



Children Lessons

White Wing Publishing House

CHILDREN

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Helping Our Children Discover and Use the Treasures God Has Given Them**

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CONTENT OVERVIEW

Lessons

Trusted With Treasures!
My Abilities, God's Treasures
The Treasure of Time
Money, a Treasure to Share

Ministry Setting

These lessons were designed to be taught in a teaching/training setting such as Sunday school, midweek ministry, or Bible club.

Schedule

Each lesson includes

AN ATTENTION GRABBER to focus the children on the lesson theme.

A BIBLE STUDY to help the children discover biblical principles related to the lesson theme.

A SCRIPTURE MEMORIZATION activity designed to help the children understand a Scripture verse related to the theme.

A LIFE APPLICATION activity that will guide the children as they apply biblical truth to their everyday lives.

A WRAP UP that will challenge the children to obey the biblical principles they have discovered.

Room Decorations

The theme of this unit on stewardship is "Kids with Treasures." Decorate the room in an island theme with palm trees, fishnet, shells, and ocean waves. Have a treasure box set out that will contain each week's treasure.

Lesson One

Trusted with Treasure!

OBJECTIVES

Each child will name treasures God has made available to him.
Each child will state the requirements needed to be a good steward
Each child will tell wise and unwise ways to use the treasures God has entrusted to us.

MATERIALS NEEDED

Small treasure boxes. If these are not available use small gift boxes.
Small objects or a picture of each object to place in the treasure boxes, such as: a watch or clock, play money, a globe or earth ball, the Bible, a cross (salvation). If objects or pictures are not available, write the name of the treasure on a slip of paper and put it inside the treasure box.
Drawing paper
Crayons or markers for drawing
"Help wanted" advertisements
Treasure box cut outs (see page 22d)

Attention Grabber

"A Treasure Hunt"

PREPARATION

Place the objects you've gathered into the small treasure boxes and hide them throughout the room. Each object/picture symbolizes one treasure God has given to us.

PRESENTATION

SAY: "Hidden in this room are treasures for you to find. Work with a partner to find these hidden treasures. When you have found one treasure, return to the circle."

Allow two minutes for the children to find the treasure, and then signal for everyone to return to the circle. Discuss the following:

- **What treasures did you find?** (Let each child share briefly.)
- **Why do you think I call these "treasures?" Why are they valuable?**
- **Of all of these treasures, which do you think is the most valuable?** (The cross representing salvation.) **Does everyone possess this treasure? Why or why not?**
- **Which treasure does every person on earth have?** (Time) **Do we each have the same amount of time?**

Now that you have found a treasure what is your responsibility?

SAY: “God has trusted us to use the treasures He has given us wisely. In our Bible story today, we will read about three men who were asked to take care of another person’s possessions. The Bible calls a person who is taking care of someone’s possessions a steward. As we listen, we will discover how we can be good stewards of the treasures God has given us.”

Bible Study

“The Wise Steward, Luke 12:42–47”

PREPARATION

Divide the children into two teams.

PRESENTATION

Ask each team to read Luke 12:42–47. Ask one team to create a drawing of Luke 12:42–44. Ask the other team to create a drawing of Luke 12:45–47. Give each team seven minutes. When the time is up, let each team share their drawings. Then discuss the following:

- What two words describe the steward?
- What does he do that causes him to be described in this way?
- When the master returns, how does he reward the steward? Why?
- The steward decides the master will not come for a very long time. How would you describe him now?
- What does he do while his master is away?
- What is his reward?
- Why do you think Jesus told His disciples this story?
- A steward is a caretaker over another’s possessions. What are some things that you feel God has made you a steward over?
- What have you learned from this Bible story that will help you be a better steward?

Scripture Memorization

“Job Requirements”

PREPARATION

Ask each child to find a partner. Give each pair a “Help Wanted” advertisement from the newspaper. Ask them to circle each job requirement that is listed in the help wanted ad.

