



LAND DOWN UNDER LESSONS

# PRIMARY



TEACHER GUIDE

Limited license to copy issued to Trinity Anglican Church Samia, Sarnia, ON



**Be sure to familiarize yourself with the  
Bible Lesson Teacher folder on your Digital Resources:**

**[answersubs.com/zoomresources](https://answersubs.com/zoomresources)**

**Animal Pal Coloring Pages**

**Memory Verse Coloring Pages**

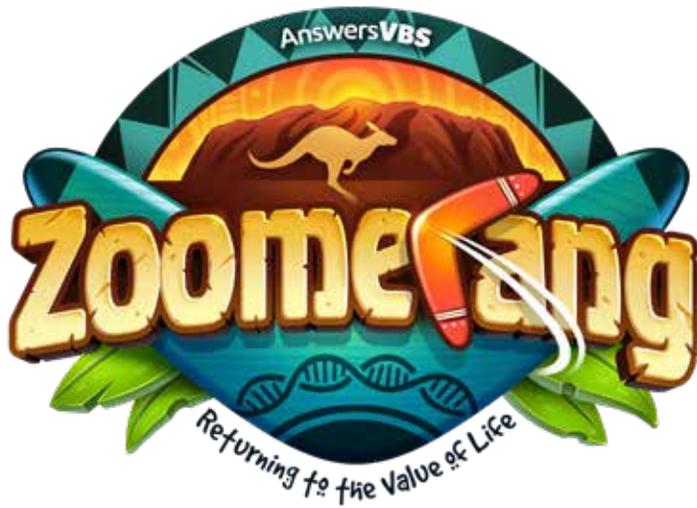
**Puppet Scripts (Primary, Pre-Primary, Toddler)**

**Teaching Patterns (all age groups)**

**Classroom Decorations**

# PRIMARY Course Overview

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Title</b>	The Beginning of Life: Made in God's Image	The Wonder of Life: Made with Amazing Design	The Value of Life: Made with Worth	Eternal Life: Made for Relationship	Using Your Life: Made for a Reason
<b>Area of Australia</b>	Outback Life at Uluru	Great Barrier Reef Life	Coastal Life	Forest Life	Outback Life at Coober Pedy
<b>Land Down Under Lesson Focus</b>	The Creator of the universe created <i>you</i> . You didn't evolve from an apelike creature.	<i>You</i> are fearfully and wonderfully made, with a body full of awe-inspiring design features.	God values <i>you</i> greatly. Each and every person—young, old, healthy, sick—is a priceless treasure.	God loves <i>you</i> ! He loves you so much he sent his only Son to die for you.	<i>You</i> are made on purpose for a purpose.
<b>Bible Passages</b>	Genesis 1:26–28, 2:7–23	Psalms 139:13–16	Matthew 1–2 Luke 2	Select Scriptures	Acts 1:6–11 1 Corinthians 12:12–26
<b>Fair Dinkum Verses</b>	So God created man in his own image, in the image of God he created him; male and female he created them. Genesis 1:27	I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well. Psalm 139:14	And as you wish that others would do to you, do so to them. Luke 6:31	Jesus said to her, "I am the resurrection and the life. Whoever believes in me, though he die, yet shall he live." John 11:25	For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. Ephesians 2:10
<b>Apologetics Focus</b>	They can't make a monkey out of me! (Ape-men Frauds)	God thought of everything! (Design Features of our Bodies)	Be a defender of the defenseless! (Protecting and Respecting Life)	SMYLE! God loves you! (Only One Way to Eternal Life)	All I want to do is live each day for you! (Life has Meaning and Purpose)
<b>Animal Pals</b>	Jumpin' Jack the Kangaroo	Shimmer the Coral	Bill the Platypus	Paula the Koala	Ringo the Dingo
<b>Turtle-y Terrific Science</b>	Bonzer Boomerang Fossil Handprint	Pick Your Brain Making Sense of Senses	Stellar Stethoscope Toothpick Heartbeat	Let's Get "A-Lung" Blood Sample	Mining Cereal Fabulous Fingerprints
<b>Turtle-y Terrific Crafts</b>	Rockin' Dot Art Hop-a-Shot	Crocs and Kangaroos Fitness Game Manta Ray Bookmark	Life is Precious Photo Frame Playful Platypus	Southern Cross Ornament Koala Pen	Straya Sun Pillow Clay Echidna
<b>Hoppin' Good Games</b>	Jumpin' for Jesus Aussie Rules	PS139 Obstacle Course Reef Thief	King of the Court Let Me Help You	SMYLE! Kickball Animal Pal Dash	Teamwork Towers Dingo Fence
<b>Top Koala-ty Treats</b>	Outback Hat Funky Monkey	Coral Cup Thumbprint Cookie	Celebration Cake Baby in a Blanket	SMYLE! Pizza Koala-fied Cookie	Dingo Puppy Chow Boomerang Bread
<b>Cool Contests</b>	"Lollies" Guessing Game	Team Cheers	Dress-Up Day	"Beaut" of a Bible Challenge	Mission Money Mania



# Contents

<b>Handy Helps</b> . . . . .	<b>3</b>
Welcome to “Aus-some” Australia! . . . . .	3
Your Role. . . . .	4
Frequently Asked Questions . . . . .	4
Terms to Know . . . . .	4
Top 20 Teaching Tips for Teachers . . . . .	5
Tips for Managing a Group of Kids. . . . .	6
Age-Level Characteristics . . . . .	7
Special Needs . . . . .	8
Land Down Under Lessons . . . . .	8
Sample Schedule . . . . .	8
Memory Verse Songs . . . . .	9
Student Extras. . . . .	9
<b>Decorating Decisions</b> . . . . .	<b>10</b>
<b>Day 1 The Beginning of Life</b> . . . . .	<b>12</b>
Devotion 1 The Beginning of Life . . . . .	.13
Introduce It! . . . . .	.14
Teach It! . . . . .	.15
Apply It! . . . . .	.21
<b>Day 2 The Wonder of Life</b> . . . . .	<b>23</b>
Devotion 2 The Wonder of Life. . . . .	.24
Introduce It! . . . . .	.25
Teach It! . . . . .	.26
Apply It! . . . . .	.32
<b>Day 3 The Value of Life</b> . . . . .	<b>33</b>
Devotion 3 The Value of Life . . . . .	.34
Introduce It! . . . . .	.35
Teach It! . . . . .	.36
Apply It! . . . . .	.41
<b>Day 4 Eternal Life</b> . . . . .	<b>42</b>
Devotion 4 Eternal Life . . . . .	.43
Introduce It! . . . . .	.44
Teach It! . . . . .	.45
Apply It! . . . . .	.49
<b>Day 5 Using Your Life</b> . . . . .	<b>51</b>
Devotion 5 Using Your Life . . . . .	.52
Introduce It! . . . . .	.53
Teach It! . . . . .	.53
Apply It! . . . . .	.58

## Limited license to copy:

A limited license is available to make copies of this book. You may make copies of portions of the book if 1) you are the purchaser; 2) the copies are used exclusively for non-commercial purposes within your church or organization (an entire denomination is not considered a “church” or “organization” under this license); and 3) you follow the instructions provided in the book.

### Primary Teacher Guide

Copyright © 2021 Answers in Genesis. All rights reserved. Limited license to copy.

Project Coordinator: Stacia McKeever

Writers: Randy and Barb Witt

Assistants: Allie Klein, Amy Quinn

Content Editors: Roger Patterson, Dr. Georgia Purdom

Editor: Beth Prassel

Interior Design: Diane King

Cover Design: Jon Seest

Illustrators: Paul Agner and Austin DeGroot

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.

For more information, write:

Answers in Genesis

PO Box 510, Hebron, KY 41048

Printed in China.



# Handy Helps

## Welcome to “Aus-some” Australia!

G'day, mate! Are you ready for the trip of a lifetime as we zoom off to the Land Down Under? Be prepared to experience the jaw-dropping beauty of the Great Barrier Reef, the arid temperature of outback afternoons, the architectural marvels of Australia's modern cities, and the fascinating eucalypt forest, home of the koalas.

At *Zoomerang*, the newest Answers VBS, you'll marvel at the unforgettable wildlife, culture, and beauty of Australia while exploring the wonder and value of life, from the lives of preborn babies to eternal life in the kingdom of God.

**Day 1: The Beginning of Life**—As we explore the Genesis account that describes the creation of man and woman, we will find that people didn't evolve from ape-men. Instead, we'll discover that Jesus is the author of life.

**Day 2: The Wonder of Life**—We'll check out the words of King David, who expressed the wonder of being formed by God even before he was born. As we look at the special design features of our bodies, we'll learn that we're fearfully and wonderfully made in God's image.

**Day 3: The Value of Life**—The book of Matthew tells the account of Jesus' birth and the subsequent killing of Bethlehem's baby boys. As we look at this passage, we'll discover that God wants us to protect and respect all life—no matter how old, young, smart, or physically fit someone is. Every life is precious to God!

**Day 4: Eternal Life**—As we explore the life, death, and resurrection of Jesus, we will see there is only one way to have eternal life with God—through repenting of sin and believing in his Son.

**Day 5: Using Your Life**—When Jesus ascended into heaven, he left his followers with an important mission. We will take a closer look at the truth that we are created for a reason—to glorify God through the good works he has prepared for us to do. Our main mission is to tell others about our Creator and Savior, Jesus Christ!

From the minute our mates step off the plane onto Australian soil, they will find themselves on a trip they'll never forget! The day begins at the **Aussie Assembly**, the thrilling opening complete with entertaining welcomes, “aus-some” songs, a mission moment, and prayer. Then we're off to four fun rotation sites:

**Land Down Under Lessons**—the teaching time. Here, our mates will unearth the value and wonder of all life created by God and for God.

**Top Koala-ty Treats**—the snack spot. Mates will enjoy delicious tucker (food) at this much-anticipated stop.

**Hoppin' Good Games**—the recreation location. At this location, mates “av a go” (put in a good effort) at working together as teams and trying out various physical challenges.

**Turtle-y Terrific Science and Crafts**—the science, craft, music, mission, and memory verse spot. This location features a wide array of activities to choose from: engaging science experiments to explore, appealing crafts to invent, rockin' songs to sing, fun memory verse games to play, or mission time to explore (for those who want to spend more time than is given during the assembly).

After finishing the day's rotations, everyone heads back to the **Aussie Assembly** for the closing that includes more singing, a creature feature, contest results, and the greatly anticipated daily drama, which is a highlight of the kids' day. The drama features an Aussie game show called *Zoomerang*. Before the game show goes on the air each day, the kids will witness some drama between the staff members who work on the show. Then, when the announcer gives the count-down, the show begins, complete with kids being called from the audience to be contestants.

So grab your Aussie hat and “sunnies,” and let's begin our fun-filled adventure at *Zoomerang*!

### Our Goal

We are so thankful for how God has chosen to use the Answers VBS programs over the past years! But why did we decide to embark on such an undertaking in the first place, and why are we still at it, by God's grace?

Our primary goal has always been to bring God glory by boldly and unashamedly proclaiming him to a strategic group—young people! From both a biblical and statistical point of view, young people are a big deal. They're not only awesome—we love 'em!—but they're also dearly cherished by our Lord and tend to be soft-hearted toward spiritual things. Researchers generally agree most people become Christians when they're children, so it's apparent this age group is a huge mission field!

Children are loved by their Creator. Jesus said to let them come to him (Luke 18:16). We want children to come to Christ and not be hindered in any way from doing so. To that end, we combine a biblically rich VBS with off-the-chart, irresistible fun. In a day and age when content sometimes suffers, it's critically important to us not to sacrifice rich teaching. But it's

also crucial that the most exciting book in the world not come across as boring or irrelevant. We want to reflect our creative, inspiring, joy-giving God who made laughter and fun.

So why do we do it? We want kids around the world to hear about and personally meet our awesome God and understand how they can receive eternal life through repentance and faith in Christ Jesus. We believe VBS is a great

way to introduce them to God, as it is one of the biggest outreaches of the year for most churches.

We pray you will find that every prayer prayed, every minute invested, every dollar spent, and every word spoken will bring God glory as you reach kids for Christ. Just remember—VBS is worth it. May God richly bless your VBS. We're praying for you!

## Your Role

Your role as the teacher is outlined in the following pages and includes planning and preparing the daily lessons, enthusiastically engaging in teaching the lessons, and praying over all aspects of your job.

Read this guide carefully and prayerfully, using our suggestions combined with the ideas the Holy Spirit brings to your mind.

So get ready! Get set! Get excited! God is about to use you and your church to impact lives.

## Frequently Asked Questions

The content of *Zoomerang* may be new to you. For a list of helpful articles on the topics covered in this VBS program, please visit [AnswersVBS.com/zrfaq](http://AnswersVBS.com/zrfaq).

## Terms to Know

Throughout the VBS curriculum, various terms will be used. Here's a list of some of the most common terms to know.

**Mates:** Friends or buddies are often called “mates” in Australia. Mates at VBS will be the kids.

**Tour Groups:** Classes of kids will be put in tour groups named after Australian animals (e.g., Kangaroos, Wombats, Sugar Gliders, and Kookaburras).

**Group Guides:** Adult and teen leaders will be the group guides who get the mates from place to place during VBS. No teaching is required for this position.

**Tour Guides:** This refers to the teachers at the Land Down Under Lessons.

**Aussie Assembly:** At this location, everyone joins together for the opening and closing assemblies.

**Land Down Under Lessons:** This rotation site is where Bible and apologetics teaching occurs.

**Turtle-y Terrific Science and Crafts:** At this site, mates participate in exciting science and crafts. There are also options for singing songs, learning memory verses, and exploring missions around the world.

**Top Koala-ty Treats:** The mates will enjoy some yummy outback eatables at this rotation.

**Hoppin' Good Games:** At this indoor or outdoor site (outdoor is preferred), the mates will “av a go” (put in a good effort) at fun land and water games.

**Fair Dinkum Verses:** “Fair dinkum” is an Australian term meaning something that is 100% genuine and truthful. Mates at VBS will learn their fair share of fair dinkum memory verses.

**Aus-some Songs:** Mates will be singing along with the catchy music of VBS.

**Animal Pals:** These are our friendly animal mascots used to emphasize the key point of each day's lesson.

**Creature Feature:** During opening or closing assembly, mates will hear of real-life Australian animals and the amazing design features God has given them.

**Toddlers:** These are mates who are 2–4 years old.

**Pre-Primaries:** These are mates who are 4–6 years old or kids who are age 4 through those who have completed “kindy” (kindergarten).

**Primaries:** These are mates who are 6–9 years old or kids who have completed grades 1–3.

**Juniors:** These are mates who are 9–12 years old or kids who have completed grades 4–6.

For multiage K–6 teams, we recommend using the Primaries material.

# Top 20 Teaching Tips for Teachers

1. Psalm 139 teaches that we are fearfully and wonderfully made by God. Treat every child with kindness and respect this week, remembering each is a precious image bearer of God. Our attitude toward and treatment of others will speak volumes.
2. Pray and study God's Word. This is your most important preparation. God has entrusted you with the awesome privilege of opening his Word and sharing it daily with the children. Walk worthy!
3. Read through all your lesson plans well in advance and become familiar with the Digital Resources. Begin to pray and plan now, and continue to pray during and after VBS.
4. In this guide:
  - » Teaching Tips are marked with a .
  - » Materials for each activity are listed next to the activity.
  - » The "teacher says" portion is bolded.
5. You may want to assign the task of gathering supplies for all the teachers to one person, or have the teachers divide up the supply list, with each being responsible for multiples of certain items. It's also helpful to get all the supplies ready in a box or bag ahead of time rather than gathering them day-by-day the week of VBS.
6. See Decorating Decisions for a picture and description of the teaching set. Also, when setting up the room, you may want to clear away tables and chairs, depending on the room size and number of children expected.
7. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
8. Dress as if you are a tour guide in Australia. Check the VBS catalog for a cool Aussie shirt and hat for teachers. A khaki vest can complete the look. Some teachers enjoy putting different things in or on their vest each day, such as beanie baby stuffed kangaroos and snakes coming out of the pockets on Day 1, cut-outs of pictures of body parts taped onto the vest on Day 2, etc.
9. Take on a persona to bring lessons to life. You may want to make up a fun name, dress in character and talk in first person, adopt an accent, or add something new to your "costume" each day. Teach in a way that makes you feel comfortable.
10. Call the children by name. Name tags help with this.
11. Make sure to keep eye contact as you share the lessons, helping each child sense your warmth and care.
12. Children will be at various levels of spiritual comprehension. Pray for the Lord to take the message and do with it as he wills: plant seeds, bring to salvation, or strengthen and grow those who are already believers.
13. Have Bible passages from the lessons bookmarked ahead of time, and use your Bible throughout the lessons at the appropriate times. Show through your facial expressions and your actions the importance of the Scriptures.
14. Show love. All children, regardless of age or appearance, need to be loved. Greet them warmly each day, and always be ready with smiles, encouraging words, and appropriate hugs. (Be aware of your church's appropriate touching policies.)
15. Be all there. Try to leave behind whatever is currently going on in your life, and focus your attention on the children under your care.
16. When kids are sitting on the floor for drawing or writing activities, give them a firm surface (clipboards, old magazines, or books) to use underneath the papers. Cut corrugated cardboard or coroplast sheets into 9x12-in. pieces, and add a binder clip for inexpensive clipboards.
17. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive attention, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
18. Children like order. Think through potential trouble spots in your day, and decide on a firm, loving discipline strategy. Ask for help from experienced individuals.
19. Children generally rise to the level expected of them, so challenge them to work on memory verses and their take-home student guides and challenges. Some may even want to try the bonus memory passage, which is Psalm 139:13-16.
20. Have fun! Teaching should be a joy for you. "Rejoice always, pray without ceasing, give thanks in all circumstances" (1 Thessalonians 5:16-18).

