Jesus was a hardworker, faithfully and cheerfully doing his part to bear the burdens of the household. He learned a trade as he worked in his father Joseph's carpenter shop.

As Jesus worked in childhood and youth, mind and body were developed. He did not use His physical powers recklessly, but in such a way as to keep them in health, that He might do the best work in every line. He was not willing to be defective, even in the handling of tools. He was perfect as a workman, as He was perfect in character. By his own example He taught that it is our duty to be industrious, and that such labor is honourable. The exercise that teaches the hands to be useful and trains the young to bear their share of life's burdens gives physical strength, and develops every faculty. All should find something to do which would be beneficial to themselves and helpful to others. God appointed work as a blessing, and only the diligent worker finds the true glory and joy of life. The approval of God rests with loving assurance upon children and youth who cheerfully take their part in the duties of the household, sharing the burdens of father and mother. Such children will go from the home to be useful members of society.

With delight [Mary, the mother of Jesus] sought to encourage that bright receptive mind. Through the Holy Spirit she received wisdom to co-operate with the heavenly agencies in the development of this child, who could claim only God as His Father.

From the earliest of times the faithful in Israel had given much care to the education of the youth. The Lord had directed that even from babyhood the children should be taught of His goodness and His greatness, especially as revealed in His law, and shown in the history of Israel. Song and prayer and lessons from the scriptures were adapted to the opening mind. Fathers and mothers were to instruct their children that the law of God is an expression of His character, and that as they received the principles of the law into the heart, the image of God was traced on the mind and soul. Much of the teaching was oral; but the youth also learned to read the Hebrew writings; and the parchment rolls of the Old Testament Scriptures were open to their study.



The child Jesus did not receive instruction in the synagogue schools. His Mother was His first human teacher. From her lips and from the scrolls of the prophets, He learned of heavenly things. The very words which He Himself had spoken to Moses for Israel He was now taught at His mother's knee.

Since He gained knowledge as we may do, His intimate acquaintance with the scriptures shows how diligently His early years were given to the study of God's word. And spread out before Him was the great library of God's created works. He who had made all things studied the lessons which His own hand had written in earth and sea and sky. Apart from the unholy ways of the world, he gathered stores of scientific knowledge from nature. He studied the life of plants and animals, and the life of man. From His earliest years He possessed of one purpose; He lived to bless others. For this He found resources in nature; new ideas of ways and means flashed into His mind as he studied plant life and animal life. Continually He was seeking to draw from things seen illustrations by which to present the living oracles of God. The parables by which, during His ministry, He loved to teach His lessons of truth show how open His spirit was to the influences of nature, and how He had gathered the spiritual teaching from the surroundings of His daily life.

Jesus was the fountain of healing mercy for the world; and through all those secluded years at Nazareth, His life flowed out in a current of sympathy and tenderness. The aged, the sorrowing, and the sin burdened, the children at play in their innocent joy, the little creature of the groves, the patient beasts of burden—all were happier for His presence. He whose word of power upheld the worlds would stoop to relieve a wounded bird. There was nothing beneath His notice, nothing to which He disdained to minister.

Jesus is our example. There are many who dwell with interest upon the period of His public ministry, while they pass unnoticed the teaching of His early years. But it is in His home life that He is the pattern for all children and youth. The Saviour condescended to poverty, that He might teach how closely we in a humble lot may walk with God. He lived to please, honor and glorify His Father in the common things in life. His work began in consecrating the lowly trade of the craftsmen who toil for their daily bread. He was doing God's service just as much when laboring at the carpenter's bench as when working miracles for the multitude. And every youth who follows Christ's example of faithfulness and obedience in His lowly home may claim those words spoken of Him by the Father through the Holy Spirit, "Behold, My Servant, whom I uphold; Mine Elect, in whom My soul delighteth" (Isaiah 42:1).







# DILIGENCE

**And** whatever you do, do it heartily, as to the Lord and not to men, knowing that from the Lord you will receive the reward of the inheritance; for you serve the Lord Christ. Colossians 3:23-24.



# Worship Stories to Inspire You.



Reprinted from *Over and Over Again: 150 Adventists Share Faith Stories about Stewardship*. Published by the North American Division of Seventh-day Adventists, Silver Springs, Maryland. Used by permission of the publisher.