PRESENTATION

- What were some of the job requirements listed in the advertisements you read?
- Why do you think it is necessary to have job requirements?
- What requirements do you think are necessary to be a good steward or caretaker over all the things God has given us?

First Corinthians 4:2 tells us one requirement of a steward. Read that verse with your partner. Using 1 Corinthians 4:2 and Luke 12:42–47, write a “Help Wanted” advertisement for a steward of God’s treasures. Let each pair share their “Help Wanted” advertisement with the class.

Life Application

“Don’t Let God Down”

PREPARATION

None

PRESENTATION

Ask a child to volunteer. When the child comes up ask, “Would you trust me to catch you if you were falling? If you trust me, I want you to turn with your back to me, relax your body and fall backward. You can trust me to catch you.”

Let several children have an opportunity to “trust you” then discuss the following:

- **How did you feel when you were falling backward? Why?**
- **How did you feel when I caught you?**
- **How would you have felt if I hadn’t caught you?**

Wrap Up

“Trusted with Treasure”

PREPARATION

Using the pattern included with this lesson, give each child a treasure box cutout. Ask them to draw a picture of one treasure God has entrusted to them on the back of the treasure box. Allow three minutes for this activity, and then call the children to meet as a group.

PRESENTATION

Let the children sit in a circle. Each one is to share the treasure they have been trusted with and something they will do to be a wise steward of that treasure. Conclude with prayer asking God to help each child recognize the treasures God has given them and to become wise stewards of these treasures.

Lesson Two

My Abilities, God's Treasures

OBJECTIVES

Each child will recognize his individual abilities.
Each child will state the reasons God has given him these abilities: to bring God glory and to serve others.

MATERIALS NEEDED

Talent show assignments written on index cards
Material for simple Bible costumes
15 gold candy coins or actual coins
Five small bags
Crown
Rug
Romans 12:6a written on a poster or chalkboard
Set of gift definitions written on index cards for each group
1 Corinthians 13:31 and Mark 10:43, 44 written on a poster or chalkboard
Dialogues written on index cards
Gift bag containing a piece of candy or small treat for each child
Music

Attention Grabber

"An Extraordinary Talent Show"

PREPARATION

Assignments written on note cards

PRESENTATION

SAY: "Welcome to the "Exciting, Extraordinary Talent Show!" You've all been given wonderful talents and abilities. Today is your opportunity to show them off."

Form four groups. Send each group to one of the four corners of the room. Give each group one of the following assignments:

Group 1: Each child will imitate the sounds of a different animal.

Group 2: Each child will sing his favorite song while the others in the group are singing theirs.

Group 3: Each child will pretend to play a different musical instrument while singing a well-known song.

Group 4: Each child must do a different exercise at the same time to the count of 10.

Give groups about one minute to organize and prepare their performance. Ask them to also prepare a name for their performing group. Then have the groups take turns performing. Encourage the children to applaud for each performing group.

After the talent show, ask:

- **How was this talent show different from talent shows you have participated in before?**
- **Did you enjoy doing what I asked you to do? Why or why not?**

SAY: "Perhaps some of you are very talented at doing some of the things I asked you to do.

Some of you may not be. But today we will discover that each of you has been given very special abilities and we will find out what God wants us to do with them."

Bible Study

"Parable of the Talents, Matthew 25:14–29"

PREPARATION

Three pieces of cloth to use for Bible time costumes. For each boy, drape the cloth around his shoulders. For each girl, drape the cloth around her head.

A crown for the king.

15 gold candy pieces. Place five each in two transparent bags. Place two each in two transparent bags, and place one in one transparent bag. The king will hold one bag containing five coins, two coins and one coin. The other bags must be placed off stage for children to retrieve and later present to the king.

A rug where child can "hide" his one coin.

PRESENTATION

Choose three children to act out the parable of the talents as you tell it to the group.