# Tips for Managing a Group of Kids

Kids are fun, and kids have energy! Prepare to confidently lead them using the following strategies.

## Attention Getters

**Call and Response**—The teacher will teach the kids that when she says something, they should reply with something else. Practice the following ideas so they know your expectations for responding to them.

- **Teacher:** *Zoomerang!* (clap, clap)  
**Kids:** Zoomeree! (clap, clap)
- **Teacher:** God made you!  
**Kids:** God made me!
- **Teacher:** *Zoomerang!* (clap, clap)  
**Kids:** Zoomeroo! (clap, clap)
- **Teacher:** All of the old . . .  
**Kids:** And young ones, too!
- **Teacher:** G'day, mates!  
**Kids:** G'day!

**Rhythm Claps**—The teacher claps a little rhythm and the kids clap the exact rhythm back. Vary the clapping patterns.

**Countdown**—Hold up five fingers and start to count down from five to one. By the count of one, they need to be completely quiet.

**Soft Talk**—Start talking about something important very softly or in a whisper. They will often get quiet to hear what you are saying.

**Flash the Lights**—This is a good signal to listen up.

## Lining Up to Walk Through the Building

**If You . . .**—Say different categories for lining up in fun ways, such as the following:

- “If you’re wearing red, line up. Now, if you’re wearing blue, line up.”
- “If your birthday is during the summer, line up. Now, if your birthday is during the school year, line up.”
- “If you have a dog, line up. Now, if you have a cat, line up. Now, if you have no pets, line up.”
- “If your first name starts with A–L, line up. Now, if your first name starts with M–Z, line up.”
- “If you are quiet, line up.”

## Proactive Tips

**Be Prepared**—One of the best ways to ward off discipline problems is to be prepared ahead of time. Think through and organize your day, leaving no downtime.

Keep things moving! This takes more effort on your part, but it’s worth it.

**Active Participation**—Keeping kids actively engaged in the lesson is perhaps the best thing you can do to keep the class from getting rowdy. The lessons are written to be creative, fun, and full of active participation. Play the games, act out the Bible accounts, and do the other ideas listed. Occupy kids’ minds and attention with good stuff!

**Helpers**—Involve the kids. Let them be helpers. Some kids just want to feel needed, so giving them a responsibility is a way to show you trust them. Try putting them in charge of a simple task like helping others learn memory verses, passing out papers, or holding a poster for the teacher. Sometimes a simple task can keep them busy and make them feel important!

**Use Humor**—Kids of all ages love to laugh! Have fun together. If you see a situation is getting tense or a child is getting upset for some reason, try thinking of a way to lighten the mood with humor.

## Calming Rowdiness

**Don’t Yell**—Kids may respond at first if someone yells, but they eventually dismiss it. Try some of these other ideas instead.

**Separate Kids**—Separate kids who misbehave around each other but encourage problem-solving when possible. “What are some things we could do to help you and \_\_\_ get along?”

**Give Choices**—Avoid power struggles by giving choices. If a child is resistant to doing something you’ve asked of her, try your command another way. “You can either sit with the rest of the group and listen or sit with \_\_\_ (leader’s name) at the back of the room.”

**Praise in Public, Correct in Private**—If someone does need correction, be careful not to embarrass him in front of his peers. If you need to talk to a child about a misbehavior, pull him aside while the rest of the group are distracted. Kids will be less defensive if they don’t feel they have to “save face” in front of their peers—and if they feel you really care and aren’t just coming down on them.

**Know Church Policies**—Know your church’s policy for severe behavior issues. Do you take the child to your VBS director? Do you alert the child’s parents? Do you involve other staff members? Be prepared.

# Age-Level Characteristics

Kids are awesome! Each one is unique and is a special creation from the hand of our amazing Creator. With all their uniqueness, however, they also share some common characteristics. That doesn't mean every child always exhibits the following characteristics at the suggested age, but these guidelines can be a benchmark to use when looking at characteristics of children as a whole. It can be helpful to see how God has wired different age groups so we can be more effective in teaching and interacting with them.

First, you'll see characteristics of children in general and then characteristics of Primaries (ages 6–9 years) specifically.

## Characteristics of Children

Children have some common characteristics.

- They are all sinners (Romans 3:23).
- God has given each a conscience, and they generally want good to win over evil.
- God has shown himself to all children through his creation, making it obvious to all that there is a Creator.
- Children enjoy active learning—moving around, seeing things, touching things, smelling and hearing things, and being involved.
- Children need to be loved, encouraged, and praised.
- Children are rapidly growing and changing.
- Children trust the adults who are responsible for them.
- Children can get discouraged with criticism and failure.
- Children are eager to learn and are curious about the world and about God.

## Characteristics of Primaries

### Physical Characteristics

Primaries love games and competitions, but it can be hard for them to lose. They are continuing to grow and improve in hand-eye coordination and fine and gross motor skills. They need to have opportunities for movement.

### Takeaways for Us

- Use games to teach! Primaries love any kind of games, whether active or learning-type games.
- Help them learn to take turns and to be good winners and good losers! Both winning and losing well are important in God's sight.
- Use boy vs. girl competitions to get them revved up! As long as you keep it light and fun, they will enjoy these times!

## Emotional/Social Characteristics

Primaries are becoming more independent and confident in their ability to do things. Girls play most often with girls and boys with boys, but there is some mixing of girl/boy friends. They like to have a best friend and enjoy pretend play. Primaries enjoy jokes and are gaining a sense of humor. They care about being accepted by the group and want adult/teacher approval.

### Takeaways for Us

- Give Primaries plenty of opportunities to work in groups or with partners.
- Use humor with Primaries. The sillier, the better!
- Be careful to walk worthy—act and speak in godly ways.

## Spiritual/Mental Characteristics

Primaries like to talk and ask questions. They understand simple concepts and sentences and are concrete in their thinking, rather than being able to understand abstract or symbolic thinking. They're learning to read. They need active learning. They're gaining a growing attention span. They understand the consequences of their actions. They can tell the difference between reality and fantasy. They often have a strict sense of right and wrong.

### Takeaways for Us

- Be concrete in what you say. Don't use abstract or symbolic language. For example, regarding salvation, don't ask if they have Jesus in their hearts. They will take that literally. Becoming a child of God, or being in God's family, is a more concrete way to express the same concept as they will understand what it means to be in a family.
- Activities can stretch for a longer time as they are getting older, but it's still good to vary activities and involve Primaries actively and with movement as much as possible.
- Some children read better than others. Be careful about asking children to read out loud. Try asking for volunteers.
- Small print can be a challenge, so use larger print when possible.
- Encourage memorization.
- Use visuals.
- Show interest in each child, helping them sense your care and interest in them.
- Be careful to speak accurately and truthfully, and explain Bible words and concepts.
- Remember that you are a role model.
- Show care and respect for your Bible, and help them see your love for it and for the Lord.

# Special Needs

The *Special Needs Teacher Supplement* (11-9-053) can help you accommodate and modify these lessons for those who need it, either in your regular classroom or in a self-contained classroom.

## Land Down Under Lessons

At the Land Down Under Lessons, kids will zoom around Australia, landing in different regions, as they learn about the value of life. This lesson time is written as a 35–40 minute period, divided into three sections.

**Introduce It!** (5–10 minutes): Each day, the kids will head to a new destination in Australia to get the lesson going.

**Teach It!** (25–30 minutes): The Bible teaching and apologetics content is presented during this time in creative, appealing ways.

**Apply It!** (Remaining class time): This is the memory verse review and practical application time.

The lessons are jam-packed, so try to be organized and keep things moving. Ideas are written into each lesson to help you adapt if you have a longer or shorter lesson time

than the 35–40 minute block. Because of the content-rich lessons, a little extra time is great if you can swing it! But if not, there are lots of options, so you may want to shorten or skip some activities.

The lesson format is written for a two-person team. One person serves as Teacher One and the other as Teacher Two or the Teaching Assistant. The lesson format can also work if teaching alone. If you are team teaching, decide ahead of time who will be responsible for what. If you are teaching alone, simply find someone (e.g., a staff person or teen volunteer) to help on any day you can use an extra set of hands.

Below is a sample schedule of a typical day at VBS. Check with your director for a copy of the schedule and room assignment for your VBS.

## Sample Schedule

Time	Group One	Group Two	Group Three
9:00–9:15	Aussie Assembly—Opening: Large Meeting Area (Everyone Together)		
9:20–10:00	Land Down Under Lessons	Turtle-y Terrific Science and Crafts	Hoppin' Good Games and Top Koala-ty Treats
10:05–10:45	Hoppin' Good Games and Top Koala-ty Treats	Land Down Under Lessons	Turtle-y Terrific Science and Crafts
10:50–11:30	Turtle-y Terrific Science and Crafts	Hoppin' Good Games and Top Koala-ty Treats	Land Down Under Lessons
11:35–Noon	Aussie Assembly—Closing: Large Meeting Area (Everyone Together)		

# Memory Verse Songs

We have partnered with Seeds Family Worship (contemporary, ESV) and Majesty Music (traditional, KJV) to create songs for each of the memory verses. They feature the full verses. (Pre-Primaries and Toddlers are taught condensed versions of these verses.) Singing Scripture is an excellent way for children to learn their Bible verses easily. You can use the songs (either video or audio) during the memory verse time in each lesson. The Music Resource USB, which

contains audio and videos, comes with the purchase of a Super Starter Kit and can also be purchased separately (11-9-057). You can also purchase and download the songs individually from our online store for use on a handheld device (answersbookstore.com). Student CDs in packs of 10 are available if you would like each student to have a copy of the songs (11-9-061 or 11-9-062).

## Student Extras

Check with your VBS director, and choose one or more of these fun optional materials to give to your students so they can take home a review of the daily lesson content.

Also, decide with your director when it will work best to give out the various items: at the beginning of the day, during lesson time, during snack time (a good time to review), or at the end of the day (a good time to pass out student guides, bookmarks, and other items that need to make it home safely).

**Australia Maps:** Use these maps as a fun review of where you've journeyed each day.

- ESV—11-9-078, pack of 10
- KJV—11-9-140, pack of 10

**Student Guides:** These age-appropriate guides feature a lesson review on the front of each daily take-home paper, as well as the memory verse, verse review game suggestion, and "Go and Do" section on the back that parallels the Apply It! part of the lesson. You can either go over these during class time or send them home to be completed with a parent or caretaker, which is what our test churches do. If you send the guides home, motivate the kids to do them because they are full of good stuff! Give them to the group guides to pass out at the end of the day. Then have them check with the kids the following day to see how they did, and consider asking your VBS director to give contest bonus points to the individuals and teams for their hard work.

- Primary ESV—11-9-072, pack of 10
- Primary KJV—11-9-133, pack of 10

**Adventure Journals:** These fun, interactive booklets feature the daily memory verses, animal pals, stickers, and a place to stamp (11-9-093) for attendance. Check with your VBS director to find out when he or she would like to give these to the kids. They can receive them at any time during the first day. You can review them with the kids during the Apply It! section of the lesson, if you have time, or they can be stamped as the kids first arrive to VBS.

- Junior/Primary ESV—11-9-091, pack of 10
- Junior/Primary KJV—11-9-137, pack of 10

**Bookmarks:** These can be passed out at the end of class or at the end of the day.

- Gospel—11-9-076, pack of 10—Day 4
- Fearfully and Wonderfully Made—11-9-077, pack of 10—Any day

**Exploring God's Word:** This little booklet encourages your students to continue discovering God's Word for weeks after VBS has finished. It features a daily question and answer found in the Scripture verse. You or the group guides can pass out one of these to each student on the last day of class at dismissal. 11-9-075, pack of 10

# Decorating Decisions

A colorful and engaging environment helps children learn better, remember more, and leave with happy memories. So be creative and use the tools and ideas in this section to capture the imagination of the kids with your classroom decorations.



## Key Decorating Elements

To serve as a focal point for the teaching, the *Zoomerang* classroom backdrop features a large map of Australia with a jeep and a few animals. Mounted on the walls adjacent to the backdrop are the teaching, memory verse, and animal pal posters.

### Classroom Scene Setter

A large map of Australia scene setter is available for purchase (11-9-126) from the Resource Catalog. Simply mount it to cardboard or foam insulation sheets using double-sided carpet tape, clear packing tape, or staples, and prop it up with wooden supports (jacks). Or, you can attach it directly to the wall with mounting putty or Mavalus tape. A two-panel SUV also comes with the map and can be used for the puppet stage.



### DIY Alternative

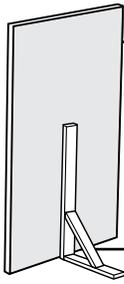
You can create your own classroom backdrop by transferring an image of Australia onto a large (at least 6x6ft) backdrop. Use sheets of corrugated cardboard, foam insulation, or roll paper. Paint the image solid black and the area around it ocean blue. Then mount the Destination Posters (in the Teacher Resource Kit) onto the black silhouette to highlight the areas that will be featured during the week.

### Resource Posters

Contained in the Teacher Resource Kit are the teaching, memory verse, and animal pal posters. These are important visuals for the kids and should be displayed in an organized fashion on a wall (or walls) adjacent to the backdrop.

### SUV

It's not surprising that sport utility vehicles (SUVs) are a popular form of transportation in Australia, so include one in your decorations. See the Digital Resources for a clip art image.



Prop up your set, and any free-standing decorations, with wooden jacks made from 2x4, 2x3, or 2x2 boards. Smaller decorations will need smaller jacks and larger decorations will need larger ones. If necessary, jacks can be weighted down with bags of sand or road salt.

### Other Props, Tips, and Misc. Ideas

- Place a rug, or raised platform, in front of your backdrop to create a stage effect.
- Use fishing line to hang boomerangs, inflatable airplanes, and tissue ball suns from the ceiling.
- Australian flag garland can be used for quick and easy decorating.
- Australia is known for its animals, so be sure to include some in your decorating. See the Digital Resources for clip art images.
- Painted cardboard clouds, rocks, and tufts of grass can add a nice touch.
- Add a thin (½-inch) black border to your painted props. This helps them stand out better and makes the colors appear more vibrant.

### HOW TO ENLARGE AND TRANSFER CLIP ART

1. Photocopy the clip art onto transparencies.
  2. Place roll paper or a rigid material against a wall.
  3. Using an overhead projector to enlarge the clip art, shine the image onto the paper or rigid material, adjusting it as necessary for the size desired.
  4. Trace the image outlines onto the paper or rigid material.
  5. Paint the image and cut out.
- Because corrugated cardboard tends to curl when only one side is painted, first apply a quick single coat of paint to the back.

### Puppet Stage

Because puppets are used daily in the Primary classrooms, you will need a puppet stage. Use the SUV for this purpose by cutting out the windshield for the puppet to come out of. Another possibility is to pop out from the side of your large Australia map. Or make a puppet stage out of a large cardboard box or a tri-fold display board. Cut out a rectangular hole in the box or display board, cover the hole with fabric, and then paint or decorate the outside.

Check out [Pinterest.com/AnswersVBS](https://www.pinterest.com/AnswersVBS) for colorful photos of decorations from our test churches!  
Visit [YouTube.com/AnswersVBS](https://www.youtube.com/AnswersVBS) for how-to decorating videos!

DAY 1



# The Beginning of Life

MADE IN GOD'S IMAGE

## BIBLE PASSAGES

Creation of Man  
Genesis 1:26–28; 2:7–23

## APOLOGETICS FOCUS

They can't make a monkey out of me!  
(Ape-men Frauds)

## FAIR DINKUM VERSE

So God created man in his own image, in the image of God he created him; male and female he created them. Genesis 1:27

## AREA OF AUSTRALIA

Outback Life—Uluru

## ANIMAL PAL

Jumpin' Jack the Kangaroo

## LESSON FOCUS

The Creator of the universe created *you*!  
You didn't evolve from an apelike creature.

## Today's Lesson at a Glance

### INTRODUCE IT!

- Destination 1: The Outback—Uluru

### TEACH IT!

- Part 1: The Creation Account—True!  
Section 1—Genesis 1–2  
Section 2—Made in God's Image
- Part 2: Human Evolution—False!  
Section 1—Doodle Pattern  
Section 2—Missing Links
- Part 3: Puppet Pal
- Part 4: Review Game  
Option 1—Zoom-A-Round  
Option 2—Flip the Flop

### APPLY IT!

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do
- Just for Fun Song: “God Made Adam, God Made Eve”

## Preparing for the Lesson

- Watch *Three Ways to Make an Ape-Man* DVD by Dr. David Menton.
- Read Genesis 1–2 to prepare for teaching about the creation of man.
- Read this lesson several times and prepare the materials.
- Visit [AnswersVBS.com/zrfaq](http://AnswersVBS.com/zrfaq) for more information on ape-men.
- Pray.



# Devotion 1

## The Beginning of Life

*In the beginning, God created the heavens and the earth. Genesis 1:1*

*In the beginning, the land was not like it is today. It was free from life and empty. During the Dreamtime, the Spirits made the land and people. They made rivers, hills, rocks, plants, and animals. They made laws about how people were to behave.*

Sound vaguely familiar? This brief retelling of an Aboriginal creation story bears some similarities to the true creation account found in the biblical book of Genesis. At one point in the not-too-distant past, the ancient Aboriginal people knew the true account, as well. After the rebellion and dispersion from Babel (c. 2200 BC), descendants of Noah settled in Australia. As time passed and their descendants multiplied, the various Aboriginal tribes developed.

Noah, the keeper of the books of Adam and Seth, knew the true Creator God. If he did his fatherly duty and passed on that information to his sons and grandsons, then his descendants knew about the biblical God who created everything. Sadly, the information was corrupted over time, as Noah's descendants turned their backs on the truth and instead sought to develop their own view of history.