## Professor X and The Library Book Drop

by Lucille C. Lacy

When I was a teenager, a high school teacher told me that I would never be a success in my life and that I'd be a detriment to society. It was the first time anyone had made such a sweeping negative evaluation of my potential, and I was devastated.

After completing a master's degree in music education from George Peabody College for Teachers, I taught college for several years. Then I prayed, "Lord, if it is Your will for me to pursue a doctoral degree, prepare the way." Unexpectedly I was awarded a United Negro College Fund Teaching Grant for \$10,000, renewable annually. To me this seemed a notable honor for one who had been told by a professional educator that she had no future.

I wanted to get my doctoral degree from Ohio State University. From a pool of 400 applicants, I was one of the ten accepted into the program. Soon I met Professor X, who told me that as a Seventh-day Adventist I had no chance of succeeding as a doctoral student at OSU. The graduate music program was impossible to complete while missing Friday night and Saturday sessions. He said I should either attend classes as required or withdraw from the program. I left his office determined to complete the program and keep the Sabbath.

One Friday afternoon at the end of one semester, Professor X gave the class an almost impossible "take home" final examination. It was due the following Monday and would require exhaustive research in the library all weekend.

Two hours before sunset on Friday I closed up all my studies and prepared for the Sabbath. Saturday evening some of my classmates called to wish me success. They had spent all Friday evening and all day Saturday in the library and were far from finished.

By Sunday evening, after 10 hours of research, I had answered three of the exam's ten questions. I stopped and communed with God for one hour. Then, one hour before the library closed, I was impressed to walk down the stacks. Praying silently and with tears running down my cheeks, I felt nothing but despair, when suddenly in front of me, a book dropped from the shelf and fell open to a page of information I needed. I quickly picked up the book and continued to walk down the aisle when another book fell from the shelf. Books began falling from high and low, faster and faster. Each book was opened to an exact answer.

I grabbed a cart and moved quickly down the aisle picking up books. The library assistants heard the sounds of the books falling from the shelves and asked if I knew who was throwing the books. I just smiled through my tears, rejoiced in the Lord, and kept on picking up those books.

I was the only student in the class who completed the entire exam.

Professor X was shocked.

I had found that people cannot set limits for us when we pray and completely depend on a loving God who honors those who trust in Him.

*Thou has commanded they precepts to be kept diligently. O that my ways may be steadfast in keeping thy statutes! Then I shall not be put to shame, having my eyes fixed on all thy commandments. Psalm 119:4-6, RSV*

Lucille C. Lacy is associate professor of music at Oakwood College in Huntsville, Alabama. She is a member of the Oakwood College Seventh-day Adventist Church. This story originally appeared in *More College Faith* (Berrien Springs, Michigan: Worthy Books, 1997).



# Fun, Frustration, And Fullfillment

by Kermit Netteburg

The church wants to have Water Fun Night every Tuesday this summer. Would you be willing to bring your boat every Tuesday night from 6:00 to 9:00?" The request was deceptively simple.

"Sure. That sounds like fun," I responded.

But every Tuesday about 5:00 p.m., when there was still just a little work I wanted to stay at the office to finish, I regretted that commitment. Some office task was just starting to come together. It was a bochure one week, a proposal another week, a review of photos for advertising yet another time. Water Fun Night was really annoying.

I began to dread Tuesday afternoons. I got tense. I got edgy. As each Tuesday afternoon wore on, so did my patience. I didn't have time to take those kids water skiing or tubing or just boat riding. By 6:00 p.m, when I arrived at the boat dock, my anger, my tenseness, my frustration bubbled barely below the surface.

But I kept the time commitment each week. We would load five or six teens in the boat and leave the dock. Five minutes upriver, we'd attach the tow rope, throw the tube over the side, put wetsuits and life jackets on one or two of the teens, and start the thrill rides.

Around in circles. Creating our own waves. Tossing the tube- and its occupants - into the air. Laughter filled the evening sky, both from the boat and from the tube.

Then it was skiing. I remember the girl who had never skied before. The apprehension that filled her face as she crouched in the water was replaced by ecstasy as she got up and skied behind the boat. When she clambered back into the boat, her face wasn't large enough to contain her grin.

I remember the boy who tried six times to get up - and failed. I remember the pats on the back and the expressions of support when he climbed into the boat, exhausted and discouraged. "You'll make it next time," someone said. "Just rest a little."