After the parable, discuss the following:

- **Why do you think the king gave each one a different amount of money?**
- **What did the king expect each one to do with the money?**
- **Why was the king disappointed with the servant who had received one talent?**
- **In Bible times, a "talent" was a piece of money. What does the word "talent" mean today?**
- **If you were to explain the meaning of this parable to a friend, who would you say the king was? The servants?**
- **What do you think Jesus wanted us to understand from this story?**
- **What are some of the talents and gifts God gives to us?**
- **What do you think He expects us to do with those gifts?**

Scripture Memorization

“Name Your Gift”

PREPARATION

Romans 12:6a on poster or transparency.

The following gifts and definitions written on note cards:

Affectionate:	I like to show love.
Musical:	I sing well.
Giving:	I like to share.
Compassionate:	I have sympathy for others.
Patient:	I can wait without getting upset.
Mechanical:	I like to fix things.
Honest:	I tell the truth.
Dependable:	You can depend on me to do what you ask.
Friend:	I am kind and willing to be a friend.
Athletic:	I am good at sports.
Artistic:	I am good at drawing.
Humorous:	I make people laugh.
Hard worker:	I don't quit until a job is done.
Teacher:	I like to help others learn how to do things.

PRESENTATION

Read Romans 12:6a with the children. Discuss the following:

- **According to this verse do we each have the same gifts or abilities?**
- **Who gives these gifts to us?**
- **God does not give everyone the same gifts and abilities. He gives each of us different gifts. What are some of the abilities or gifts that God gives to us?**

Write the children's contributions on a large sheet of poster board or newsprint.

Again divide into groups of four or five. If possible, have an adult or older teen lead each group. Give each group a gift bag containing 12 cards. On each card has been written a gift and its definition.

Ask each group to sit in a circle. One at a time, a child is to pick a gift card from the bag and read the definition. If she feels she has that gift she may keep the card. If not, she may give it to someone who feels she has that gift.

Bring the groups back together and discuss:

- **Was there a gift you have that you hadn't realized you had until doing this activity?**
- **Why do you think you had never recognized this gift before?**
- **How did you feel when someone described a gift and you knew that you had that gift?**
- **Was there a gift you don't have that you would like to have? Why would you like to have that gift? What could you do to develop that gift or ability?**

- Was there a gift you felt God had given you but you didn't get to keep the card describing that gift? How did you feel about that? What are some of the feelings we have when someone has the same abilities we have?
- Why do you think God has given you certain abilities?

Life Application

"Instructions for Use"

PREPARATION

Write 1 Corinthians 13:31 and Mark 10:43, 44 on a poster, chalkboard, or dry erase board.

Write each of the following dialogues on an index cards.

Scene #1: Two girls

1st girl: Wow! I didn't know you could sing like that!

2nd girl: Yeah! I'm really good! Did you know that I have been in ten talent shows and have won five first place ribbons and a trophy?

Scene #2: Two boys

1st boy: What a hit you got today! That ball went way out into left field. Wish I could hit like that.

2nd boy: I've been practicing with my dad ever since the season began. Why don't you come over and practice with us. My dad and I could give you some pointers.

Scene #3: Two girls

1st girl: I heard you got a perfect score on the math quiz. That's great! I can't figure out how to do those problems.

2nd girl: I did get a good grade but I studied really hard too. And I asked the Lord to help me remember all I had studied. I'm really thankful to Him.

Scene #4: A boy and girl

Sister: You're really good at art. Would you help me do the drawings for my science project?

Brother: The only way I'll help you is if you promise to do my chores all next week. I'm not helping you unless there's something in it for me.

PRESENTATION

SAY: "Every toy or game that you have received as a gift comes with special instructions for use, doesn't it? God has given each of you these special abilities to use for Him and with each gift He has given instructions on how they are to be used. In 1 Corinthians 13:31 and Mark 10:43, 44 we learn how we are to use these gifts."