Today, many myths about the past exist. One of the more insidious and bizarre is the myth that we share an ancestor with the apes. Sadly, this idea reduces the all-powerful God to an apelike creature in whose image humans were made. It forces mankind to become just another animal without responsibility for their actions and without the need of a Savior from their sins. (When is the last time you've tried to preach the gospel to a monkey?)

Yet we have the truth about life in our hands. The Creator of all life has given us the true account of how things came to be in his book, the Bible. When we teach our children, as the Bible commands us to, the truth about where they came from and where they're going, there are no "missing links." We need to be vigilantly watching what the world teaches

so that we're prepared to tear down every false argument that sets itself against the knowledge of God (2 Corinthians 10:4-5) and build up a biblical worldview in those the Lord has entrusted to our care. Let's diligently impart the truth to our children and grandchildren.

As you go throughout your day today, think about how you can encourage a desire for true wisdom, which is found in Christ (Colossians 3:16), in the hearts of the kids you're working with.

My son, if you receive my words  
and treasure up my commandments with you,  
making your ear attentive to wisdom  
and inclining your heart to understanding;  
yes, if you call out for insight  
and raise your voice for understanding,  
if you seek it like silver  
and search for it as for hidden treasures,  
then you will understand the fear of the LORD  
and find the knowledge of God.  
For the LORD gives wisdom;  
from his mouth come knowledge and understanding;  
he stores up sound wisdom for the upright;  
he is a shield to those who walk in integrity,  
guarding the paths of justice  
and watching over the way of his saints.  
Then you will understand righteousness and justice  
and equity, every good path;  
for wisdom will come into your heart,  
and knowledge will be pleasant to your soul;  
discretion will watch over you,  
understanding will guard you.

Proverbs 2:1-11

- ❑ Day 1 Destination Poster with arrow, preferably laminated
- ❑ Day 1 Animal Pal Poster
- ❑ Bible or children's Bible
- ❑ Costumes for teachers (see #8 on page 5)
- ❑ Mounting putty or tape for hanging posters
- ❑ Piece of dark paper that is at least 17x22
- ❑ Tape measure
- ❑ Optional: Pictures or slides of the outback

👉 Teachers can adopt fun names like Dingo Dan or Outback Ellie.

👉 Be familiar with the lesson, but don't memorize it. Place it on a clipboard to use as a reference.

👉 If working as co-teachers rather than as a lead teacher and an assistant, decide which parts of the lesson each of you will be responsible for teaching.

👉 The Bible is listed just once a day in the materials list but is used throughout each lesson at various times, so have it handy and marked to the correct passages ahead of time each day.

**GOSPEL NOTE:** Although the gospel is presented in detail during Day 4, other opportunities are provided to share the gospel. Pray and ask the Holy Spirit to guide you as to which of these opportunities to use.

## Introduce It!

**Note:** These lessons are packed, so keep them moving!

### Destination 1: The Outback—Uluru (5–10 minutes)

**Pre-prep:** Put up the Australia backdrop and any other decorations. (See Decorating Decisions for more info.) Gather your Aussie tour guide costumes, which you'll wear all week. Laminate and hang the **DAY 1 DESTINATION POSTER** next to the big map or actually on it at Uluru, and cover it with a dark piece of paper. Cut out and laminate the **"YOU ARE HERE!" ARROW** and have it handy to put on the map when noted. Measure 25 feet.

**Optional:** Find pictures or slides to show while talking about the outback.

As the mates come in and get settled, say:

**Tour Guide 1 (Teacher):** G'day, mates, and welcome to amazing Australia! My name is \_\_\_\_, and I'll be your tour guide this week.

**Tour Guide 2 (Teacher or Teaching Assistant):** And I'm \_\_\_\_. We can't wait to show you around because Aus-tralia is totally "aus-some!"

**TG1:** Are you ready to go to our first Australian destination? You need to fan yourself, because it's really hot today in the outback where we're going! Do so, and uncover the **DAY 1 DESTINATION POSTER**. Highlight the pictures on the poster as you share the following. If you gathered additional pictures or slides, share them as well.

- The outback has ten deserts—yes, I said ten!
- It covers most of the country, but not many people live there because of the harsh conditions.
- It's home to a lot of incredible animals, like the frilled lizard, thorny devil, dingo, wombat (whose droppings are cube-shaped), and kangaroo.
- Let's all stand up and do our biggest jump possible as we think of kangaroos, like Jumpin' Jack, our animal pal for today.

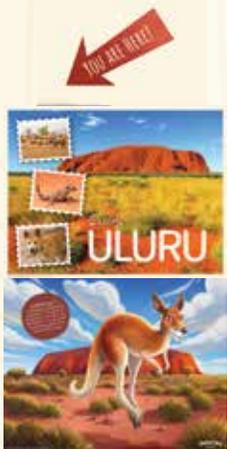
Show the **DAY 1 ANIMAL PAL POSTER**. Get up and jump, and tell them kangaroos can jump 25 feet, which would be like jumping from here to there. Show how far that is in your space. It may go out in the hall.

**TG2:** There's a lot of other cool stuff in the outback, too, like the world's biggest rock, which is today's destination. It's called Uluru (oo-lar-oo), or Ayers Rock. Place the **"YOU ARE HERE!" ARROW** by the **DAY 1 DESTINATION POSTER**.

**TG1:** Uluru is taller than the Statue of Liberty, the Great Pyramid, and the Eiffel Tower! Thumbs up or thumbs down—do you think you'd like to climb it? *Pause.*

**TG2:** People used to climb it, but they aren't allowed to anymore because many Aboriginal people of Australia believe Uluru is a sacred place that's actually alive. They believe the spirits of their past relatives woke up at one point and created the world, including animals and people, and then went back to sleep in places like the Uluru rock.

**TG1:** This particular idea about the beginning of the world is called Dreamtime. It most likely has its basis in the true account of creation, but has sadly gotten changed into its own man-made ideas over time. But where can we go to find out the true, original, *perfect* account of the beginning of life? Is there a book out there we can trust above all others? *Pause for responses.* Yes, the Bible! It's the only book on the planet written by God, so if the Bible says it, that settles it. Let's check it out.



👉 The ancestors of the Aboriginal people had migrated to Australia from the tower of Babel at some point during the past 4,300 years. The people at Babel had heard the truth about creation and the flood from Noah and his family. Over time, the true account changed into what is now part fact (man was created and didn't evolve), and part fiction.

# Teach It!

## Part 1: The Creation Account—True! (10–15 minutes)

**Pre-prep:** Bookmark the Bible passages listed below, and make chenille stem bundles for each person by counting them out and using one as a twistie to hold each bundle together. Do not try to reuse for new teaching groups. Each child will need his own bundle.

- ☐ Made in God's Image Poster
- ☐ Chenille stems, 8 per person (any colors)

### Section 1—Genesis 1–2

Pass out a chenille stem bundle to each person. Tell them they are going to make something based on what you are reading in the book of Genesis, which is the true account of how life began. You'll read three passages. Suggest they use two or three pipe cleaners per reading.

Read or paraphrase the following passages from your Bible in the order listed. Stop after each section and have a few or all share what they made. Emphasize that they are creating with materials that are already created. Only God can start with nothing when he creates!

- Genesis 1:26
- Genesis 2:7
- Genesis 2:15–23

### Section 2—Made in God's Image

**TG1:** Those passages said that man was made in God's image. Let's learn what that means. First, how many of you have a pet? Have a show of hands. What kind is it? Take a couple responses. Okay, let's talk about the difference between pets and people as we play a game. I'm going to ask a question. If you think the answer is yes, do the "yes" motion I tell you to do. If you think it's no, do the "no" motion.

**Spoiler alert for teachers:** All the answers are no. You can either always have them do the same motion for yes and the same for no, or you can change it up every couple of times. Start with yes answers doing 5 jumping jacks, and no answers jogging in place for 5 seconds. Other possibilities can include:

Yes answer—dive. No answer—surf.

Yes answer—swing a bat. No answer—throw a boomerang.

Yes answer—climb a tree like a koala. No answer—snap your arms like a crocodile's jaws.

Yes answer—turn to the left. No answer—turn to the right.

- **Yes or no: Animals can write books.** No—make sure to say animals can't, but people can. Say that after every one.
- **Yes or no: Animals can cook a full course meal.** No—animals can't, people can.
- **Yes or no: Animals can talk in full sentences.** No—animals can't, people can.
- **Yes or no: Animals can play a concert on the piano.** No—animals can't, people can.
- **Yes or no: Animals use the Bible to figure out right and wrong.** No—animals can't, people can.
- **Yes or no: Animals can appreciate beauty, like a sunset or a beautiful painting.** No—animals can't, people can.
- **Yes or no: Animals can make inventions like computers or spaceships.** No—animals can't, people can.
- **Yes or no: Animals can have a relationship with God through Jesus Christ.** No—animals can't, people can.

Show the **MADE IN GOD'S IMAGE POSTER**.

**TG2:** Did you notice the answers were all no? That's because people are made in God's image and are different than animals. We can do many things God designed special just for people to do. And God himself is always good. Each person, made in his image,

👏 It goes faster each day if you have all supplies for each person already passed out, especially if the kids are sitting in chairs or pews. Put the supplies underneath and tell them to leave them there until you tell what to get out.

👏 Teacher 1 and Teacher 2 can take turns sharing any bulleted points, game questions, and the like throughout each lesson. Decide ahead of time who will do what.

👏 Gospel Opportunity



can reflect his good qualities—not perfectly, but to some degree—such as the following. Help finish the sentence when I pause.

- God is *love*. And because God is love, and people are made in God’s image, then people are also able to \_\_\_\_\_. (love)
- God *cares* for us. And because people are made in God’s image, people are able to \_\_\_\_\_. (care for others)
- God is *creative*. And people are able to be \_\_\_\_\_. (creative)
- God *communicates* with us. We’re able to \_\_\_\_\_. (communicate/talk)
- God made and enjoys *beautiful things*. We’re able to enjoy \_\_\_\_\_. (beautiful things)
- God has always existed. He existed forever in the past and will exist forever in the *future*. We didn’t exist forever in the past, but we’re able to exist forever in the \_\_\_\_\_. (future)

**TG1:** So remember, people and animals are very different. People are unique in all of creation—the only ones made in God’s image. No other creature is. Because you’re made in God’s image, you have value, and dignity—and so does every other person. That value has nothing to do with what you look like or what you can do. It’s given to you by God.

**TG2:** Okay, so we’ve shared the truth about how human life began. Now let’s take a few minutes to talk about a false idea about the beginning of life called human evolution.

## Part 2: Human Evolution—False! (10–15 minutes)

**Pre-prep:** Cut the **MONKEY-TO-MAN POSTER** and the **MISSING LINK POSTER SET** into individual posters. Laminate the **MONKEY-TO-MAN POSTER**. Download digital resources such as the **DOODLE PATTERN** from [AnswersVBS.com/ZoomResources](https://AnswersVBS.com/ZoomResources) or ask your director to send you the files from the Resource USB.

**Optional:** Find and print the Nebraska Man picture by Amedee Forestier and a historical picture of Aboriginal people in chains.

### Section 1—Doodle Pattern

**TG1:** You may have heard this idea of human evolution at school, at the zoo, or somewhere else. Evolution involves the idea of us coming from apelike creatures. Let’s get up and do our best ape imitation. *Do so.*

Put up the **MONKEY-TO-MAN POSTER**.

**TG2:** Some people and books will tell you we didn’t start out as humans but as some kind of apelike creature. *Point to the picture on the far left. Have you ever heard that? Take responses.* Some people believe monkeys and apes came about, and then an apelike creature turned into an ape-man, who then turned into a person. This gradual change from apelike creatures to man is called human evolution.

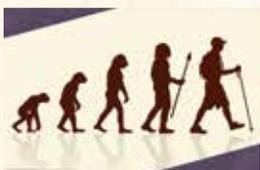
**TG1:** Some scientists call these apelike creatures that are in between an ape and a man a missing link. Let’s try a little drawing activity to explain this more.

Pass out (if each person is doing it) or hold up (if doing as a demo) the **DOODLE PATTERN**. Also pass out the drawing utensils if the students will be drawing.

**TG2:** How many of you like to doodle? *Pause.* Well, this looks like it’s just a doodle right now. But it’s part of a creature. Imagine what it is and draw (or raise your hand to tell me) what the rest of the creature looks like that belongs to the doodle. *Have them draw it, or take a few answers, then show what it’s supposed to be.*

**TG1:** You had to figure out what that doodle was just by looking at that one squiggly line. Your imagination took over, didn’t it? But look what it actually was! In the same way, scientists find one little tooth, a piece of a bone, or a skeleton and they try to reconstruct the animal. Sometimes, they have artists draw what they think the rest of the creature looks like—just from one bone or tooth.

- Monkey-to-Man Poster**, laminated
- Missing Link Poster Set**
- Doodle Pattern**, 1 for demo or 1 per person
- Doodle Pattern Answer Key**
- Optional: Drawing utensils, 1 per person
- Optional: Nebraska Man picture by Forestier
- Optional: Picture of Aboriginal people in chains



The test church kids had great fun drawing this themselves, and it was an impactful teaching moment.

**TG2:** Well, as you can probably imagine, in some cases, the drawing of the creature doesn't look anything like what it actually was. But these drawings are then used to support the missing links idea.

**TG1:** We're going to check out some of these supposed "missing links," remembering the Bible is the final authority.

## Section 2—Missing Links

Share several or all of the following examples of fossil finds and how they were really fakes or mistakes. Decide which key pieces of information you want to share about each one, but don't feel compelled to share everything written here. Older primaries can handle more than younger ones, but make sure to keep it moving. Use the **MISSING LINKS POSTER SET** as you discuss. For more information on these finds, visit [answersingenesis.org/missing-links/](http://answersingenesis.org/missing-links/).

Tour Guides 1 and 2 can take turns sharing these.

### Lucy

One possible "missing link" is named Lucy. What's a missing link, again? Take answers. Okay, here's the info about Lucy.

Show the **MISSING LINK POSTER—LUCY**.

- Where it was found: Ethiopia in 1974
- What was found: Some bones
- What was said about it: Lucy (named after a Beatles' song) could walk upright, had a hairy body, and had human hands and feet.
- The real story: All the bones found of Lucy were very obviously bones from an ape. However, the scientist who found Lucy falsely said her knee bone showed she walked standing up, like men. When the bones were measured, they showed she didn't walk upright but walked more like a chimp or an orangutan—an ape. A scientist also said her hip bone showed she walked upright, but he actually had to grind away parts of the bone and glue them together to make it look like she walked upright.

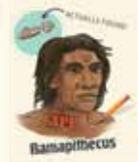


### Ramapithecus

Ramapithecus, or Ram for short, is another possible "missing link."

Show the **MISSING LINK POSTER—RAMAPITHECUS**.

- Where it was found: India in the 1930s
- What was found: A few teeth and a jawbone about two inches long
- What was said about it: Ramapithecus was the first ape to walk standing up on two legs. He was thought to be a missing link that helped prove that human evolution was true.
- The real truth: This picture shows Ramapithecus looking more like a person, like you'd see in a book or museum. However, scientists later found the whole jaw of Ramapithecus and proved it was just an ape after all. The jaw matched up perfectly with apes still alive. And yet we still see pictures today of Ramapithecus walking upright, even though it's a well-known fact it was just an ape.



### Neanderthal (knee-ANDER-thall)

Another famous possible "missing link" is called Neanderthal man.

Show the **MISSING LINK POSTER—NEANDERTHAL**.

- Where it was found: In a cave in the Neander valley in Germany beginning in 1856
- What was found: Skulls, shoulder bones, hip bones
- What was said about it: This was labeled as an early, apelike man who was stooped over, hairy, primitive, and swinging a club.



- The real truth: Neanderthals were just people who sometimes lived in caves. They were our relatives (just as all humans are our relatives). They probably moved into Europe sometime after the tower of Babel incident. We know that some may have had rickets or arthritis, and so some were a bit stooped over in posture because of those conditions. It makes sense that they would get those diseases after living in cold, damp caves with little sunlight and a poor diet.
- Living in a cave doesn't make a person an ape-man. People today in various areas of the world, including Australia, live in caves. People have lived in caves throughout time because this is a reasonable shelter at times. Living in a cave does not make you an animal!
- Neanderthals were intelligent.
- They buried their loved ones and had elaborate funerals.
- They had many tools and worked with skins and leather.
- They played instruments. (A flute was recently found.)
- They wore jewelry.

### Piltdown Man

Another supposed “missing link” is Piltdown Man.

Show the [MISSING LINK POSTER—PILTDOWN MAN](#).

- Where it was found: Near the town of Piltdown, England, between 1908 and 1912
- What was found: A human-looking skull and an ape-looking jawbone
- What was said about it: At the time, this was supposedly the oldest man ever found.
- The real truth: Piltdown Man was a complete fake. The jawbone was from an orangutan (ape), but chemicals had been used on it to make it look old, and the teeth were filed down to fit the skull, which was a human skull.



### Nebraska Man

We also have one called Nebraska Man.

Show the [MISSING LINK POSTER—NEBRASKA MAN](#).

- Where it was found: In Nebraska in 1922
- What was found: A tooth
- What was said about it: The tooth found for Nebraska Man was used as proof for human evolution. He was drawn as a hairy ape-man. You may want to show the famous picture of Nebraska Man drawn by Amedee Forestier.
- The real truth: It was discovered that the tooth was from a rare pig! Yet, from just that one tooth fossil, the artist drew Nebraska Man and his surroundings.



### Aboriginal People

Show the [MISSING LINK POSTER—ABORIGINAL PEOPLE](#).

Aboriginal people are the last example we're going to talk about. For a long time, people have thought wrongly about Aboriginal people. In the 1800s, a man named Charles Darwin made popular the idea of human evolution and missing links. As his ideas spread, the mistreatment of Aboriginal people increased. They were nicknamed “savages” and were considered less human and more apelike than other humans. You may want to show a picture of Aboriginal people in chains.