And an hour later he did make it.

Something happened in those three hours in the boat. We didn't give Bible studies, didn't even have a *Steps to Christ* along. But the young people learned that their church cared about them, learned that God loved them, learned that Jesus gave His life for them. I was ministering to those teenagers.

Something else happened in the boat every Tuesday night. My tension melted. My frustration subsided. Joy returned to my life. The things that were so important at the office faded. Those teenagers ministered to me.

Every Tuesday afternoon that summer I regretted my time commitment to the young people of the church. But every Tuesday evening by 9:00, I was refreshed. I had a new perspective of what was-is-important.

And the next spring when the church asked for volunteers to bring boats to Water Fun Night every Tuesday night, I signed up.

*He is like a tree planted by the streams of water, that yields its fruit in its season, and its leaf does not wither. In all he does, he prospers. Psalm 1:3 RSV.*

Kermit Netteburg is assistant to the president of the North American Division of Seventh-day Adventists in Sliver Spring, Maryland. He is a member of Sligo Seventh-day Adventist Church in Takoma Park Maryland.



## Divine Time Management

by Tom Ish

I explained my dilemma of an overwhelming, workload and smothering deadlines to the newspaper publisher where I worked as an editor and reporter. The wiry, white-haired sage simply replied, "Tom, everyday it seems I have more work to do when I go home in the evening than when I arrived in the morning. Maybe I'd be better off not coming to work at all."

This escapist approach sounded rather appealing for a moment, but reality dictated that it was not an option. So I continued to write and edit a little faster each day. Yet the overwhelming feeling never subsided. And a fellow editor didn't help by observing wryly, "if you ever feel caught up on your work, then you probably aren't doing your job."

A couple of years later I was introduced to the Seventh-day Adventist faith, and I realized how starved for rest I really was. As a new Sabbath keeper, I rejoiced that the demands of reporting on late-night meetings, untimely car wrecks, and school sports were now eased with a weekly reprieve - a refreshing 24 hours of pure nonwork-related fellowship and worship. My hunger for rest was richly fed, and I dedicated my life to serve the God who filled my every need.

When I left newspaper work to begin serving in a new ministry, I found that God's work had its own set of overwhelming demands. The tasks landed in my lap by the bucketful. I dealt with each urgency of the moment (often after working hours), and eventually the pile of crises stacked so high that I once listed all of them on my computer - 13 pages of "To Do's," single spaced. All the time-management seminars, delegation techniques, and Daytimer scheduling books couldn't begin to help me handle this tidal wave of worthy projects.

Now, more than ten years later, my daily To Do list as a magazine publisher seems to grow exponentially. I believe this is the enemy's most successful ploy: holding us at bay from

our Lord with oceans of busyness, a state of numbing workaholicism that appears to be socially acceptable and/or occupationally imposed.

I confess that my own devotional life has suffered from what I think it should be accomplished each day, but the Holy Spirit has convinced me to let Him set a breaker wall against this tide of self-reliance.

Early in my conversion experience I was often puzzled by the expectation to end work at sundown on Fridays but not any other day. It seemed quite acceptable to burn the midnight oil six days a week, but I looked closer at God's example.

In the Creation story I discovered that He ended his work every day at sunset, then paused to reflect on His work, and "saw that it was good." Now, my round-the-clock, prepress production blitzes have been replaced with the calm assurance that His design, example, and providence will not fail.

Now I try to convert my daily "To Do" list into a daily "Ta Da" list. This is not a pride-filled checkoff of tasks to boast about. Rather, it is a tally of the many blessings for which I can praise the Creator God at the close of each day. Prayers of thanks ascend as I reflect on His working to allow time for the most vital tasks - communicating with my wife, as well as all other activities He wills according to His priorities.

My anxiety has turned to gratitude. I rest in Jesus and seek to help others to stop and smell the roses long enough to discern His will. Relationships with one another and with God will flourish and can breed eternal consequences.

I'm convinced that His example of divine time management was not placed "In the beginning" by chance.

*Then God saw everything that He made, and indeed it was very good... Thus the heavens and the earth, and all the host of them, were finished. Genesis 1;21-2:1, NKJV*

Tom Ish is editor and publisher of Creation Illustrated Magazine. He is a member of the Meadow Vista, California, Seventh-day Adventist Church.



