

Lesson 1: What's Yours Is Not Yours

What we want students to learn: That as God's children, we're called to see every resource we have as belonging to God and coming from Him

What we want students to do with what they've learned: To look at their lives and identify the areas where they're holding back from God by not seeing their resources as God's and not their own.

Scripture Focus: Psalm 24:1, Genesis 1:28-30, Genesis 2:15, Malachi 3:8-12

Overview:

One of the first words that children learn is "mine." They use it to claim what they believe is rightfully theirs. Like little children, many of us also have trouble with the concept of "mine." Your goal over the course of this study is to help students see that everything they have is not theirs but God's. As we introduce the concept of stewardship, students will see what it means to be a steward or manager of God's stuff, and failing to see this impacts how effectively they utilize their resources to further God's Kingdom. In Lesson 2, you'll teach students that Jesus modeled stewardship of His life through submitting Himself to His Father's plan by giving His all on the cross. In Lesson 3, you'll help students see examples of how the early church lived as stewards, and they too can seek to live their lives in a way that earns a "well done" from divine Master.

Teacher Prep Video

The *elements Teacher Prep Videos* are short videos designed to help you grasp the main points of the lessons as you prepare to teach.

To access your "Stewardship Teacher Prep Video," click on the URL below.

- <https://youthministry360.com/stewardship-teacher-prep>
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Bible Background

The **Bible Background** is designed to help you provide some context for the Scripture you'll be studying. *The Details* gives you background info for each book, while *The Main Point* gives you an overview of how the passages are used in the lesson.

- **What do we mean by "context"?** In every **ym360** Bible study lesson, you'll notice we make a point to encourage you to provide the context for the passages you study. By "context" we mean at the very least helping students know *who* wrote the book, *when* it was written, and *why* it was written.
- **What's The Big Deal?** When we teach the Bible without giving context, students don't get a "big picture" understanding of the story of the Bible. But this view is vital to grasping the story of God's plan of redemption for humankind. As you teach, use the Bible Background to help summarize the context.

The Details

Psalms

- **Author:** God inspired various authors to write a majority of the Psalms in their era, including seventy-three by David, twelve by Asaph, eleven by the Korahites and two by Solomon. Heman, Ethan and Moses each wrote one, while the authorship of fifty other Psalms remain unknown.
- **Time frame:** The Psalms were written during different eras of Israel's history, spanning from 1100 BC (i.e Psalm 29, 68) to 400 BC (i.e. Psalm 119).
- **Purpose:** The Psalms are inspired by God to poetically reflect humanity's journey with Him. Each psalm serves a different purpose, such as a personal or communal lament, hymn, song, reflection or declaration. Many of these were set to music and intended to be shared publicly, even when sharing a revealing confession (i.e. Psalm 51).

Genesis

- **Author:** While there's no specific author named within the text, Moses is the accepted author for Genesis, with some editing and additions done after his death (such as the account of his death!).
- **Time frame:** It's difficult to establish with any certainty a date for the completion of the Pentateuch (a name for the first five books of the Bible—including Exodus, Leviticus, Numbers, and Deuteronomy—of which Genesis is a part.) Most of the material originated from Moses himself, and depending on the date of the Exodus (which is also not known for sure), that would make the date for the writing of Genesis sometime in the 1400s or the 1200s BC
- **Purpose:** Genesis details the earliest history of our world, including creation and Adam and Eve's fall. It also focuses on the emergence of Israel, not only as God's people, but as the group God would work through to bring redemption to the world.

Malachi

- **Author:** The Prophet Malachi is the author.
- **Time frame:** While it's hard to know exactly when Malachi was written, it's believed that he was writing alongside other prophets Ezra and Nehemiah which would put the book being written sometime in the mid 5th century BC
- **Purpose:** Malachi wrote his book in one of the starkest periods of Israel's history. Having repopulated Jerusalem after the Babylonian captivity, the Temple and the city itself were a shell of their former glory. Malachi spoke of the coming glory of God in Christ, pointing toward a more hopeful future for God's children.

The Main Point

You'll start by teaching students a pretty simple, yet powerful point: Everything belongs to God. You'll support this statement by looking at Psalm 24. You'll explain that everything means "everything" and help students understand the implications this has for their lives. You'll then transition to showing students that God chose to make us stewards of what He created. You'll define the word steward and the role of a steward using Genesis 1:28-30 and Genesis 2:15 to discuss God giving humans the role of a steward over His creation. You'll help students see that Adam and Eve were to be sub-rulers under God's ultimate authority and representatives as stewards to manage His creation.

Finally you'll show students that when we fail to give God our best, we essentially misuse what He's given us. Malachi 3:8-12 calls this robbing God, and while this language is a little harsh, the principle is an important one. God expects us to use what He has given us at His pleasure to advance His Kingdom. It's an important lesson for your students to learn.

Lesson Plan

The **Lesson Plan** contains three elements: An introductory activity called *The Lead In*; the Bible study section called *The Main Event*; an application-focused segment called *The Last Word*.

The Lead In

- **Goal:** To help students begin to understand the basic definition of the word stewardship from a Biblical perspective.
- **Set-Up:** You will need to do a little prep-work on a dry-erase board or sheet of paper before your group meets. You'll need to make two columns with various phrases and their meanings in them. In the first column, write: *propitiation, stewardship, sanctification, justification, eschatology, anthropomorphism, and omnipotence*. In the second column write: *all-powerful, being made right, the doctrine of end times, becoming holy or perfected, the management of the things of God, removal of wrath by offering a gift, and using human terms to describe God*.

FIRST, begin by drawing students' attention to the board. Explain that in our culture different groups of people have certain words or phrases they use within their group that may seem strange to people outside the loop. Ask if anyone has ever heard a gymnast talk about sticking a dismount, or a football player talk about the red zone. Explain that even we as Christ-followers have our own lingo that's sometimes hard to learn, especially for those outside our faith.

NEXT, take turns attempting to draw a line from the word on the left side of the board to the correct definition on the right side. Do this by calling up different volunteers and seeing how well they do. Have fun with this. Let students get help from the audience, etc. Check their answers with the following key:

- *Propitiation:* removal of wrath by offering a gift
- *Stewardship:* the management of the things of God
- *Sanctification:* becoming holy or perfected
- *Justification:* being made right
- *Eschatology:* the doctrine of end times
- *Anthropomorphism:* using human terms to describe God
- *Omnipotence:* all-powerful.

THEN, ask the students if these are words they hear very often. Explain that while some of these words seem a little strange, they're all important words in that they help us better understand the nature of God and our response to Him as His children.

FINALLY, say:

- **Over the next three weeks we are going to take a real close look at what the Bible says about one of the words in our activity today and that is the word stewardship.**

Ask one of the students to read the definition of the word stewardship from the board. Then ask if anyone knows what would be "the things of God" on this Earth. You want to lead them to understand that it all belongs to Him because He created everything. Then ask them if everything belongs to God then what do they have that belongs to God and the answer is everything.

Explain that the definition you would like to use for stewardship over the next three weeks is as follows:

- **As God's children we are called to see every resource we have as belonging to God and coming from Him, and our task is to utilize our resources to the fullest extent for God's glory. Let's jump in.**



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