- What was done: As settlers came to Australia, they believed it was okay to treat the people who had been living there for a long time (called Aborigines or native



Australians) the same as wild beasts or birds. Their homes and property were taken. Their children were taken. Some were even killed.

- The real truth: Aboriginal people were and are fully human! They're made in the image of God. This mistreatment of them is sickening, and it was done in the name of human evolution, which claims that some people are better than others because they're higher on the evolutionary chart. That idea is totally false. Each person is created equal and precious, including every Aboriginal person.

The truth of the matter is no true ape-men have ever been found, and they never will be because there's no such thing. God made the kinds of apes to produce more apes like themselves, and he made people to produce more people.

Now let's talk to Sydney, our puppet pal, to hear more about this.

### Part 3: Puppet Pal (3 minutes)

**Pre-prep:** Get the puppet stage ready. Make one to look like a jeep (see *Decorating Decisions*), or come out from behind the large Australia map. (Pop up off to one side of it.) If alone, use a suitcase with the lid flipped up, having the puppet come up from behind the lid. Tape one **SCRIPT** in place and put the other **SCRIPT** on a clipboard.

Each day, the puppet pal will be used to teach or reinforce the lesson. It's always a favorite, so try to include it even if you have to cut something else.

Decide which one of you will be the puppet, and figure out when you need to leave the previous teaching to be in position for the start of puppet time. If you don't have a teaching assistant or co-teacher, enlist a group guide or other volunteer ahead of time to work the puppet each day. If you're alone, have the puppet come up from behind a suitcase with the lid flipped up, or just stand and work the puppet. (It's fine if your lips move. No need to be a ventriloquist.)

You can use either a boy or a girl puppet. Use a consistent voice for the puppet all week. Speak clearly and exaggerate words and expressions. For instance, draw out certain words for emphasis, or make an exaggerated action for things like groaning, turning its head, or sneezing. Use your free hand to do things with the puppet's hands or arms. For example, if the puppet is "thinking" put the puppet's hand on its chin. When the puppet is talking, make sure the mouth is open. (This is opposite of what people often do!) In other words, the mouth should be open on most syllables. You don't have to open very wide, which will help you move the mouth faster and more naturally.

Your puppet should come out from behind the puppet stage. When the puppet is entering, hold your arm back and down, and have the puppet take three steps up, getting higher each time, until the puppet is out and visible. When exiting, turn the puppet toward you and take three steps down until out of sight.

**Puppet:** Pop up immediately following the end of the last section. Did you say the first person's name was Adam?

**Teacher:** Oh, g'day there, Sydney. Yes, I did. I was telling the mates out here all about Adam.

**Puppet:** Was Adam smart?

**Teacher:** He was *very* smart.

**Puppet:** Could he talk?

**Teacher:** Of course he could talk. He even had the important job of naming all the animals.

**Puppet:** Jump around doing a monkey imitation. Did he come from an apelike creature?

**Teacher:** Absolutely not! The Bible tells us the truth, and it says God made him from the dust of the ground. Adam didn't come from an ape. Where'd you get that idea?

**Puppet:** When I go to the zoo, the monkey cage says that the apes are my relatives and I came from them. And some of my books show drawings of ape-looking men. In fact,

- Monkey-to-Man Poster**, laminated, and dry erase marker
- Day 1 Puppet Script**, 2 copies
- Puppet stage, or suitcase with lid flipped up
- Boy or girl puppet in costume
- Clipboard

 The puppet can be dressed with a tiny khaki vest made from felt, or a small VBS T-shirt. To make a small T-shirt, photocopy, cut out, and laminate a color copy of the logo and tape it to a baby-sized T-shirt.

here's a picture I found right here. Hand the **MONKEY-TO-MAN POSTER** to the teacher, who holds it up.

**Teacher:** Sydney, I want you to remember something. Ready to hear it?

**Puppet:** I'm ready!

**Teacher:** There's no such thing as an ape-man, an ape turning into a man. Put an X over the **Monkey-to-Man Poster** with a dry erase marker, then put it down. When you see those drawings or hear people saying that, just remember that it's not true. God's Word is true, and it tells us exactly how people came to be.

**Puppet:** God himself made the first person from the dust of the ground and breathed life into him, right?

**Teacher:** That's right. God's Word tells us the truth about the past, so we know it's right.

**Puppet:** Well, I feel better. They can't make a monkey out of me!

**Teacher:** Hey, that's a pretty good saying. They can't make a monkey out of me. Let's all say that together. Do so. Remember that you didn't come from animals. You are a special person made *by* God and *for* God, and you're precious to him.

**Puppet:** I'll remember! See you tomorrow!

**Teacher:** Bye! Boys and girls, let's wave good-bye to Sydney.

## Part 4: Review Game (5–10 minutes)

### Option 1—Zoom-A-Round

This is the faster option each day. Put 60 seconds on the timer. Quickly read a question, and have everyone shout out their answers as soon as you finish reading the question. As soon as you hear someone say the right answer, affirm that answer and move to the next question. The group as a whole wins if they get through all the questions in one minute.

### Option 2—Flip the Flop

Many Australians like to play a version of this game. Gather one small cone or ball and one flip-flop per team. Divide into two or more teams. Ask a question. On the count of three, have the teams shout out their answers. Each team that answers correctly gets to flip the flip-flop, meaning throw a flip-flop at an established target (the cone or ball that is a distance away). Any team that has their flip-flop land so it is touching the target gets a point. If nobody does, the closest team to the target gets a point.

## Questions

1. Who is today's animal pal?

Answer: Jumpin' Jack the kangaroo. Jumpin' Jack is hopping by to remind us we are created special by a special Creator. We have not evolved from animals.

2. What's a "missing link"?

Answer: A supposed apelike creature that is in between an ape and a human. No such thing exists.

3. In what kind of place did some Neanderthal people live—an apartment, a bus, or a cave?

Answer: A cave.

4. Why are some Neanderthal fossils found with curved spines, meaning they were stooped over?

Answer: The people had arthritis or rickets.

5. Where should we start when wanting answers about the past?

Answer: The Bible

Timer

Flip-flops, 1 per team  
 Cone or ball

ON  One test church used painter's tape instead of a cone or ball.

6. Give an example of what it means for humans to be made in God's image.

Answers will vary.

7. Name something animals can't do that people can.

Answers will vary.

8. Yes or no: People are just another animal.

Answer: No. People are God's special creation. We are made differently from the animals. We are made in God's image.

## Apply It!

In the remaining time, complete one or more of the following ideas in class. You won't have time to do all of them, but these ideas are also on the back of the Student Guides. Send the guides home each day as a fun review, and also encourage the mates to do the practical ideas (the Go and Do sections) that apply the lesson to real life. They're important!

Put a stamp in the Adventure Journal, or have the group guides do so as the kids first arrive at VBS.

### Part 1: Fair Dinkum Verses

**Pre-prep:** Cue the memory verse song. Hang up the **DAY 1 MEMORY VERSE POSTER** and the **THEME VERSE POSTER**.

**Today's Verse:** So God created man in his own image; in the image of God he created him; male and female he created them. Genesis 1:27

Practice the verse several times by playing the appropriate song from the Memory Verse CD and using the **DAY 1 MEMORY VERSE POSTER** as a reference. Then try the Challenge.

**Challenge:** *Check Your Hearing*—Say the verse first in a very loud voice. Then, say it a little softer. Continue to say it softer and softer until you are just whispering or mouthing it.

**Tomorrow's Verse:** I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well. Psalm 139:14

Try the Challenge again, this time saying tomorrow's verse, which is also the week's theme verse.

### Part 2: Go and Do

- Look up Isaiah 64:8 and Psalm 100:3. Who made you? Get some play dough and form it into something. You are the creator of that item, but you can't bring it to life, can you? How is God's creation of you so much greater than your play dough creation?
- Pray and tell God what an amazing Creator he is and why you're thankful you're specially made in his image. Remember: God doesn't make any mistakes! He does all things well—including making you!
- Sadly, many Aboriginal people were treated poorly because other people thought they were better than them. Can you think of anyone you know who is looked down on and treated poorly for some reason? What can you do to encourage that person?
- With your parent or guardian, brainstorm things people can do that animals can't. For inspiration, you may want to observe your pet, animals at a zoo, or animals online. Remember—you don't come from an animal!
- Check [AnswersVBS.com/zrkids](http://AnswersVBS.com/zrkids) for more fun information!

Ask yourself this question: Am I prepared to treat each person with kindness and respect, knowing each one is made in God's image?

- Day 1 Student Guides, 1 per child
- Adventure Journals, 1 per child
- Stamp for Adventure Journals

- Theme Verse Poster and Day 1 Memory Verse Poster
- Memory Verse Music and player



 One test church gives bonus contest points for every Go and Do the kids complete at home on their Student Guides.

 End each day's Land Down Under Lesson Time with prayer.  
 Stand at the door and say goodbye as the mates leave.

- “God Made Adam, God Made Eve” on Simple Songs CD
- MP3 or CD player

## Just for Fun Song: “God Made Adam, God Made Eve”

Sing to the tune of “London Bridge.”

### VERSE 1

God made Adam, God made Eve

(Flip your hand over to the left, then the other hand to the right.)

God made you, God made me

(Point to the kids, then to yourself.)

He’s Creator, we can see (Swirl your arm up toward heaven.)

Let’s praise God!

(Clap your hands three times to the beat.)

### VERSE 2

From the dust was Adam made

(Hold your hands together and act like you are “sifting” dust.)

Adam made, Adam made

(Continue that motion.)

From the dust was Adam made (Continue that motion.)

Let’s praise God!

(Clap your hands three times to the beat.)

### VERSE 3

God made Adam, God made Eve

(Flip your hand over to the left, then the other hand to the right.)

God made you, God made me

(Point to the kids, then to yourself.)

He’s Creator, we can see (Swirl your arm up toward heaven.)

Let’s praise God!

(Clap your hands three times to the beat.)

DAY 2

# The Wonder of Life

MADE WITH AMAZING DESIGN

## BIBLE PASSAGE

Fearfully and Wonderfully Made  
Psalm 139:13–16

## APOLOGETICS FOCUS

God thought of everything!  
(Design Features of Our Bodies)

## FAIR DINKUM VERSE

I praise you, for I am fearfully and wonderfully made.  
Wonderful are your works; my soul knows it very well.  
Psalm 139:14

## AREA OF AUSTRALIA

Great Barrier Reef Life

## ANIMAL PAL

Shimmer the Coral

## LESSON FOCUS

*You are fearfully and wonderfully made, with a body full of awe-inspiring design features.*

## Today's Lesson at a Glance

### INTRODUCE IT!

- Destination 2: Great Barrier Reef

### TEACH IT!

- Part 1: Parts of the Body Stations
- Part 2: Puppet Pal
- Part 3: Talk It Over Time
- Part 4: Review Game  
Option 1—Zoom-A-Round  
Option 2—Egg and Spoon Race

### APPLY IT!

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do
- Just for Fun Song: “Head, Shoulders, Knees and Toes”

## Preparing for the Lesson

- Read Psalm 139 several times.
- Read this lesson several times and prepare the materials.
- Visit [AnswersVBS.com/zrfaq](http://AnswersVBS.com/zrfaq) for more information on design features of our bodies.
- Pray.



# Devotion 2

## The Wonder of Life

*You have multiplied, O LORD my God, your wondrous deeds and your thoughts toward us; none can compare with you! I will proclaim and tell of them, yet they are more than can be told. Psalm 40:5*

Ngangkari are traditional Aboriginal healers. They pull from a vast body of knowledge about the body that has been gathered over time. They have devised treatments for many diseases. Although they've fallen away from knowledge of the one Creator God, enough memory of the truth has remained so that they attribute the wonder of life to spirits, rather than to purely natural, mindless processes working over countless eons of time. How is it today that many have digressed so far from the truth that they are willing to accept that no God has been involved in bringing about life—human or otherwise?

Consider the ramifications of teaching a young child that he is nothing more than the product of random mutations rather than a special creation bearing the image of God. If we're nothing more than evolved animals, then our thoughts are merely a collection of atoms bouncing around in our heads. There is no Creator to whom we are accountable, and thus, there is no logical basis for morality or reason to declare one action "right" and another action "wrong." Moral relativism becomes the rule of the day. Is it any wonder, then, that children are murdering and behaving as if they are accountable to no one?

Now consider the opposite—we teach that the Bible provides our true history and we are special creations, accountable to our Creator who has given us a standard of behavior to abide by. Suddenly, right and wrong are clearly defined, and there are penalties for our actions.

Does it matter what we teach our children about where they come from and in whose image they are created? Absolutely. For without the Bible, there are no absolutes, and no reason for us to teach that hitting a sibling is wrong while sharing our toys is right. Ultimately, if molecules-to-man evolution is correct and the Bible is incorrect, there is no reason for us to be saved from sin, and Jesus died on the cross for no reason.

As we teach our children about the wonder of life and their special place as image-bearers of the Creator of the universe, let's remember that this allows us to instill a basis for morality in their hearts and plead with them to seek wisdom, as Solomon did with his sons.

My son, do not forget my teaching,  
but let your heart keep my commandments,  
for length of days and years of life  
and peace they will add to you.  
Let not steadfast love and faithfulness forsake you;  
bind them around your neck;  
write them on the tablet of your heart.  
So you will find favor and good success  
in the sight of God and man.  
Trust in the LORD with all your heart,  
and do not lean on your own understanding.  
In all your ways acknowledge him,  
and he will make straight your paths.  
Be not wise in your own eyes;  
fear the LORD, and turn away from evil.  
It will be healing to your flesh  
and refreshment to your bones.  
Honor the LORD with your wealth  
and with the firstfruits of all your produce;  
then your barns will be filled with plenty,  
and your vats will be bursting with wine.  
My son, do not despise the LORD's discipline  
or be weary of his reproof,  
for the LORD reproves him whom he loves,  
as a father the son in whom he delights.  
Blessed is the one who finds wisdom,  
and the one who gets understanding.

Proverbs 3:1–13

# Introduce It!

## Destination 2: Great Barrier Reef (5–10 minutes)

**Pre-prep:** Move the Day 1 posters to a side panel or wall. Hang the **DAY 2 DESTINATION POSTER** next to the big map or actually on it at the Great Barrier Reef, and cover it with a dark paper. Have the **“YOU ARE HERE!” ARROW** handy to put up by the Great Barrier Reef when noted.

**Optional:** Find pictures or slides to show while talking about the Great Barrier Reef.

**NOTE:** If you are able, bring in a turtle, a fishbowl, or an aquarium with fish, and have it up front for inspiration as you talk about the Great Barrier Reef.

**Tour Guide 1:** G'day, mates! We're going to start our day off with a quick game.

Let's divide into small groups, each with a dry erase board and marker (or paper and a writing utensil).

When I say “Go!” whisper as many words as you can from yesterday's Land Down Under Lesson Time, and your leader will write them down. Remember that we talked about how life really began, as the Bible tells us, and also the false idea of how it began, called human evolution.

I'll give you one to start—Ramapithecus. Leaders, go ahead and write down “Ram” for short. And by the way, spelling doesn't count.

You'll have 45 seconds. Okay, on your mark, get set, go!

Have their leaders write down their words. After 45 seconds, quickly go through some of the words they came up with. Make brief comments on some—don't take long—then move on.

**Tour Guide 2:** Now on to our Australian destination for today. Can any of you guess where it is? It's the Great Barrier Reef, which is right here. Uncover the **DAY 2 DESTINATION POSTER** and place the **“YOU ARE HERE!” ARROW** by it.

Highlight the pictures on the **DAY 2 DESTINATION POSTER** as you share the following. If you gathered additional pictures or slides, share them as well.

- The Great Barrier Reef is sometimes called one of the seven natural wonders of the world because it's, well, such a wonder!
- How many of you out there like football? *Pause.* Well, the Great Barrier Reef is the largest reef in the world and it's huge—the size of *70 million* football fields! That's bigger than the whole country of Italy!
- It's so big, it has its own mailbox that you can send postcards from.
- It's so big, it can be seen from outer space.
- Listen to some of these cool animals living in it—whale sharks, sea turtles, manta rays, sea snakes, dugongs, giant clams, seahorses, mantis shrimp, and giant tritons—not to mention one out of every ten fish in the whole world, like the Maori wrasse fish that's 6 feet long, the damselfish, and of course, the clown fish.
- Do you think you'd want to go scuba diving there? *Pause for responses.* Well, this may change your mind! It's also home to some of the deadliest creatures on the planet, like the stonefish, the blue-ringed octopus, and the box jellyfish.
- And, of course, it has coral—miles and miles and miles of coral.

**Tour Guide 1:** Show the **DAY 2 ANIMAL PAL POSTER**. Our animal pal, Shimmer, reminds us that God created all those amazing animals that live there. And they're a wonder. But nothing comes *close* to God's greatest creation—people! *We* are the greatest wonder of all! Each one of us is fearfully and wonderfully made by God.

**Tour Guide 2:** Did you hear that word *fearfully*? What do you think it means? *Take answers.* Fearfully doesn't mean being afraid. Being fearfully and wonderfully made is really

- Day 2 Destination Poster with arrow, preferably laminated
- Day 2 Animal Pal Poster
- Bible or children's Bible
- Costumes for teachers
- Mounting putty or tape
- Dry erase boards and markers, or paper and writing utensils, 1 of each per team
- Piece of dark paper that is at least 17x22
- Timer
- Optional: Turtle, fishbowl, or aquarium with fish
- Optional: Pictures or slides of the Great Barrier Reef



- Remember: It's faster if you have each day's supplies under the chairs or pews so you don't have to pass them out.
- Decide ahead of time if Teacher 1 and Teacher 2 are going back and forth to share info throughout the bulleted sections, the body stations, and the review game.



like saying, “You’re a WOW! You’re a one-of-a-kind creation! You’re a masterpiece, made by God, who should be praised and honored for his incredible creation of you!”