Read each verse with the children and discuss how we are to use the gifts God has given us. These verses remind us that we are to give God the glory for the abilities we have and we are to use these abilities to serve others.

Choose children to read the dialogues. After each dialogue is presented ask the children to tell which verse was obeyed or disobeyed and why. Then ask them to give suggestions for rewriting scenes #1 and #4 so that those children are using their abilities in ways that please God.

Wrap Up

"Pass the Gift Bag"

PREPARATION

Gift bag filled with treats, music

PRESENTATION

Form a circle. As the music plays, the children are to pass around a gift bag filled with treats. When the music stops, the child holding the gift bag must name one gift she feels God has given her and how she will use it for God this week. She then may take a treat from the gift bag. When every child has a treat, pray with the children that God will help them recognize their special gifts and use them to help others and bring Him glory.

Lesson Three

The Treasure of Time

OBJECTIVES

Each child will recognize time as a gift from God.
Each child will name ways to use time wisely.
Each child will name unwise uses of time.

MATERIALS NEEDED

Set of blocks or stackable items for each group of three children
Four simple Bible costumes
Three large clock faces. On the face of each clock write one of these questions: Is it pleasing to God?
Is it helpful to someone? Will it help me grow or improve?
A large chart with two columns. Label one column "Wise Use of Time." Label the other column
"Unwise Use of Time"
Index cards, pencils
Ephesians 5:15, 16 written on large sheets of newsprint
Black, purple, red, and blue marker or crayon for every two children
Small gift box for each child with the word "Today" placed inside

Attention Grabber

"Time Flies"

PREPARATION

Provide a set of blocks for each group of three children. If blocks are not available, use something else that can be stacked such as dominoes.

PRESENTATION

SAY: "Today you will discover that time is one of the most wonderful treasures God has given us. But time passes very quickly. Just as I am talking to you, almost a minute has passed. When I give the signal to begin, your group has one minute to build a tower. The tallest tower standing when one minute has passed will receive a reward."

When the game is over, present the children in the group building the tallest tower something representing time, such as toy or candy watches. Discuss the following:

- **Did you have enough time to complete your task? Why or why not?**
- **How did you feel knowing that you only had a small amount of time?**

- What would you have done differently if you had “all the time in the world?”
- How is this activity like the time God has given us to live here on earth?
- How is this activity different?
- Could you and your team have used the time more wisely? How?

SAY: “Today we will learn wise ways to use the time that God has entrusted to us.”

Bible Lesson

“Meet Four Wise Men”

PREPARATION

Several weeks prior to this lesson, ask four young teens or adults to prepare a short monologue telling each of these Bible stories in the first person. Each character should be dressed in a Bible costume.

The Good Samaritan	Luke 10:25–37	<i>Emphasize that he was willing to give of his time to help others.</i>
Boy Jesus in the Temple	Luke 2:41–52	<i>Emphasize that Jesus spent His time learning God’s Word.</i>
Daniel	Daniel 6:1–11	<i>Emphasize that Daniel prayed every day.</i>
Philip	Acts 8:26–40	<i>Emphasize that Philip spent his time telling others about Jesus.</i>

PRESENTATION

SAY: “We have four very special guests with us. These guests have been invited because they were good stewards of the time God had given to them. Listen carefully to their stories to discover one way each one used time wisely.”

After the monologues have been presented, ask the children to tell how each Bible character used his time wisely: to help others, to learn about God, to pray, to tell others about Jesus. Discuss the following questions.

- Why is helping others a wise use of time?
- Why is learning about God a wise use of time?
- Why is praying a wise use of time?
- Why is telling someone about Jesus a wise use of time?
- What determines whether the way we spend time is wise or unwise?

Life Application

"Three Timely Questions"

PREPARATION

Make three large clock faces. On the face of each clock write one of these questions: Is it pleasing to God? Is it helpful to someone? Will it help me grow or improve?