## I Thought I Didn't Have The Time

by Raymond J. Hamblin

"You should hold a Revelation Seminar in your town." Our conference ministerial secretary was gently urging me to get involved in witnessing. I had just finished attending a lay-training session at our small church in Adrian, Michigan.

*This guy is crazy, I thought. Doesn't he know I have a growing business? Can't he realize I'm busy? I simply don't have time.*

As a business owner, I frantically worked hard to build myself an empire, clawing my way up the ladder of success. And frankly, I didn't believe in mixing business and religion. I didn't have a neat and tidy 9-to-5 job with free evenings for good works. Sometimes I worked 18 hour days. I had convinced myself it was unrealistic to commit to teaching a Bible seminar three nights a week for six weeks.

But the Holy Spirit was speaking to me, and I couldn't put the idea of holding a seminar out of my mind.

The next month after the lay training session, my wife and I attended our first ASI convention in Hawaii. ASI is a group of Adventist business professionals who teach people like me how to share Christ in the marketplace.

I came home from the convention with a zeal I had never known before. I promised God that I would witness for Him. And I began praying and asking the Lord to lead me to what He wanted me to do. Within two months, with the help of my wife and church family, I was teaching a Revelation Seminar-three nights a week.

I held three complete seminars that year. And when my first student was baptized, I experienced a thrill I'll never be able to explain this side of heaven. Subsequently, more than 15 people joined the church. Amazingly, my business flourished and grew in spite of the fact that I spent much less time working.

As I look back now, I can see how God rewarded my faith and commitment of time and energy to Him.

*Be strong and of a good courage, fear not, nor be afraid of them: for the Lord they God, he it is that doth go with thee; he will not fail thee, nor forsake thee. Deuteronomy 31:6*

*Raymond J. Hamblin is president of The Hamblin Company (an integrated communications company) in Tecumseh, Michigan. He is a member of the Adrian, Michigan, Seventh-day Adventist Church.*



## Rejoicing In The Sabbath

by Denise Dick Herr

Most of my life I've lived in Adventist communities where Sabbathkeeping was a given. When I went to college at Andrews University, my friends and I attended church, took naps, and then went for a walk. I kept Sabbaths but didn't truly enjoy them.

Several years later I joined an archaeological excavation in Israel as the pottery manager-the person who organized the washing, analyzing, marking, and storing of the millions of shards that are all-important on a dig. When one of the directors, an American Jewish rabbi, asked me to be the pottery manager, I said to him, "You know I don't work on Sabbath."

"That's OK," was his reply. "Many of the students are Jewish. We finish work on Friday morning and don't return to the site until Sunday noon." He hesitated. "Of course there is the last weekend, when we write reports." He quickly added when he saw the look of determination in my eyes, "But you won't have to work then."

The long, hectic weekdays of the dig rolled by. I got up early and went to bed late. I worked hard. Sabbaths, on the other hand, were bliss: I had time to sit and talk to friends, time to walk without boxes of pottery in my arms, time to read and think. But I didn't realize how wonderful Sabbaths were until the final weekend of the excavation.

The last Friday of the dig was the day we began the serious business of writing reports and closing down camp. My Jewish and Christian friends tried to synthesize their summary findings. Coffee mugs in hand, they labored over stacks of notes and drawings.

I worked hard all day too, but when the sun went down, I breathed a sigh of relief. It was Sabbath. I was free from work for 24 hours. Sabbath wasn't a chore-something I had to do; it was a gift of time.

That evening a special meal was served in the dining room at our tables rather than through the cafeteria line. The report writers, Christian and Jewish alike, ate quickly and rushed to return to their work.

Free, because I observed the Sabbath, I chatted with the other Adventist archaeologist as we ate cookies and watermelon and watched Israeli folk dances.

Sabbath morning I awoke later than usual and observed the bloodshot eyes and haggard faces of the writers. They had been up late and early. Several were dependent on the summer's work to get into graduate school. Others needed the data for dissertations. The pressure was evident.

I felt like an island of peace in the midst of frantic activity.

I ate breakfast with one of the dig directors, an Israeli woman-a Jew, but not religious.

"You're not working today, are you, Denise?" She asked.

"No, I keep Sabbath-Shabbat."