**Tour Guide 1:** The Bible tells us God designed you and knit you together in your mother’s body (womb). Let’s read Psalm 139:13–16 together. *Do so.*

**Tour Guide 2:** Each and every part God made has a special purpose, so let’s check out the wonder of *you* as we travel around to some stations today.

☞ If you have an area of your building decorated with posters showing the stages of development of a baby in utero, remind them to check that this week. (See the Director Guide for churchwide decorating ideas.)

## Teach It!

### Part 1: Parts of the Body Stations (20–25 minutes)

**Pre-prep:** Cut apart the **PARTS OF THE BODY POSTER SET**. Gather the supplies for each station you plan to do. Supplies are listed by each station.

NOTE: There are six options listed below. Allow about five minutes per station. Choose as many as time allows. Present them in one of two ways.

#### OPTION 1: STATIONS IN SMALL GROUPS

Divide kids into small groups and have them rotate from station to station. For example, group one starts at the bones station, group two at the nose station, etc. This works well if you have enough adults or teens to man each station. It allows for more interaction and hands-on fun. Allow five minutes at each station. Make sure all equipment and the teaching information for each part of the body are at the appropriate locations.

#### OPTION 2: WHOLE GROUP

Keep everyone together as a large class. This option is fun and may need less preparation ahead of time. It also requires less supervision and goes a little faster, so you may have time to teach an extra part of the body.

### Station 1: BONES

Show the kids a rag doll and emphasize how floppy it is. Have them pretend to flop like a rag doll, then have them stand up straight and tall.

**Rag dolls can’t stand up straight and tall like we can, can they?**

Challenge them to hold their arms out for as long as they can. Stop after 30 seconds.

**Rag dolls can’t hold their arms out to their sides, can they?**

Challenge them to see how long they can stand on one leg. Stop after 30 seconds.

**Rag dolls can’t stand on one leg, can they?**

Explain that we can stand straight and tall and hold our arms out to our sides and stand on one leg because God created us with bones. Our bones are like a frame that holds us up. We’d be like a floppy doll without them. All our bones together make our frame, which is called a skeleton.

Hold up the **PARTS OF THE BODY POSTER—BONES**. God thought of everything when he made bones. For instance, did you know:

- Your bones are stronger than steel or concrete (four times stronger than concrete!) and can handle tremendous pressure, yet God designed them to be lightweight.
- Bones come in all different shapes and sizes. Hold up a grain of rice. The smallest is about this size. Point to where you think it’s found. *Do so.* It’s in your ear! Point to where you think your longest bone is. *Do so.* It’s in your leg. Every bone has its own special function. For instance, God designed your leg bones to be long and thick so they can carry the weight of your body.
- God made some bones to protect squishy parts of your body. Feel the top of your head. *Do so.* Those bones protect your brain. Feel your ribs. *Do so.* Those bones protect your heart. God knew they needed special protection.

- Parts of the Body Poster—Bones
- Rag doll
- Grain of rice
- Timer

Trinity Anglican Church Sarnia, ON  
☞ God has wonderfully created us. Yet, in this sin-cursed world, we experience much sickness and suffering. As you point out the incredibly designed features we have, be mindful of those who may not have a particular feature (for example, some are unable to feel pain, some may not be able to smell, some may have brittle bones) and, as questions arise, gently teach the truth about why such things exist in God’s creation. For more information, see [answersingenesis.org/articles/hcalg/](http://answersingenesis.org/articles/hcalg/).



- **Move your nose.** Do so. God didn't want your bones to rub together, so he designed cartilage as a cushion between your bones. Show an example if you made one. See the sidebar for directions, or just have several kids put their fists in a column and put make-up pads or sponges in between each fist.

There's no way your skeleton just happened by chance, or evolved. It was wonderfully designed by God, and God thought of everything!

## Station 2: NOSE

**Pre-prep:** Dip or sprinkle each cotton ball in one of the suggested scents and put it into a snack-sized zippered baggie or condiment cup.

**Optional:** One test church provided individual zippered bags for each student with 4 condiment cups (with lids numbered 1–4), each with a different smell. They used squeeze bottles to squirt a couple drops on each cotton ball. The kids were excited to have their own set to take home. It took a lot more prep, however.

Pass one baggie or cup around at a time and have kids try to guess the mystery smell. Or have each child smell the first cup if they have individual sets. Then say:

Our bodies have a part that allows us to smell. What part of the body is it? Nose.

Hold up the **PARTS OF THE BODY POSTER—NOSE**. God thought of everything. God gave us a nose, and it does a great job of smelling. In fact, did you know . . .

- Your nose can tell as many as one trillion different smells. Being able to smell protects you from danger (just think if you couldn't smell smoke?) and helps to keep you alive.
- There are tiny hairs inside your nose. They keep out dirt and germs so they don't pass into your body.
- You also have mucus in your nose, which you might call something else—snot! Hold up the quart jar. Your nose and sinuses make about a quart of this every day! Do you think mucus seems gross? Pause for responses. It has the important job of keeping the lining of your nose moist. It also warms the air you breathe so your lungs don't freeze. Good thing God made mucus!
- The part of the brain that processes smells also deals with memories, so often when you smell a certain scent, it'll remind you of a memory. Have you ever walked into a room and thought it smelled just like Grandma's house?

There's no way your nose just happened by chance. It was wonderfully designed by God, and God thought of everything!

## Station 3: DNA

**Pre-prep:** Cut paper into long strips.

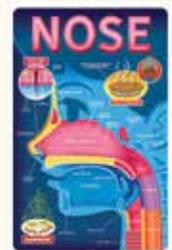
Pass out one long strip and a writing utensil to each child and have them write a long, scrambled code of letters without looking at anyone else's. They can use any letters they want, in any order they want, as often as they want. Assure them there is no right or wrong answer. When done, compare each other's and see if any two are in the identical order (extremely improbable).

Hold up the **PARTS OF THE BODY POSTER—DNA**.

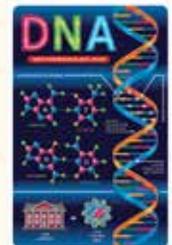
Inside each of your bodies is a set of coded instructions called DNA. The code determines if you have red hair, black hair, brown, or blonde; if you have small feet or larger feet; if your hair grows fast, or if you hardly ever need haircuts. These and so many more things make each of you unique. Like your alphabet string, nobody else has the same coded information as you. God placed the coded information for you in a special order inside your body. This information gives instructions not only about your hair and eye color, but also about whether you're a boy or a girl, your shoe size, whether you will be tall or short, and tons of other details. Also, did you know . . .

Before class, make an example of bones and cartilage using spools of thread, round make-up pads or sponges, and heavy duty string. Place the pads between each spool of thread, and take the string up through them all, making a column that alternates spools of thread and soft pads. Keep it loose enough so the whole stack can bend a little.

- Parts of the Body Poster—Nose**
- Quart jar
- 4–6 zippered baggies or condiment cups with lids, one set for demo or one set per person
- 4–6 cotton balls (for demo or per person)
- 4–6 of the following scents (for demo or per person): pickle juice, lemon extract, coffee, peppermint extract, pineapple juice, liquid garlic, or vanilla extract; or 4–6 essential oils



- Long paper strips, 1 per person



- DNA is like a library, storing piles of information, except DNA is far more complicated and stores far more information in each cell than the biggest library and even the biggest, fanciest supercomputer man has ever made.

There's no way your DNA code just happened by chance. It was wonderfully designed by God, and God thought of everything!

- ☐ Parts of the Body poster—HANDS
- ☐ Ball(s)

👉 The test churches used tennis balls.



#### Station 4: HANDS

With hands behind their backs, have two volunteers try to pass the ball using any part of their bodies but their hands. Or have all the kids try it.

Hold up the **PARTS OF THE BODY POSTER—HANDS**. Then say:

The hands are a wonderful invention of God. Did you know . . .

- God designed your hands with many special features. They're very flexible (have everyone flex their hands) because God put many joints in them. They're highly sensitive to hot, cold, and pain because there are many nerves running through them—more than anywhere else in the body.
- They have special skin on them called friction skin that's designed to help with gripping objects. These ridges are what make your fingerprints, and act sort of like the grippy socks that help you not slip when you're walking.
- Your hands have fingernails at the tips which protect the fingers from getting injured.

Have all the kids bend both of their thumbs back inside their palms. Try to do something without using thumbs, such as writing, buttoning a shirt, or tying a shoe.

- The thumbs are quite unique. They're what allow humans to build and invent and move things around in ways animals can't. God designed them so you can do delicate jobs, like threading a needle, or big, tough jobs, like picking up heavy bricks.
- Pretend to put a bite of food in your mouth. Do so. You just used over 30 joints and 50 muscles in your hands and arms to do that! That's a lot of complex design going on!

There's no way your hands just happened by chance. They were wonderfully designed by God, and God thought of everything!

#### Station 5: EYES

First, pass out the small mirrors. Then say:

Your eyes are incredibly complex. Read **Proverbs 20:12**. Look at your eyes in the mirror.

Did you know . . .

- Your eye is like a camera but can do much more than any man-made camera. It's constantly taking pictures and sending them to your brain.
- Look at the clear part of your eye. That's the cornea. It's like a window to look through. Did you know it's really part of your skin? God designed this patch of skin to be clear so you can see right through it.
- Do you see the little dark circle in the center of your eye? That's called the pupil, the part of your eye that lets light in. If it's really bright, your pupil gets really small because it doesn't want all that bright light in. If it gets really dark, the pupil gets really big so as much light as possible can shine through. God thought of everything and made it adjustable.
- Now flex one of your muscles. Do so. Did you know your eyes have muscles? In fact, they're some of the busiest muscles in your body.
- God designed the eye muscles to move in perfect coordination so you can see what you're looking at. Move your eyes to the right and the left. Do so. You have eye muscles that are like the reins of a horse, perfectly directing your eyes to move right and left.

- ☐ Parts of the Body Poster—Eyes
- ☐ 1 small nonbreakable mirror for every 1–2 children (or a big mirror they can all look in)
- ☐ Onion, knife (adult only) and cutting board

👉 You may want to cut the onion up ahead of time.

👉 If you have time, darken/brighten the room and have them see how their pupils change.

👉 Gospel opportunity: As you have time, talk to the kids about the time in the future when God will wipe away all our tears and there will be no more sorrow, crying, or pain (Revelation 21:4). That time is for those who have received the gift of eternal life.

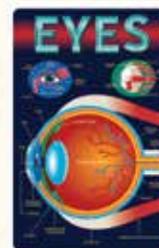
Now move them up and down. *Do so.* You have other muscles that move the eyes up and down. Now move them around. *Do so.* And you have muscles that rotate the eyes, sort of like how a doorknob rotates. All these work together in each split second to give you the gift of sight.

You can stop at this point with this station or, if time, continue by cutting up the onion and having any or all smell it. Try to get the tears flowing! Then tell them the following information about tears:

- God also gave you eyelids, eyelashes, eyebrows, and tears. These all work together to keep your eyes clean and protect them from getting infected.
- Tears also keep your eyes smooth so you can see well. Without tears, you'd go blind.
- Normally, you have just the right amount of tear fluid in your eyes so you can see at your best. But once in a while, when you cry, more tear fluid builds up. Then you can't see as well. God put little pumps in that remove the extra tear fluid. The tears drain down the back of your throat, and you get the sniffles. If a lot of extra tears build up, they spill over the side of your eyelids and flow down your cheeks.

Hold up the **PARTS OF THE BODY POSTER—EYES.**

There's no way your eyes just happened by chance. They were wonderfully designed by God, and God thought of everything! Doesn't this just put you in awe of the Creator? Wow!



- **Parts of the Body Poster—Mouth**
- 1 small nonbreakable mirror for every 1–2 children (or a big mirror they can all look in)

## Station 6: MOUTH

Pass out mirrors, then say:

When God made our mouths, he thought of everything. Let's look at your teeth with your mirror. Did you know God gave you more than one kind of tooth? You have different kinds of teeth for different kinds of jobs.

Hold up the **PARTS OF THE BODY POSTER—MOUTH.**

- Incisors have sharp, straight edges. What do you think they would be good for? Take responses. They're good for cutting and biting food.
- Canines are pointed for tearing food.
- Bicuspids and molars are bumpy and large, which make them good for grinding up food.
- When you were a baby, your mouth was little. As you grow, your mouth gets bigger. God thought of everything by designing a set of tiny teeth, then a set of bigger teeth.

Another cool part of your mouth is your tongue. Stick out your tongue for a second. *Do so.* Did you know God designed your tongue with some really cool sensors on them?

- You have about 10,000 taste buds in your mouth, mostly on your tongue.
- One kind of taste bud is highly sensitive to bitter-tasting things. Bitter things are often toxic, so in this fallen world, this serves as a vital warning system.
- You also have taste buds that taste sweet, salty, sour, or savory things. Without taste buds, eating food wouldn't be fun!
- God put a special liquid in your mouth called saliva. *Have them squish some around in their mouths.* You produce a quart of it a day. In the course of a normal lifetime, you'll produce enough to fill two swimming pools! If you didn't have saliva, you wouldn't be able to taste anything.

There's no way your mouth just happened by chance. It was wonderfully designed by God, and God thought of everything! Let's talk to Sydney more about being wonderfully made.



- ☞ If you aren't using mirrors, have the kids feel their teeth with their tongues.
- ☞ Make "mirrors" using shiny, metallic poster board cut into squares and attached to large craft sticks.

- ☞ Bring in a quart jar as a visual for the amount of saliva.

## Part 2: Puppet Pal (3 minutes)

- Day 2 Puppet Script, 2 copies
- Puppet and clipboard

**Pre-prep:** Get the puppet stage ready. Tape the **SCRIPT** in place.

Start the puppet loudly singing “Head, Shoulders, Knees, and Toes” before he/she can be seen. Don’t worry if you can’t sing; the kids won’t care. Have the puppet slowly rise and continue singing. The words are at the end of this lesson.

**Teacher:** Oh, that’s a fun song. Let’s have the boys and girls sing along, too, Sydney, except we’re going to do it super fast. Do so. After everyone is settled again, continue.

**Puppet:** God made *her* head. Point to a girl.

**Teacher:** Yes, he did, and it’s a great head.

**Puppet:** God made *his* shoulders. Point to a boy.

**Teacher:** That’s right, and they’re awesome shoulders.

**Puppet:** God made knees and toes.

**Teacher:** And they’re beautiful (smell them), but pee-u! Stinky!

**Puppet:** Point to kids in the class as you say this list. And God made *her* brain, and *his* heart, and *her* lungs, and *his* fingers, and *her* nose, and *his* tongue, and *her* teeth, and *his* elbows, and *her* wrists, and *his* legs, and *her* arms, and *his* spine, and *your* neck, and . . .

**Teacher:** Interrupt during this long list. Sydney. Sydney! SYDNEY!

**Puppet:** Calmly. Yes?

**Teacher:** God made every part of us, and the Bible tells us we’re fearfully and wonderfully made.

**Puppet:** Say with a shaking voice. You’re fearfully made? That sounds scary.

**Teacher:** It’s not. It just means God should be praised for making you a one-of-a-kind creation.

**Puppet:** Wilt with relief. Oooohhh, that’s nice.

**Teacher:** And the Bible also says we’re a marvelous work.

**Puppet:** Fling yourself around like a movie star. Marvelous? Everyone’s marvelous? Pause. What’s marvelous?

**Teacher:** It means absolutely terrific! And yes, all the kids in this classroom are marvelous. Name the kids in the class, such as, “Abby’s marvelous and Lucas is marvelous.”

**Puppet:** All of God’s works are marvelous.

**Teacher:** That’s right. Being a marvelous work isn’t something for us to be proud of as if we’re big shots. After all, we didn’t make ourselves—God did! But we *can* be thankful that God made us special. And, he wants us to use that special body to please him.

**Puppet:** I *am* thankful, and I *do* want to please God.

**Teacher:** I’m glad to hear it, Sydney. Boys and girls, before Sydney goes, let’s practice today’s verse because it talks about God’s marvelous works. Let’s try it now. Do so, then say good-bye to Sydney.

## Part 3: Talk It Over Time (5–10 minutes)

If you have limited time, prioritize question 3. It’s important to have that discussion.

1. What’s something cool you learned about a part of the body?
2. Think about something you like to do. It could be a sport, a hobby, etc. Have you ever thanked God for giving you the mind and body to be able to do your favorite activity?

3. We have amazingly designed bodies. However, there are some people whose eyes can't see (they're blind) or whose ears can't hear (they're deaf). Some aren't able to use their legs to walk. Did God make them with great care and purpose? *Discuss.* God creates each person "fearfully and wonderfully" for his glory. He doesn't make mistakes. In fact, each of us has limitations on what we can do because we live in a world that has been affected by the curse God placed on it after Adam and Eve sinned. None of us is able to perfectly fulfill God's original mandate to care for his creation in all ways at all times. But we can know that each of us is fearfully and wonderfully made by God in his image with infinite value.
4. Thinking about what we talked about today, what's a word you'd use to describe God?
5. How does it make you feel knowing you're wonderfully made by God?

## Part 4: Review Game (5–10 minutes)

### Option 1—Zoom-A-Round

Put 60 seconds on the timer. Quickly read a question, and have everyone shout out their answers as soon as you finish reading the question. As soon as you hear someone say the right answer, affirm that answer and move to the next question. The group as a whole wins if they get through all the questions in the time allotted.

### Option 2—Egg and Spoon Race

This is a favorite game many Australian kids play. Gather a large spoon and a plastic egg for each team. Divide into two or more teams and have a start and finish line. Ask a question and on the count of 3, have teams shout out their answer. If right, the first person in line goes down and back without dropping the egg. If they make it, their team gets a point. If it drops, they don't. Continue with subsequent questions and kids taking turns. The team with the most points at the end of the time wins.