Make a large chart with two columns. Label one column "Wise Use of Time." Label the other column "Unwise Use of Time."

Give each child several index cards. Ask him to write down one thing on each index card that he did yesterday. Collect the cards and place them in a basket or bag.

PRESENTATION

SAY: "Are you wondering, 'How can I decide whether the ways I am spending my time are wise?' When we are trying to decide how to spend time wisely, we can ask ourselves these questions."

(Display clocks.)

- **Is it pleasing to God?**
- **Will it help someone else?**
- **Will it help me grow or improve in some way?**

SAY: "Let's decide whether each of the ways you spent your time yesterday was a wise use of time."

Place chart with columns labeled "Wise Use of Time" and "Unwise Use of Time" where the children can see it. Let a child come up and draw a card and read it. Let her choose in which column to place the card.

Ask: "Why do you think this is a wise/unwise use of your time?"

Allow only five to seven minutes for this activity then move to the Scripture Memorization activity. If the children have not included the four wise ways learned in the Bible Study, add those to the list. Also, make sure the children realize that play is a wise use of time because it helps us grow physically and emotionally. Children need time to relax, so please encourage them to spend time reading, watching a limited amount of television, and playing with friends. However, these activities must be pleasing to God and must not take away from time spent on homework, devotion time, chores, etc.

Scripture Memorization

Ephesians 5:15, 16 (NIV)

PREPARATION

Write Ephesians 5:15, 16 on large sheets of newsprint so there is one for every two children. Write the following questions and directions on an index card for every two children.

- **What are you to be careful about?** Underline the answer with a purple marker or crayons.
- **How should you live?** Circle the answer with a red marker or crayon.

- **What can we do to make wise use of our time?** Make a squiggle blue line under the phrase that answers this question.
- **Why should we use our time wisely?** Put a black X over each word in this phrase.

PRESENTATION

Ask the children to find a partner and locate Ephesians 5:15, 16 in their Bibles. When each pair has found the verse, give them a sheet of newsprint and the markers needed.

SAY: "This verse will help you understand why it is important to use the time God has given us wisely."

Read the verse then read the questions on the index card. Follow the directions carefully when you have found the answer to each question.

Give the children several minutes to complete the activity, review the correct answers then discuss the following:

SAY: "Each day is an opportunity that God has given us to live for Him. How can you make the most of every day?"

Wrap Up

"The Gift of Time"

PREPARATION

Write the word "Today" on a card and place in a small gift box for each child.

PRESENTATION

SAY: "I have a wonderful gift for you. It is a gift that I didn't buy or make. It is a gift that only God can give. It is a gift that will soon be spent. Can you guess what is inside the box?"

After several have guessed, let the children open their gift boxes if they wish to, then discuss:

- **Were you excited when you opened the package and discovered what was inside? Why or why not?**
- **Why did I say that it is a gift that will soon be spent?**
- **Do you have any control over how it is spent?**
- **God has given you this wonderful gift of today. What are some ways you can use this time wisely?**

SAY: "Keep this box and the card where you can see it. Each time you see it, remember that God has given you the gift of time. What will you do with it? Let's ask God to help us make wise use of our time. Let's thank Him for this wonderful gift."

Lesson Four

Money, A Treasure to Share

OBJECTIVES

Each child will recognize the source of all wealth.
Each child will name three ways to use money wisely.
Each child will willingly give of his financial resources.

MATERIALS NEEDED

Glass jar filled with pennies
Small pieces of paper, pencils
Have a large tree in front of the classroom with play \$50 bills (see page 23d) pinned all over it.
On the back of each bill, tape two pennies and the question, "Is \$50 always more than two cents?"
Simple Bible costumes
Signs, "Rich Man # 1," "Rich Man #2," "Rich Man #3."
Large tin can
2 Corinthians 9:7 on a large poster or sheet of newsprint
A bookmark for each older child printed on heavy paper (see page 23d)
A smiley-face mask and handle (paint stirrer, straw, dowel) for each younger child
A large poster board or sheet of newsprint divided into three columns
Three envelopes for each child
Ten pennies for each child

Attention Grabber

"Guess How Much"

PREPARATION

Have a glass jar filled with pennies. Provide small pieces of paper and pencils for children to record guesses.