"You now," she said, looking exhausted, before the day had even begun, "I think keeping Shabbat is a wonderful idea. I'll have to try it someday."

*The Sabbath was made for humankind. Mark 2:27, NRSV.*

Denise Dick Herr is professor of English at Canadian University College in College Heights, Alberta. She is a member of the College Heights Seventh-day Adventist Church.





# Stewardship Journal Lesson 1

Make a list of the areas in which you feel you are being a good steward? Write down one area you feel you need to work on.

What specific actions will you take to begin working on this area?

Don't forget to ask God to help you as you seek to do His will.







# Stewardship Journal Lesson 2

Moses wrote in Psalm 90: 12, *Teach us to number our days, that our hearts may gain wisdom.* What do you think this text means? Ask God to show you how could you apply this text in your own life, and then write down some of those ideas.





# Stewardship Journal Lesson 3

Are you prepared when the Sabbath comes? Read Celeste Perrino Walker's story and then in your journal write a description of what you hope the Lord will find when He comes to your house next Friday sundown.





# Stewardship Journal Lesson 4

How might your choices be different if your priorities were to change? Read the story of Samson in the Book of Judges, chapters 13-16. What were Samson's priorities? What happened when he started living His life apart from God's purpose? How might Samson's life been different had he followed God's priorities? What do you notice about Samson and the fifth commandment? How does Sampson's life story compare with that of Jesus'?





# Stewardship Journal Lesson 5

Which of these four habits, procrastination, laziness, carelessness, or tardiness, do you tend to fall into the easiest? Think of two specific examples in each of the areas you listed. Now, using the four keys to practicing diligence, specifically outline what you will do become more diligent in each area.



## Additional Resources

Brennan, Jan. *Study Skills to the Rescue*. Creative Teaching Press. 1998. ISBN 1574714600. Are you tired of lost folders, forgotten homework, and half completed assignments? This red-hot resource offers everything you need to help your students take pride in their work and do their best in school.

Burns, Marilyn. *This Book Is About Time*. Little, Brown and Company. 1978. ISBN 0316117501. When did people start measuring time? Why did they do it? What did they use to measure time? What does time have to do with flowers, birds, bees, and the fiddler crab? This book tells the whole story. The activities you'll find inside will help you perk up your time sense, make a timepiece or two, understand time zones, and look at your very own biological clock. When you learn about time you will learn about history, biology, biorhythms, and a whole lot more.

Covey, Sean. *The 7 Habits of Highly Effective Teens*. Simon & Schuster. 1998. ISBN 0684856093. In this book, the author applies the principles of the 7 Habits to teens and the tough issues and life-changing decisions that they face. In an entertaining style, Covey provides a step-by-step guide to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, get along with their parents, and much more. In addition, this book is stuffed with cartoons, clever ideas, great quotes, and incredible stories about real teens from all over the world.

George, Elizabeth. *A Young Woman After God's Own Heart*. Harvest House Publishers. 2003. ISBN 073690790. Understanding and following God's perfect plan for your friendships, your faith, your family relationships, and your future.

Goldstein, Clifford. *A Pause for Peace*. Pacific Press Publishing Association. 1992. ISBN 0816311080. A recession grips this country-one that has nothing to do with money. It is bankrupting our home lives, depleting our personal energy reserves, and eroding our devotion to God. This is a recession of time. Time to enjoy our family and friends. Time to recuperate from frenzied lifestyles. And time to renew our too-often neglected relationship with God.

Morgenstern, Julie & Morgenstern-Colon, Jessi. *Organizing From The Inside Out-For Teens*. Henry Holt & Company. 2002. ISBN 0805064702. In this book teens will learn: how to rearrange a room so that it's not just for sleep, but also for friends and homework; how to organize a backpack to find what's needed when it's needed; how to create a schedule that allows time for school work, extracurriculars, and fun; how to maintain a system so that it remains relevant and helpful.

*Over & Over Again*. Ed. Ronald Knott. North American Division of Seventh-day Adventists. 1998. 150 Adventists share personal faith stories about stewardship.

Walker, Celeste. *Making Sabbath Special*. Pacific Press Publishing Association. 1999. ISBN 0816317062. In this book, the author provides ample evidence that Sabbath is more than a day with a list of "don'ts" extending from one sunset to another. We've got something to celebrate! This book will help you develop a plan for making Sabbath a day to celebrate.