## Questions

1. Who is today's animal pal?  
Answer: Shimmer the Coral. Shimmer reminds us that animals are special creations, but people are God's most special creation.
2. What other word does Psalm 139:14 use to describe how you're made? Fearfully and . . .  
Answer: Wonderfully
3. Yes or no: You are a masterpiece.  
Answer: Yes. Every person is a masterpiece made by God.
4. Yes or No: Are people who live with a disability created in God's image with great care and purpose?  
Answer: Yes. (See small group question #3 for more on this.)
5. God didn't want your bones to rub against each other, so he designed something called car or cartilage?  
Answer: Cartilage
6. God put tiny hairs inside your nose so what wouldn't be able to get in your body?  
Answer: Dirt and germs
7. You wouldn't be able to taste anything if God hadn't put a special liquid in your mouth. Is it called saliva, salt, or solution?  
Answer: Saliva
8. God put special coded information inside your body called D\_\_?  
Answer: DNA

 This is a simplified explanation. For more information, see the article "An Unlikely Masterpiece," posted at [answersingenesis.org/sanctity-of-life/unlikely-masterpiece/](https://answersingenesis.org/sanctity-of-life/unlikely-masterpiece/) and also available on the Resource USB.

Timer

- Large spoons, 1 per team
- Plastic eggs, 1 per team
- Cones or tape for start and finish lines

9. Which finger allows you to move things around, doing both heavy and delicate jobs that animals can't do? Is it your thumb, pointer finger, or pinky?

Answer: Thumb

10. Yes or no: Would you say God is an amazing Creator?

Answer: Yes! He wants us to praise him. Refer to Psalm 139:14.

## Apply It!

In the remaining time, complete one or more of the following ideas in class.

Put a stamp in the Adventure Journal, or group guides can do so as the kids first arrive at VBS.

- Day 2 Student Guides, 1 per child
- Adventure Journals, 1 per child
- Stamp for Adventure Journals

- Day 2 Memory Verse Poster
- Memory Verse Music and player
- Check Your Sight supplies—mirror or cell phone camera, 1 per person or small group

### Part 1: Fair Dinkum Verses

**Pre-prep:** Hang the **DAY 2 MEMORY VERSE POSTER** and cue the memory verse song.

**Today's Verse:** I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well. Psalm 139:14

Practice the verse several times by playing the appropriate song from the Memory Verse CD and using the **DAY 2 MEMORY VERSE POSTER** as a reference. Then try the Challenge.

**Challenge:** *Check Your Sight*—Look at yourself in a mirror or a cell phone camera and say the verse. Now make a funny face and try it again.

**Tomorrow's Verse:** And as you wish that others would do to you, do so to them. Luke 6:31

Try the Challenge again, this time saying tomorrow's verse.

### Part 2: Go and Do

- Read Psalm 139:13–16, then pick one or more parts of your body and thank God in prayer for something each part can do. Here's an example: "Thank you, God, for my nose so I can smell pizza and flowers."
- Check out [AnswersForKids.org](http://AnswersForKids.org). Read about some of the parts of the body God has created and marvel at how great he is.
- Do you know someone who is sick or has a special need? Use your amazing hands to do something for them, or use your words to encourage them.
- Ask a parent or guardian what part of the body he or she would like to thank God for, and why.
- Check [AnswersVBS.com/zrkids](http://AnswersVBS.com/zrkids) for more fun information!

Ask yourself this question: How can I use my hands, my feet, my mouth (my words), to bless God and bless others?

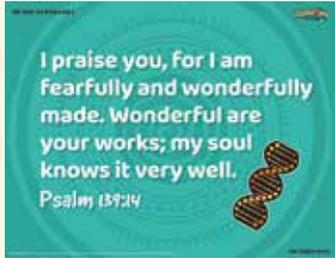
### Just for Fun Song: "Head, Shoulders, Knees, and Toes"

Touch each part as it is named. Get faster each time you repeat the song. Remind them that God made their head, shoulders, knees, and toes.

Head, shoulders, knees, and toes,  
knees and toes

Head, shoulders, knees, and toes,  
knees and toes

Eyes and ears and mouth and nose  
Head, shoulders, knees, and toes,  
knees and toes



- "Head, Shoulders, Knees, and Toes" on Simple Songs CD
- MP3 or CD player

DAY 3



# The Value of Life

MADE WITH WORTH

## BIBLE PASSAGES

Jesus' Birth and Herod's Reaction  
Matthew 1–2; Luke 2

## APOLOGETICS FOCUS

Be a defender of the defenseless!  
(Protecting and Respecting Life)

## FAIR DINKUM VERSE

And as you wish that others would do to you, do so to them. Luke 6:31

## AREA OF AUSTRALIA

Coastal Life

## ANIMAL PAL

Bill the Platypus

## LESSON FOCUS

God values *you* greatly! Each and every person—young, old, healthy, sick—is a priceless treasure.

## Today's Lesson at a Glance

### INTRODUCE IT!

- Destination 3: The Coast

### TEACH IT!

- Part 1: Jesus' Birth
- Part 2: Puppet Pal
- Part 3: Boomerang Game
- Part 4: Talk It Over Time
- Part 5: Review Game  
Option 1—Zoom-A-Round  
Option 2—Platypus Power

### APPLY IT!

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do
- Just for Fun Song: "Jesus Loves the Little Children"

## Preparing for the Lesson

- Read Matthew 1–2 and Luke 2 several times.
- Read this lesson several times and prepare the materials.
- Visit [AnswersVBS.com/zrfaq](http://AnswersVBS.com/zrfaq) for more information on bioethics issues regarding life.
- Pray.



# Devotion 3

## The Value of Life

*Are not two sparrows sold for a penny? And not one of them will fall to the ground apart from your Father. But even the hairs of your head are all numbered. Fear not, therefore; you are of more value than many sparrows. Matthew 10:29–31*

In traditional Aboriginal culture, elders were honored and respected for their wisdom and experience. Indigenous people have an elaborate system of kinship, an understanding that every person in their family group is interrelated and responsible for each other.

Today, with the increasing acceptance of molecules-to-man evolution and denial of biblical authority, human life has been relegated to the level of animals. Unborn babies are treated the same as spare cats—they're gotten rid of when they're unwanted. The elderly and the infirm are treated as decrepit dogs—put down when their "quality of life" declines. Babies with disabilities are eliminated before they are born so they aren't a burden to their parents or society.

The Bible provides a different view of life—one in which people are created in God's image and are precious in his sight from the moment of fertilization until the moment we pass into eternity. The two greatest commandments are to love God and love others. We are exhorted to help the weak, the orphans, the widows, the poor, the hungry, the tired, those with disabilities—our neighbors. Within the biblical framework, helping others makes logical sense.

Is the value we place on life based on how convenient that life is to us, or do we hold to the Creator's view? Which view of human life are we teaching our children by example? As we interact with the children today, let's meditate on the Proverbs that provide many insights into ways we can love God and love others.

A good name is to be chosen rather than great riches,  
and favor is better than silver or gold.

The rich and the poor meet together;  
the LORD is the Maker of them all.

The prudent sees danger and hides himself,  
but the simple go on and suffer for it.

The reward for humility and fear of the LORD  
is riches and honor and life.

Whoever oppresses the poor to increase his  
own wealth,

or gives to the rich, will only come to poverty.

Incline your ear, and hear the words of the wise,  
and apply your heart to my knowledge,

for it will be pleasant if you keep them within you,  
if all of them are ready on your lips.

That your trust may be in the LORD,

I have made them known to you today, even to you.

Have I not written for you thirty sayings  
of counsel and knowledge,

to make you know what is right and true,

that you may give a true answer to those  
who sent you?

Do not rob the poor, because he is poor,

or crush the afflicted at the gate,

for the LORD will plead their cause

and rob of life those who rob them.

Proverbs 22:1–4, 16–23

NOTE: This is a long lesson. You may need to skip or shorten something.

# Introduce It!

## Destination 3: The Coast (5–10 minutes)

**Pre-prep:** Move the Day 2 posters to a side panel or wall. Hang the **DAY 3 DESTINATION POSTER** next to the big map or actually on it by the city of Sydney, and cover it with a piece of dark paper. Take the **“YOU ARE HERE!” ARROW** off the map and have it handy.

**Optional:** Find pictures or slides to show while talking about the cities and beaches of the coast.

**Tour Guide 1:** G’day, again, mates! Yesterday, we saw how our amazing God fearfully and wonderfully made us. Let’s do a quick activity for a minute to remind us of that. I’ll say a fact and you need to do something silly with the part of the body I’m talking about. For example, if I’m talking about my big toe, you do something silly with your big toe. Here we go.

- God designed these bones to be long and thick so they can carry the weight of your body. Which bones are long and thick? *Your leg bones—they should do something silly with their legs.*
- God designed this thing in your mouth with taste buds so you can taste. It also has germ-fighting tissue on it to protect you from getting infections. *Your tongue*
- God made these parts on your face to work like a camera. They adjust to let different amounts of light in. If it’s bright out, they get small. If it’s dark, they get big. *Your eyes*
- God designed these ten limbs with friction skin and something special at the tips to protect them from getting injured. *Your fingers, with fingernails at the tips*
- God made two sets of these—one for when your body is little, and one for when it’s bigger and needs a larger set. They help you chew. *Your teeth—baby teeth and permanent teeth*
- God made this part that’s on your face to warm the air you breathe so your lungs won’t freeze. *Your nose*

**Tour Guide 2:** Now on to our next Australian destination. Do any of you think you know where it is? It’s the coast, which is right here. Uncover the **DAY 3 DESTINATION POSTER** and place the **“YOU ARE HERE!” ARROW** by it.

Highlight the pictures on the **DAY 3 DESTINATION POSTER** as you share the following. If you gathered additional pictures or slides, share them as well.

- Point to where you think the coast is. *Have them do so.* The coast is the area all the way around the edge of Australia.
- Out of every 10 people in Australia, how many live along the coast? *Take guesses.* Most people—9 out of 10—live along the coast—especially around the cities like Sydney or Melbourne.
- Point to the *Sydney Opera House*. Sydney is one of the most famous cities in Australia, and the Sydney Opera House is one of the most famous buildings in the world. Its roof is designed to look like seashells or sails on a ship.
- Point to the *surfer and snorkeler*. There are 10,000 beaches along the coast. No wonder so many people want to live there! If you visited a new beach every day, it would take you 27 years to get to all of them.
- Beach life is a big deal in Australia. People love surfing, sailing, snorkeling, and all that fun stuff. What beach activity do you enjoy? *Take a couple quick responses.*
- Wouldn’t it be fun to be near a beach all the time? Some people even celebrate Christmas at the beach! Do you think you’d like to do that? *Have them shout out yes or no.*

- Day 3 Destination Poster with arrow, preferably laminated
- Day 3 Animal Pal Poster
- Bible or children’s Bible
- Costumes for teachers
- Mounting putty or tape
- Piece of dark paper that is at least 17x22
- Optional: Pictures or slides of the coast



One test church gave clues for the words such as, “All the blokes stand up.” “Now all the sheilas.” “Show us what you would do with a bikkie.”



- A favorite beach activity is to have a barbie. Can you guess what that is? *Take guesses.*

**Tour Guide 1:** A barbie is just one of many fun words Aussies use. Australians have their own special dialect that’s unique to Australia. Let’s see if you can guess what these words mean. Sometimes they shorten words to make them more fun and casual.

- Mate (friend)
- Nana (banana)
- Brekkie (breakfast)
- Bloke (guy)
- Uni (university)
- Takeaway (to go orders)
- Sheila (girl)
- Lolly (candy)
- Bikkies (cookies)
- Sunnies (sunglasses)

**Tour Guide 2:** That was fun to guess those unique words. And something else that’s unique to Australia is our animal pal, Bill the playtpus. *Show the DAY 3 ANIMAL PAL POSTER.* Bill reminds us that just like he’s a unique creature, all those people living along the coast are unique and valuable, too. And every other person in the whole wide world is unique and greatly valued by God, as well.

**Tour Guide 1:** But even though God values each person, each person hasn’t always been treated with value by *other* people—even from the beginning, after Adam sinned. Let’s hear an example in today’s Bible account.

## Teach It!

- **Baby Jesus/Young Jesus Poster Set**, laminated

### Part 1: Jesus’ Birth (10 minutes)

**Pre-prep:** Cut apart the pieces from the **BABY JESUS/YOUNG JESUS POSTER SET** and laminate them.

**TG 2:** We normally think of Jesus’ birth being a happy thing—and it was. But there’s one bad guy who didn’t treat people well who we don’t normally talk about, which we’ll hear more about today.

**TG 1:** Let’s pick up at the happy part recorded in the books of Matthew and Luke.

#### Scene 1: Manger (Luke 2:1–7)

TG 1: Either read through Luke 2:1–7, or use the script below.

**TG 1:** First, let’s stand up and count together to see how many of us are here. *Do so, then have them sit down. Now, what’s the name of your hometown? Take a few responses.*

**TG 2:** In the Bible, we read of a time about 2,000 years ago when the government said everyone had to go to his hometown to be counted, so a couple named Mary and Joseph went to their hometown of Bethlehem. Mary was going to have a baby (Luke 2:1–5). Every baby is special, but this one was particularly special—the most special baby ever.

TG2: Put Joseph and Pregnant Mary near the manger scene poster.

**TG 1:** Now while they were in Bethlehem, the time came for her to have the baby. And she gave birth to her son and wrapped him in cloths and laid him in a manger, which was a feeding place for animals (Luke 2:6–7). Mary and Joseph were likely staying in the larger lower room of the house of a relative, the place where the animals typically stayed for the night. The family gave them this larger area because the rest of the house was full of people who were there for the census.

TG2: Put baby Jesus in the manger, and next to it, the donkey. Take away Pregnant Mary and get out the other Mary. Move Mary and Joseph into the middle of the manger scene on either side of Jesus.

#### Scene 2: Field (Luke 2:8–12, 16)

TG 1: Either read through Luke 2:8–12, 16 or use the script below.

**TG 1:** There were shepherds in the field nearby watching over some sheep.



TG2: Put up the field scene and put the shepherds and sheep on it. Leave the manger scene up.

**TG 1:** An angel of the Lord came and told them he was bringing great news—Jesus had been born!

TG2: Put the angel on the field scene.

**TG 1:** The angel told them they would find Jesus wrapped in swaddling cloths and lying in a manger (Luke 2:8–12). The shepherds went to Bethlehem and found Mary and Joseph and the baby, just as the angel had said (Luke 2:16).

TG2: Move the shepherds to the manger scene.

### Scene 3: House (Matthew 2:1–3, 8–16)

TG 1: Either read through Matthew 2:1–3, 8–16, or use the script below.

**TG 1:** Now fast forward about a year or two. Jesus and his parents were living in a house at this time.

TG2: Put Mary and Joseph and young Jesus on the house scene.

**TG 1:** Some wise men from the east came to town asking a mean king named Herod if he knew where Jesus was. The wise men had seen a special star and had followed it to see Jesus. King Herod told them they would find Jesus in Bethlehem and to come back after they had found him because Herod wanted to know where Jesus was. You see, Herod wanted to kill Jesus! He realized Jesus was somebody special, and he only wanted one special person around—himself (Matthew 2:3, 8)!

**TG 2:** Do you think God liked the idea of Herod wanting to kill Jesus? *Take responses.* God always wants us to love and care for children, never to hurt them.

**TG 1:** Well, the wise men followed the special star (Matthew 2:9–10).

TG2: Put the star in the window of the house scene.

**TG 1:** They found Jesus inside. They gave him gifts of gold and frankincense and myrrh (Matthew 2:11).

TG2: Put the wise men with their gifts on the house scene.

**TG 1:** And God warned the wise men in a dream not to return to King Herod, so they went home another way (Matthew 2:12).

TG2: Take the wise men back off the house scene.

**TG 1:** So that's where we often stop when we're talking about Jesus' birth, but now let's talk more about the bad guy. This guy, King Herod, doesn't make it into the nativity sets. Let's listen to what happens by order of King Herod after the wise men leave. Read Matthew 2:13–16.

TG2: Take Mary, Joseph, and Jesus off the house scene.

**TG 1:** Wow! Because Herod wasn't sure where Jesus was, he had *all* the boy children in Bethlehem who were two years old or younger killed. Jesus wasn't there at that time. He was in Egypt.

**TG 2:** Do you think God was glad Herod killed all those little boys? *Pause.* This was a horrible, wicked thing Herod did! God is the giver of life, and no person should hurt another person like that. God would not want someone to hurt a baby or a child! Of course, Herod's plans didn't succeed because God sent Jesus to earth to save us. Remember, God made each person and loves and values each one. Let's talk to Sydney more about this.

### Part 2: Puppet Pal (3 minutes)

**Pre-prep:** Get the puppet stage ready. Tape the **SCRIPT** in place. Get the door hanger ready. Check Digital Resources under the Toddler Craft Patterns for a possibility.

- Day 3 Puppet Script, 2 copies
- Puppet and clipboard
- Door hanger

**Teacher:** On the count of three, let's yell, "Sydney!" One, two, three—Sydney!

**Puppet:** Come up with a door hanger attached to your arm. Oh, hey, mates!

**Teacher:** What's that you have there, Sydney?

**Puppet:** It's a door hanger to take to my grandpa. He's in a nursing home, and I want to put it on his doorknob to brighten his day.

**Teacher:** That's a nice thought. Do you visit your grandpa very often?

**Puppet:** Yes, I do.

**Teacher:** What's he like?

**Puppet:** Well, he's really old, and he can't really talk anymore or feed himself. When we go, we sing to him and help feed him his dinner and hold his hand.