PRESENTATION

As the children arrive, ask each one to write his name and the number of pennies he thinks are in the jar on a piece of paper. When class begins, tell the exact number of pennies that are in the jar. Award the child whose guess was closest to the correct amount with a bag of treats. Encourage him to share these treats with all the children when class is over.

- **Have you ever heard your parents say, “The way you spend money, you must think it grows on trees!”? What do you think that saying means?**
- **Do you think money really grows on trees?**
- **Where do you get the money you have?**

As the children share responses write them on a chart. Responses should include parents, grandparents, Christmas, birthday, allowance, earned it.

- **Where did your parents and others who give you money get their money?**
(They earned money from their jobs.)
- **How did their employers get money to pay your parents?** (By making money from the products they make and sell.)

SAY: “Everything we have—even money—comes from one source. That is God. He is the one who gives us the strength and intelligence to earn money. Everything belongs to Him.”

Bible Lesson

“Which Is Worth More?”

PREPARATION

Have a large tree in front of the classroom with play \$50 bills pinned all over it. On the back of each bill, tape two pennies and the questions, “Is \$50 always more than two cents?”

Have four participants wearing simple Bible costumes. The participant representing the widow wears a shawl and head covering. The other participants wear signs, “Rich Man # 1,” “Rich Man #2,” “Rich Man #3.”

Large tin can

PRESENTATION

SAY: “Which is worth more: two cents or \$50 dollars? Is \$50 always worth more than two cents? Are you sure? If you listen carefully to our Bible story today you will be able to tell me how sometimes two cents can be worth more than \$50. In Jesus’ day there were people who pretended to love and obey God but who didn’t really love Him with all of their hearts. These people loved to do good deeds when others were watching. One day Jesus and His disciples were sitting in the Temple watching as people walked in. At the door of the Temple was a large container. As people came into the Temple they were to drop their offerings in that container. Jesus watched as many rich men dropped their money into the offering box. Let’s see how some of these people might have given their offering.”

Rich Man #1 enters.

He drops his handful of quarters in the offering chest (a tin can) as loudly as he can. Then he shakes the can and says, “Listen to how much money I gave! I hope everyone heard all my coins dropping into the offering box. Then they’ll know I gave lots of money. I’m such a good person!”

ASK: “Do you think Jesus was pleased with that type of giving? Why?”

Rich Man #2 enters carrying a bag of play money.

He counts out \$100 and then shouts, "Look everyone. I gave \$100 to feed the poor. I am a truly good person."

ASK: "What do you think Jesus thought of this rich man's offering? Why?"

Rich Man #3 enters.

He comes up and quietly puts some money in the can. Then he whispers to the teacher, "Did you see how much money I put in the offering chest. I gave a lot of money."

ASK: "Did this person give the right way? Why not? How do you think we should give to the Lord?"

Read Matthew 6:1–4 from a simple paraphrase. See if you can discover the right attitude to have when we give to the Lord.

ASK: "Why should we give?"

ASK: "What is the right way to give?"

SAY: "But wait, someone else is entering the Temple. It is a poor widow. What could she possibly have to give?"

Widow enters.

The widow enters and quietly puts two pennies in the offering chest. "These two coins are all I have. I want to give them to God to show my love for Him."

SAY: "When Jesus saw the widow giving her offering, he said to His disciples, "Look! This poor woman has given more than any of the others because she gave all she had. She gave because she loves me!"

ASK: Now can anyone tell me how two cents can be worth more than \$50?"

As the children answer let each one take \$50 off the tree.

SAY: "Yes, when we give willingly because we love God it is worth much more than giving to be seen by others."

Scripture Memorization

2 Corinthians 9:7 (NIV)

PREPARATION

Write 2 Corinthians 9:7 on a large poster or sheet of newsprint.

Bookmarks

Smiley face masks with handles

PRESENTATION

SAY: "Everyone has an attitude about giving. It's the way they feel when they give of their money to God or to others. In 2 Corinthians 9:7, Paul tells us three attitudes that people have when they give. As we read the verse see if you can discover those attitudes."

Ask a child to circle the three attitudes people sometimes have when they give to God.

SAY: “Yes, some people give grudgingly. They don’t really want to give but they know they are supposed to. Some people give out of necessity. They know their money is needed and others will know if they don’t give. Others give cheerfully. How does God feel about those people?”

For older children let each choose one of the three bookmarks. Provide colored pencils or fine tip markers for the children to use to color the bookmarks. For younger children: Let each child tape handle on the smiley face mask that has the words “I am happy to give” written on it.

Life Application

“Three Good Ways to Use Money”

PREPARATION

Provide each child with three envelopes.

Divide a large poster board or sheet of newsprint into three columns.

Ten pennies for each child

PRESENTATION

SAY: “Even though you may not have much money, now is a good time to learn how to use your money wisely. Tell me some ways you used your money this week.”

Write the children’s responses on a chart divided into three columns. Place responses that are ways children *spent* money in one column, responses that are ways children *gave* money to others in another column, and responses that are ways children *saved* money in another column. If one of these ways is not mentioned by the children, ask leading questions such as, **“Does anyone keep some of his allowance rather than spending it?”**

Let the children read over the responses in each column and discover three ways everyone uses money. As they discover each way, label the column. The columns should be labeled: “Spending,” “Saving,” and “Giving.”

- **Which do you think is the best way to use money? Why?**
- **Do you think God minds if we spend some of the money He has given to us?**
- **What are some wise and good ways to spend money?**
- **What are some foolish ways to spend money?**
- **Why is it wise to save money?**

Give each child three envelopes. Have the children label envelopes “Spending,” “Saving,” “Giving.” If possible, give each child ten pennies to help them begin wise spending habits.

Ask children to give the first tenth of everything they earn to God. That is called the tithe.

Each child should put one penny in the envelope marked “Giving.” Then suggest that the children begin now saving one tenth of all the money they receive. Each child should put one penny in the envelope marked “Saving.” The rest of the pennies can be put in the envelope marked “Spending,” unless the child chooses to save or give more. Encourage the children to determine what amount they will put in each envelope each time they receive a gift of money, an allowance, or earn money for chores they have done.

Wrap Up

"If I Had a Million Dollars"