**Teacher:** Do you like doing that?

**Puppet:** Yeah. Mommy says that even though Grandpa can't talk to us anymore, he's loved by God, and God wants us to take good care of him, just like God takes good care of us.

**Teacher:** That sounds like an important job, to care for those who can't care for themselves.

**Puppet:** It really is. Some people think that old people aren't worth the time, but that's not true. The Bible tells us to love one another as God loved us.

**Teacher:** That's a lot of love. God loved us so much he sent his Son, Jesus, to earth. He was just a little baby when he came—a baby who couldn't even take care of himself.

**Puppet:** I know. And wicked King Herod wanted to get rid of Jesus! That's very bad! We should love babies and take care of them, and guess what? We should also love Grandpa and others who can't take care of themselves.

**Teacher:** I know a young boy who needs help taking care of himself. He uses a wheelchair to get around and he is nonverbal, which means he doesn't use words to communicate, and he needs help with feeding himself.

**Puppet:** I sure hope he has some good people who are loving him and caring for him.

**Teacher:** He does. You know, people who are part of God's family should always value and care for others.

**Puppet:** It shouldn't matter if the person is rich or poor, healthy or sick, young or old, or still in his mommy's tummy.

**Teacher:** That's right, Sydney. Every life is precious to God, and we should look after each other—especially those who can't look after themselves. That's what Jesus' parents did. They protected him from King Herod, and they cared for him. And that's what we should do. Remember, life is precious—handle with care.

**Puppet:** Isn't God good to put us here to look out for each other? It sure would be scary if nobody cared.

**Teacher:** God *is* good. Let's thank him right now for being the awesome Creator of life. Dear God, thank you for all the different people you've made—from the tiny baby still in his mommy's tummy to those who are very old. Every person—those who are sick and those who are healthy—is precious to you and loved by you. Help us to care for others the rest of our lives. It's what you want us to do. In Jesus' name we pray. Amen.

**Puppet:** Well, I think I hear my mom calling. It's time to go and visit Grandpa. Bye!

**Teacher:** Bye, Sydney! Tell your grandpa we said hi, and we'll see you tomorrow! Hey, mates, let's play a game now to talk a little bit more about the preciousness of life.

### Part 3: Boomerang Game (20 minutes)

You can either play as teams or allow the children to play individually. For team play, use the poster from the teacher kit, two game pieces (1 per team), and a die. For individual play, give each child a **BOOMERANG GAME PATTERN**, a game piece, and (optional) a die. To play, read a question from the **BOOMERANG CLUE SHEET**. Each team or person gives a thumbs up or a thumbs down depending on whether they think God would say the person (or people) acted in a way that valued others or if they acted in a way that didn't value others. After they've decided, share the Scripture and tell them if they were right or wrong. Teams or individuals roll the dice. (Or you roll it, if each person doesn't have their own die. It's better, however, if they have their own when playing with individual boards.) Teachers can alternate reading the questions.

If they got the answer right, they move forward the number on the die, except that 5s and 6s don't count. They will move either 1, 2, 3, or 4. If they got the answer wrong, they have to go back to the start. (They may get them all right. The questions are easy.)

Continue to play as time allows. Whoever is the farthest on the game board wins, or whichever group gets everyone to the finish first (boys or girls) wins.

Note: There are many serious issues surrounding the value of human life. Keeping in mind that we are working with children, this game has been prayerfully written to impart a beginning awareness of what the Bible has to say about the value of life in an age-appropriate, interesting way, without getting into frightening or inappropriate details that are too heavy for children.

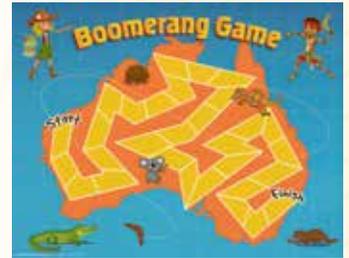
After playing, wrap up with the following.

- God considers every life valuable.
- He values every person who lives along the coast of Australia.
- He values every person who lives in the outback.
- He values every person who is young, old, preborn, healthy, sick, disabled in some way, brilliant, or poor.
- He values every person who lives anywhere on this planet.
- He values you!
- So if God values every person, we should, too. We should treat each person with respect and kindness.

### Part 4: Talk It Over Time (5–10 minutes)

It's particularly important to do at least a couple of these questions today. Cut something else to make sure you have time to talk about these. Numbers 5 and 6 are important application questions.

1. **Let's take an inventory. Which person is more important in God's eyes—a healthy 25-year-old or a sick 95-year-old?** Discuss, and conclude that one is not more important than the other, but they are both equally valuable. Your value is not based on whether you are healthy or sick. Your value comes from the fact that you are made in God's image.
2. **Which person is more important in God's eyes—a baby who is still in his mom's tummy or a three-year-old?** Discuss, and conclude that one is not more important than the other, but they are both equally valuable. Your value is not based on your age. Your value comes from the fact that you are made in God's image.
3. **Which person is more important in God's eyes—a person with light brown skin or a person with dark brown skin?** Discuss, and conclude that one is not more important than the other, but they are both equally valuable. Your value is not based on your skin shade. Your value comes from the fact that you are made in God's image.
4. **Which person is more important in God's eyes—a person who's really talented at sports, or a person who's not physically able to play sports?** Discuss, and conclude that one is not more important than the other, but they are both equally valuable. Your value is not based on your abilities. Your value comes from the fact that you are made in God's image.



- Boomerang Game Poster  
1 per class, or Boomerang Game Pattern, 1 per person
- Boomerang Clue Sheet
- Game pieces, 1 per team or person
- Dice, 1 for the teacher or 1 per person

 Mini or regular dice in bulk are available online.

5. **Have you ever avoided talking to someone who lives with a disability, is sick, or uses a wheelchair to get around? Why? What do you think you should do?** Discuss, and conclude that every person is valuable and can be a potential friend. Can you find out what you may have in common with them? You may have something to learn from them—they may be gifted in ways you aren't!
6. **What can you do for someone in need of a friend?**

### Part 5: Review Game (5–10 minutes)

**Pre-prep:** Choose an option below. Option 1 requires no pre-prep except gathering the timer. Option 2 needs to have the **PLAYTYPUS POWER** sheets printed, 1 for every pair or small group of students.

#### Option 1—Zoom-A-Round

Put 60 seconds on the timer. Quickly read a question, and have everyone shout out their answers as soon as you finish reading the question. As soon as you hear someone say the right answer, affirm that answer and move to the next question. The group as a whole wins if they get through all the questions in the time allotted.

#### Option 2—Platypus Power

Divide into small teams or pairs. Give each team a **PLAYTYPUS POWER SHEET**. To play, say the question and on the count of three, have each team shout out their answer. If they get it right, they quickly color in a part of the platypus—it doesn't matter which one. The possible parts to color are: bill, head, body, right front paw, left front paw, right back paw, left back paw, and tail. Continue asking questions and coloring one part at a time for right answers. If they get it all colored before you're out of questions, they win. There are 8 parts and 9 questions.

#### Questions

1. **Who is today's animal pal?**

Answer: Bill the Platypus. Bill reminds us that although he is unique, each of us is unique and of far greater value to God than an animal ever will be.

2. **Who's the bad guy who tried to kill baby Jesus?**

Answer: Herod.

3. **Is slavery, when people own other people, God's design for how we should live?**

Answer: No. God wants us to treat others as his image-bearers and to love others.

4. **Yes or No: A healthy 25-year-old is more valuable to God than a sick 90-year-old.**

Answer: No. Every life is precious to God. We should care for those who are sick or who need help because God cares for those who are made in his image.

5. **True or False: When you bully someone, you're really saying your life is more valuable than theirs.**

Answer: True. Any time you put someone else down, you're trying to build yourself up.

6. **There is a beautiful variety of skin shades among people groups around the world. Which shade of skin is the most important?**

Answer: No shade is more important than another shade. Our worth is not based on what we look like or what we can do. We have value because we're made in God's image to glorify him.

7. **Name a Christian organization that helps people in need.**

Possible answers: orphanages, hospitals, Red Cross, other Christian mercy ministries.

8. **How does God want us to treat others?**

Answers will vary, but with kindness and respect, since every person is made in his image.

Timer

Platypus Power Sheet,  
1 per team

Drawing utensils, 1 per team

## 9. What's an example of a kindness you can show someone?

Answers will vary.

# Apply It!

In the remaining time, complete one or more of the following ideas in class.

Put a stamp in the Adventure Journal, or group guides can do so as the kids first arrive at VBS.

## Part 1: Fair Dinkum Verses

**Pre-prep:** Hang the **DAY 3 MEMORY VERSE POSTER** and cue the memory verse song.

**Today's Verse:** And as you wish that others would do to you, do so to them. Luke 6:31

Practice the verse several times by playing the appropriate song from the Memory Verse CD and using the **DAY 3 MEMORY VERSE POSTER** as a reference. Then try the Challenge.

**Challenge:** *Check Your Touch*—Say your verse while touching your elbow to your knee, then your hand to your foot, then your nose to your leg, then your ear to your wrist, then your ring finger to your middle back. Now try to come up with some ways yourself while saying the verse.

**Tomorrow's Verse:** Jesus said to her, "I am the resurrection and the life. Whoever believes in me, though he die, yet shall he live." John 11:25

Try the Challenge again, this time saying tomorrow's verse.

## Part 2: Go and Do

- Check out Psalm 41:1, Psalm 82:3, Proverbs 31:8–9, Isaiah 1:17, Matthew 25:40, and James 1:27. What do these verses teach us about protecting and helping those in need?
- Think of someone you know who lives with a disability. Have you found out what you may have in common with them? Take some time to get to know them! (Depending on the situation, this may require adult supervision.)
- Think of someone who needs some special care—for example, someone in a nursing home, someone in the hospital, someone who uses a wheelchair to get around, a newborn baby, a pregnant mom, or a single mom trying to care for her family by herself. Talk to your parent or guardian about ways you can get to know them, and find out how you can help.
- Talk to God and ask him to help you know how to help others. Use Luke 6:31 to guide your prayer.
- Check AnswersVBS.com/zrkids for more fun information!

Ask yourself these questions: How can I be a defender of the defenseless? A friend to someone who is lonely, sick, sad, or living with disabilities?

## Just for Fun Song: "Jesus Loves the Little Children"

Sing this or any of the past songs from this week. Remind the children that Jesus loves all the children, and all the people, of the world. Each one is valuable and precious to God.

### VERSE 1 (ADAPTED)

**Jesus loves the little children** (Make the Jesus sign [middle right finger touches left palm, then vice versa], then cross arms over your heart, then rock a baby.)

**All the children of the world**  
(Make a world.)

**Shades of brown from dark to light** (Point on each word.)

**All are precious in his sight** (Point around.)  
**Jesus loves the little children of the world**  
(Repeat first motions.)

- Day 3 Student Guides, 1 per child
- Adventure Journals, 1 per child
- Stamp for Adventure Journals
- Day 3 Memory Verse Poster
- Memory Verse Music and player



- "Jesus Loves the Little Children" on Simple Songs CD
- MP3 or CD player

DAY 4



# Eternal Life

MADE FOR RELATIONSHIP

## BIBLE PASSAGES

The Gospel Presentation  
Select Scriptures

## APOLOGETICS FOCUS

SMYLE! God loves you!  
(Only One Way to Eternal Life)

## FAIR DINKUM VERSE

Jesus said to her, "I am the resurrection  
and the life. Whoever believes in me,  
though he die, yet shall he live." John 11:25

## AREA OF AUSTRALIA

Forest Life

## ANIMAL PAL

Paula the Koala

## LESSON AIM

God loves *you!* He loves you so much he  
sent his only Son to die for you.

## Today's Lesson at a Glance

### INTRODUCE IT!

- Destination 4: Eucalypt Forest

### TEACH IT!

- Part 1: SMYLE! Gospel Presentation
- Part 2: Puppet Pal
- Part 3: Four Corners Australia
- Part 4: Talk It Over Time

### APPLY IT!

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do
- Just for Fun Song: "Jesus Loves Me"

## Preparing for the Lesson

- Read Genesis 3, Romans 3:23, 6:23, and John 1:14 several times.
- Read this lesson several times and prepare the materials.
- Visit [AnswersVBS.com/zrfaq](http://AnswersVBS.com/zrfaq) for more information on Jesus being the way—the only way—to eternal life with God.
- Read "Leading a Child to Christ," found on the inside back cover of this guide.
- Pray.



# Devotion 4

## Eternal Life

*Simon Peter answered him, "Lord, to whom shall we go? You have the words of eternal life." John 6:68*

Traditional Aboriginal belief teaches that a person's soul will continue after physical death. Their spirit will return to the Dreamtime and experience rebirth as a plant, rock, animal, or human.

Most ancient cultures had some idea of an afterlife and devised their own way to get there. Each had forgotten the truth that their ancestors, descendants of Adam through Noah, once knew. The first gospel was preached in the garden, after the first people disobeyed their Creator, bringing on the promised punishment for sin: death (Genesis 3). God promised to one day send a Savior (Genesis 3:15), providing hope for mankind.

In our world, death is a very real part of life. And we all deal with death's accompaniments: sickness, sorrow, disease, suffering. We can ask the "why?" questions: "If there is a loving God, why would he allow so much death and suffering?" or "Why would God let this innocent child suffer?" But we must be willing to answer the question with a firm look at our own sin. Sin—my sin, your sin, our sin—is the cause of what ails us, not God. If we're honest with ourselves, no one is totally innocent before our holy God. We are descendants of Adam, born "in Adam." All have sinned and fall short of the glory of God (Romans 3:23). Nothing good dwells in our flesh (Romans 7:24). We are all dead in trespasses and sins (Ephesians 2:1). Without Christ, our heart is deceitful above all things and desperately wicked; there's none righteous, no not one (Jeremiah 17:9).

There are no innocent people anywhere in the world. That's why all people will die. That's why we need to think beyond the grave. When it comes to death, it's not really a matter of "why," and it's certainly not a matter of "if." What matters is that death is imminent . . . and left to ourselves, we stand condemned before a holy God.

The Aboriginal people were right to look beyond this life to the next one, but they need to know the truth. We who are children of God have hope—free from magic rituals and ceremonies, free from the desperate wish that we've been

good enough to make it on our own. We hold the key to eternal life in our hands—the Bible gives us the truth about what happens when we die and how we can ensure that we will spend eternity with our Creator. It's our responsibility to pass on that hope and truth to the children in our care so that they know how to receive the free gift of eternal life.

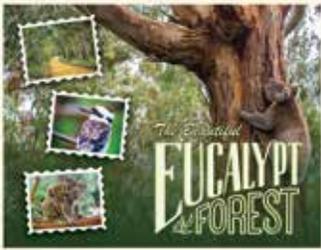
Hear, O sons, a father's instruction,  
and be attentive, that you may gain insight,  
for I give you good precepts;  
do not forsake my teaching.  
When I was a son with my father,  
tender, the only one in the sight of my mother,  
he taught me and said to me,  
"Let your heart hold fast my words;  
keep my commandments, and live.  
Get wisdom; get insight;  
do not forget, and do not turn away from the words  
of my mouth.  
Do not forsake her, and she will keep you;  
love her, and she will guard you.  
The beginning of wisdom is this: Get wisdom,  
and whatever you get, get insight.  
Prize her highly, and she will exalt you;  
she will honor you if you embrace her.  
She will place on your head a graceful garland;  
she will bestow on you a beautiful crown."  
Hear, my son, and accept my words,  
that the years of your life may be many.  
My son, be attentive to my words;  
incline your ear to my sayings.  
Let them not escape from your sight;  
keep them within your heart.  
For they are life to those who find them,  
and healing to all their flesh.  
Keep your heart with all vigilance,  
for from it flow the springs of life.

Proverbs 4:1–10, 20–23

# Introduce It!

## Destination 4: Eucalypt Forest (5 minutes)

- ☐ Day 4 Destination Poster with arrow, preferably laminated
- ☐ Day 4 Animal Pal Poster
- ☐ Bible or children's Bible
- ☐ Costumes for teachers
- ☐ Mounting putty or tape
- ☐ Pictures or slides of a variety of people
- ☐ Eucalyptus leaves (teacher only)
- ☐ Piece of dark paper that is at least 17x22
- ☐ Picture of a koala, sugar glider, and ringtail possum
- ☐ Jelly beans, 1 per person
- ☐ Optional: Pictures or slides of the eucalypt forest



**Pre-prep:** Move the Day 3 posters to a side panel or wall. Hang the **DAY 4 DESTINATION POSTER** next to the big map or actually on it by the eucalypt forest, and cover it with a dark paper. Take the “**YOU ARE HERE!**” **ARROW** off the map and have it handy. Gather pictures or slides of a variety of people—a very old person, a pregnant mother, a person in a wheelchair, a person with darker skin, a person with lighter skin, a person wearing leg braces, a blind person with a walking stick, etc. Also, gather pictures of a rainbow eucalyptus tree, a koala, a sugar glider, and a ringtail possum.

**Optional:** Find pictures or slides to show while talking about the eucalypt forest.

**TG 1:** G'day, again, mates! Yesterday, we talked about how God made each person, and each person has great value. Let's remind ourselves of this. I'm going to show you pictures or point to you. When I do, I want you to simply say, “Valuable!”

Show pictures or slides of a variety of people. Also, if time, point to each child in the room and say, “Valuable!” If you do this, make sure to include every student and not just some. Or, have them point to each other and say, “You are made in God's image. You are valuable!”

Remind them at the end that every person is precious, and each should be treated with kindness and respect. We can learn from others who may have differences from us and can find what we have in common with them as we become friends with them. We can also look for ways to help and be kind.