PREPARATION

None

PRESENTATION

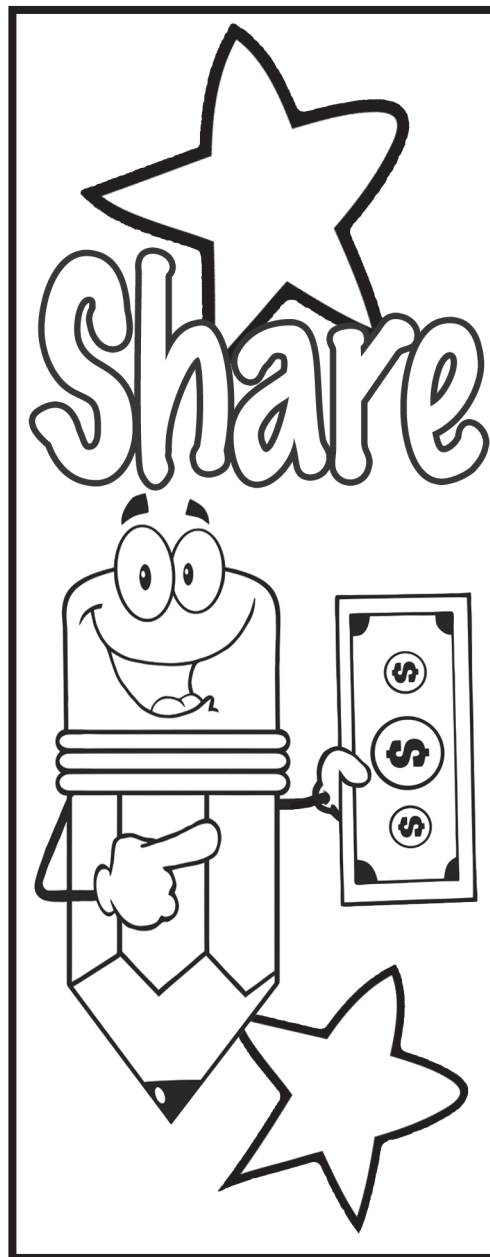
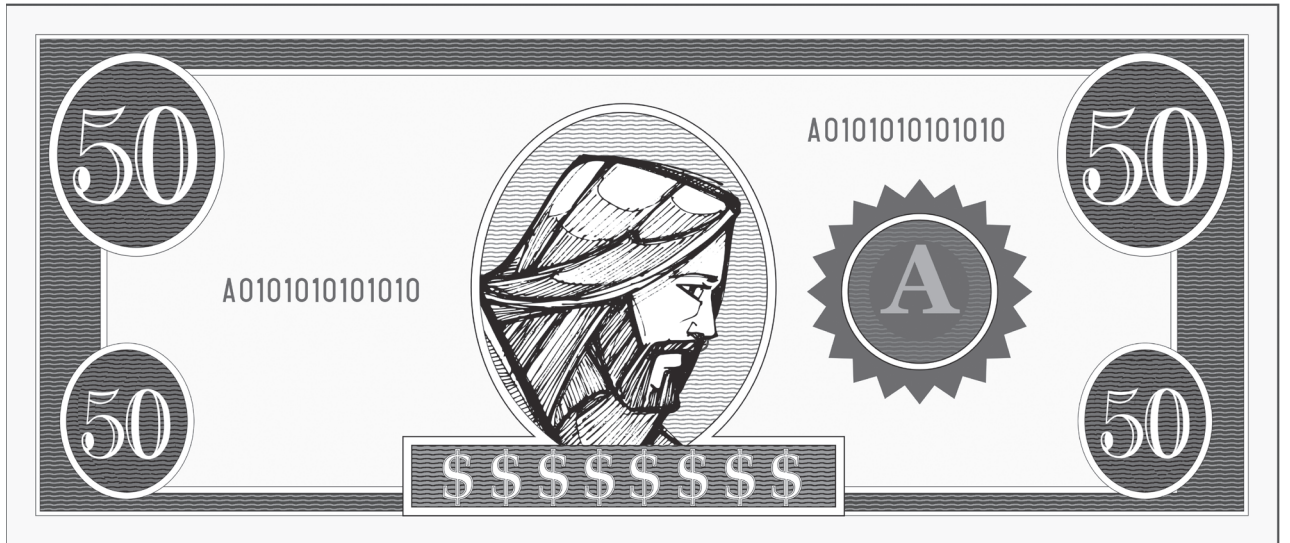
Have the children sit in a circle on the floor. Let the first child begin by saying, "If I had a million dollars I would..." He must name a wise use for the million dollars. The second child would repeat what the first child said and add another statement. The third child repeats what the first child and second child said and adds another wise way to use the million dollars. Play continues around the circle until it comes back to the first child.

SAY: "Few, if any, of us have a million dollars, but God wants us to use what He has given us wisely. This week remember to give, save, and spend the money God has given you in ways that would please Him."

Conclude with prayer: "Dear God, thank You for giving us everything. Thank You for the money You have given to us and to our families. Help us to use the money wisely. Help us to always give to You and to others cheerfully."



CHILDREN



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