**TG 2:** Hey, what's that I smell? Eucalyptus leaves? Pull some out and walk around so each person can smell it, but not touch it. Eucalyptus is poisonous if ingested. **This reminds me of our next Australian destination. Do any of you think you know where it is? Yes, the eucalypt forest, which is right here. Uncover the DAY 4 DESTINATION POSTER and place the “YOU ARE HERE!” ARROW by it.**

Highlight the pictures on the poster as you share the following. If you gathered additional pictures or slides, share them as well.

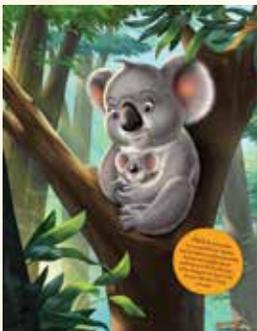
**TG 1:** Listen to these cool fun facts about the forests in Australia!

- Did you know there are actually lots of different kinds of forests in Australia, including rain forests, acacia forests, mangrove forests, and eucalypt forests?
- Guess which kind of forest koalas live in. Take guesses. Koalas live in eucalypt forests.
- Guess why they're called eucalypt forests. Take guesses. Right. Because there are lots of eucalyptus trees, which are what koalas eat.
- Did you know eucalyptus leaves are very poisonous to most animals? Only a few can survive on them. But they're yummy and safe to koalas, sugar gliders, and ringtail possums! Show pictures.

**TG 2:** And speaking of koalas:

- Guess how big they are when they're first born? Take guesses. The size of a jelly bean! Give each person a jelly bean to eat.
- They have no hair or ears, and they're blind.
- Each baby lives in its mama's pouch for about six months.
- Then the babies stay close to their moms for another six months or so before going off on their own.

**TG 1:** Show the **DAY 4 ANIMAL PAL POSTER**. Our animal pal today is Paula the Koala, and Paula reminds us that God gave koalas a parent who takes good care of them, and that makes me smile. But no father takes better care of his children than God. Talking about how to become a child of God through his Son, Jesus, makes me smile the most. Let's check that out now!



Licorice jelly beans were not a favorite flavor at the test churches, but all the other flavors were. One test church put individual jelly beans in pill zippered baggies and sent them home with each child with the challenge to tell someone what the jelly bean had to do with a koala.

# Teach It!

## Part 1: SMYLE! Gospel Presentation (10 minutes)

**Pre-prep:** For the SMYLE! poster, draw a large handprint (see illustration in the sidebar) on a piece of posterboard and laminate it, or draw the handprint on a dry erase board or chalkboard. You will be writing/drawing on the fingers and palm when noted in the presentation below. Cut apart the **GOSPEL POSTER SET**. Gift wrap a box, wrapping the lid separately. Cut out a heart shape from red construction paper and write “SMYLE! God loves you!” on it. Place the heart inside the gift-wrapped box.

**Optional:** Photocopy the **SMYLE! HANDPRINT PATTERN**.

Pass out a writing utensil and the **SMYLE! HANDPRINT PATTERN** to each child. Or pass out a washable, non-toxic marker or pen per child so they can write the SMYLE! acronym directly on their hand.

### Picture 1: Creation

**TG 2:** Put up the **GOSPEL POSTER SET—CREATION** at the top of what will become a cross shape.

**TG 1:** The Bible explains what a person must do to become part of God’s family and, some-day, live in heaven.

God created the first man from the dust of the earth and breathed into him the breath of life. His name was Adam, and he was perfect. Adam was supposed to live forever with God in a perfect world. Now that would make you smile! Let’s draw a smiley face on our thumb (or on the **SMYLE! HANDPRINT PATTERN**).

**TG 2:** Draw a smiley face on the thumb of the SMYLE! poster or directly on your left thumb. Kids do so, too. Tell them this is to remind us of the perfect world.

### Picture 2: Fall of Man

**TG 1:** But Adam did something wrong. He disobeyed God. Disobedience to God’s commands is called sin. After God created Adam and Eve, the Bible records a very sad account.

**TG 2:** Read or paraphrase Genesis 3:1–13 aloud. Leave words out occasionally and have them shout out the missing words. When finished, continue with the following.

**TG 1:** This event is called the fall of man—Adam “fell” from perfection.

**TG 2:** Put up **GOSPEL POSTER SET—FALL OF MAN** at the left of what will become the cross bar of the cross shape.

**TG 1:** From this point on, man was no longer perfect. Every person was born a sinner—including you and me. That means everyone disobeys God’s commands. We all do and say and think things that aren’t pleasing to God.

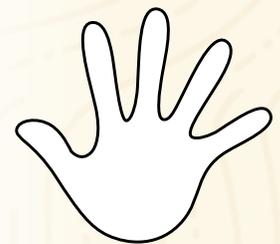
**TG 2:** Write an S on the SMYLE! poster or directly on your left pointer finger. Kids do so, too. Tell them the S stands for SIN.

**TG 1:** Think of a time you’ve done or thought something you know wasn’t pleasing to God. Here are a few possible examples to get your mind thinking.

- God says children are to obey their parents (Ephesians 6:2). Have you talked back to your mom? Or rolled your eyes at your dad?
- God says we are to be kind to one another (Ephesians 4:32). Have you been unkind to anyone?
- God says we are to always tell the truth (Ephesians 4:25). Have you ever lied?
- God says we are not to steal (Ephesians 4:28). Have you ever taken something that didn’t belong to you?

Give them time to think.

- Gospel Poster Set
- SMYLE! Poster (see Pre-prep)
- Writing utensils, 1 per person
- Gift-wrapped box (lid separate)
- Red heart
- Optional: **SMYLE! Handprint Pattern**, 1 per person



 Put these examples on individual cards and have kids volunteer to choose cards and read them aloud.

Did you think of something? Listen to this. Read [Romans 3:23](#). Every single person has sinned, including you.

There's a big problem with this. Sin separates us from God and his great love for us. It keeps us away from him now, for our whole life on earth, and it keeps us away from him for all of eternity. When I sin, I choose MYself and what I want over what God wants. I don't know about you, but I sure don't want to be separated from God now and forever.

**TG 2:** Write MY on the SMYLE! poster or directly on the left middleman finger. Kids do so, too. Tell them this stands for MY.

### Picture 3: Jesus as a Baby

**TG 1:** God doesn't want us to be separated from him, though. He loves us! And he offers us his amazing love.

**TG 2:** Write an L on the ring finger. Kids do so, too. Tell them this stands for LOVE.

**TG 1:** God is love ([1 John 4:8](#)). He sent his Son, Jesus, from heaven to earth. This is what we celebrate at Christmas!

**TG 2:** Put up GOSPEL POSTER SET—JESUS AS A BABY at the middle spot of the cross bar.

You know, we've been talking about the human body this week and how wonderfully designed it is. It's wild to think that Jesus, God himself, took on a human body and lived on earth. Think about this: Jesus had fingers and toes, arms and knees, a nose and eyes, just like us. Read [John 1:14](#). It is absolutely amazing to think of God living in skin!



### Picture 4: Jesus as a Man

**TG 2:** Put up GOSPEL POSTER SET—JESUS AS A MAN at the far right spot of the cross bar.

**TG 1:** Jesus, who is God the Son, came and lived a perfect life as a man here on earth. He always obeyed God the Father. He loved people, cared for people, valued people. He healed sick people and touched diseased people nobody else would touch. He ate meals with the poor and needy and with people nobody else wanted to be near. And he made the hugest sacrifice ever for people—he died for us.



### Picture 5: Jesus Carrying the Cross

**TG 2:** Put up GOSPEL POSTER SET—JESUS CARRYING THE CROSS under the middle cross bar.

**TG 1:** Read [Romans 6:23a](#). Jesus came to take the punishment that you and I deserve for our sin. He died on a cross in the place of sinners, and was buried and sealed in a tomb.

### Picture 6: Jesus Risen

**TG 2:** But the amazing thing is, he didn't stay dead! That's because he's God! On the third day, he rose from that tomb.

**TG 1:** Put up GOSPEL POSTER SET—JESUS RISEN under the last one.

**TG 2:** The reason Jesus did this was to offer you the gift of eternal life. When you tell God you're sorry for your sins (repent), and believe in Jesus and that his death on the cross paid for your sins, and believe that he rose from the dead, God forgives you of your sins. To be forgiven means God will look at you as if your sin has been erased. He puts your sin on Jesus on the cross and gives you Jesus' perfection. This is incredibly good news!

- God forgives MY sins and yours and welcomes us into his family. We're still part of our families here on earth, but when we trust in Jesus, we can also be children of God and part of his family forever. We have the gift of eternal life!
- And God the Holy Spirit will come to live in us as a sign that we're part of God's family.



**TG 1:** Write an E on the SMYLE! poster or directly on the baby finger. Kids do so, too. Tell them this stands for ETERNAL LIFE.

Read Romans 6:23.

## Picture 7: Gift

**TG 2:** Now, let's close our hands (or cover our papers) and see if we can put one finger up at a time and tell our neighbor what each of these words means. Do so.

**TG 1:** So again, Romans 6:23 tells us the wages of sin is death, but the gift of God is eternal life in Jesus. Have you ever received a gift you loved? Take responses.

**TG 2:** Put up the GOSPEL POSTER SET—GIFT under the last one.

Well, God is offering the best gift we can ever receive (John 1:12, Ephesians 2:8–9).

Get out the gift-wrapped box. Use it with this analogy.

**TG 1:** Imagine someone offered you this gift. You were so excited about it, and you took it to your room and put it on your desk. You knew something wonderful was in there, but you didn't open it. You just let it sit there unopened. Would that gift help you at all? What if you let it sit there unopened year after year? The only way that gift is going to make you SMYLE is if you open it and receive it.

**TG 2:** Call on a volunteer to open up the box and take out the heart with "SMYLE! God loves you!" written on it. Have everyone draw a gift in the palm of their hand or on their handprint pattern as you continue.

It's important to note that this gift cost Jesus his life and we shouldn't take it lightly. Just because we decide to follow Jesus doesn't mean our lives will be all happy and perfect on earth. We live in a sinful world, and good and bad stuff happens to all of us. When we receive God's gift and become part of God's family, God will be with us throughout it all, and for all of eternity (John 11:25).

So remember our SMYLE phrase. I know I've SINNED, and MY sin separates me from God. Jesus came and died and rose again to take the punishment for my sin. He did this because he LOVES me. He offers the gift of ETERNAL LIFE if I truly want to turn from my sin and trust in him.

**TG 1:** That's the most important thing you can ever think about. If you have questions or want to talk to somebody about this, we're here! You can talk to one of us or your leaders, you can talk to your parents, or you can even talk to God when you're alone.

**TG 2:** If they have questions or want to talk to someone right now, point them to a trusted pastor, leader, or teacher who knows how to counsel a child about salvation.

The rest of us are going to talk to Sydney.

While any interested children leave and receive salvation counseling in a safe spot, continue on with the rest of the lesson with the rest of the kids.

## Part 2: Puppet Pal (3 minutes)

**Pre-prep:** Get the puppet stage ready. Tape the SCRIPTS in place. Wrap the package with the lid wrapped separately. Put a small gift inside.

**Teacher:** Let's call Sydney and see what he's up to. Sydney? Sydney?

**Puppet:** Come up holding a small, gift-wrapped package. Hi there!

**Teacher:** Hey! What's that you've got?

**Puppet:** My father just gave me this gift. I'm so excited!

**Teacher:** That's good news. What is it?

**Puppet:** I haven't opened it yet.



- Day 4 Puppet Script, 2 copies
- Puppet and clipboard
- Small gift-wrapped package (lid wrapped separately)
- Gift to put inside package (can be anything)

**Teacher:** Why not? What are you waiting for?

**Puppet:** I don't know. It looks kind of pretty, so I'm thinking about just letting it sit on my desk instead of opening it.

**Teacher:** Why would you do that? Don't you want to see what's inside?

**Puppet:** Yes, but I'm really too busy to open it right now.

**Teacher:** Too busy to open a present? What if it's the best gift in the whole world, and you never open it and accept it from your father? What if it's a triple-decker, double fudgy ice cream sundae?

**Puppet:** That would be pretty messy to have in a box!

**Teacher:** Well, what if it's a wet and wiggly, wriggly, giggly puppy?

**Puppet:** Puppies can't giggle, and I'd be able to hear it in there, anyway.

**Teacher:** Oohhh! What if it's gold or jewels?

**Puppet:** Finally act interested in opening it. I guess it won't do me any good if it just sits in the box.

**Teacher:** Right. A gift isn't any good unless you accept it. In fact, this reminds me about the gift I was just telling the boys and girls about.

**Puppet:** Did the boys and girls get a gift, too?

**Teacher:** God offers every one of us a gift—the gift of being part of his family and living with him forever.

**Puppet:** That sounds like a super special gift.

**Teacher:** It is. It's *the* best gift anyone will ever offer us—way, way better than gold or jewels! But just because someone knows about it doesn't mean they've received it.

**Puppet:** Sort of like me needing to open the gift and receive it instead of just letting it sit there unopened?

**Teacher:** Right! I was just telling the boys and girls a few minutes ago that if you want to receive the gift of being in God's family, you have to tell God you've disobeyed his commands (sinned), and that you believe Jesus came and died on the cross to take the punishment for you.

**Puppet:** Jesus must love the boys and girls a lot to do that for them.

**Teacher:** He does! He gave his life for us. That is *great* love! In fact, that makes me want to smile, because God loves me! *Have the kids repeat this phrase: SMYLE! God loves you!*

**Puppet:** Well, I just decided something.

**Teacher:** What's that, Sydney?

**Puppet:** I want to open this gift from my father and receive it!

**Teacher:** Why don't you do that right now?

**Puppet:** I think I will. *Teacher helps to open it and take out the gift. Act excited.*

**Teacher:** You know what? I hope the boys and girls want to receive the gift the heavenly Father (God) is offering them, too—to be in his forever family.

**Puppet:** I hope they do! Well, I've got to run, so see you later!

**Teacher:** Wow! God's gift is wonderful, isn't it, boys and girls? He sure does love us!

### Part 3: Four Corners Australia (5 minutes)

**Pre-prep:** Post four signs in the four corners of the room: Great Barrier Reef (1); Sydney (2); Penguin Island (3); Great Sandy Desert (4).

☐ Four signs (see Pre-prep for details)

Ask the questions below and share the four possible answers. Kids move to one of the four corners of Australia depending on which answer they think is correct. Share the answer. Continue in like manner.

## Questions

1. Today's animal pal is: (1) Jumpin' Jack the Kangaroo, (2) Shimmer the Coral, (3) Bill the Platypus, or (4) Paula the Koala?

Answer: Paula the Koala, and Paula reminds us that she cares for her young, but there's no father who takes care of his children better than God the Father.

2. Which is the size of a newborn baby koala: (1) a quarter, (2) a jelly bean, (3) a water bottle, or (4) a candy bar?

Answer: Jelly bean.

3. The S in the word SMYLE stands for: (1) stand, (2) sit, (3) sin, or (4) sick.

Answer: Sin. Sin is when you disobey God.

4. An example of sin is: (1) smiling, (2) talking back to your mom, (3) sleeping, or (4) snoring.

Answer: Talking back to your mom.

5. The MY in the word SMYLE stands for: (1) MY life, (2) MY home, (3) MY body, or (4) MY sin.

Answer: MY sin. I sin, and so does every other person. My sin separates me from God.

6. The L in the word SMYLE stands for: (1) Live, (2) Love, (3) Learn, or (4) Look.

Answer: Love. For God so loved the world that he gave his only Son. His love can bring us into a relationship with him.

7. The E stands for: (1) energy, (2) eternity, (3) eternal life, or (4) exit.

Answer: Eternal life.

If you want to continue, think of other review questions from past days and come up with four answer choices.

## Part 4: Talk It Over Time (5–10 minutes)

1. What are some things in life that you enjoy—that make you smile?
2. Can you remember what the SMYLE acronym stands for? Have you ever heard about Jesus coming to earth, dying, and coming back to life to save you?
3. Do you have any questions about that?
4. Is there anyone you want to share the good news about Jesus with?

## Apply It!

In the remaining time, complete one or more of the following ideas in class.

Put a stamp in the Adventure Journal, or have group guides do so as the kids first arrive at VBS.

### Part 1: Fair Dinkum Verses

**Pre-prep:** Hang the **DAY 4 MEMORY VERSE POSTER** and cue the memory verse song.

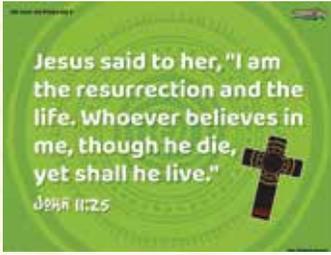
**Today's Verse:** Jesus said to her, "I am the resurrection and the life. Whoever believes in me, though he die, yet shall he live." John 11:25

Practice the verse several times by playing the appropriate song from the Memory Verse CD and using the **DAY 4 MEMORY VERSE POSTER** as a reference. Then try the Challenge.

**Challenge:** *Check Your Heart*—Get your heart pumping while you say your verse. First, say it while you're jogging in place. Next, try jumping jacks. Finally, try an exercise of your

- Day 4 Student Guides, 1 per child
- Adventure Journals, 1 per child
- Stamp for Adventure Journals
- Optional: Gospel book-marks, 1 per child

- Day 4 Memory Verse Poster
- Memory Verse Music and player



choice—planks, burpies, push ups, etc. Did you get your heart pumping a little faster while you said the verse?

**Tomorrow's Verse:** For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. Ephesians 2:10

Try the Challenge again, this time saying tomorrow's verse.

## Part 2: Go and Do

- Read Luke 2:11, 1 Timothy 1:15, and Acts 4:12. What do these verses teach us about God as our Savior?
- Pray and thank God for sending his Son, Jesus. Use John 3:16 to guide your prayer.
- Can you think of someone you'd like to share the good news with about God loving them?
- Ask an adult if he has ever trusted in Jesus Christ as his Savior.
- Check [AnswersVBS.com/zrkids](http://AnswersVBS.com/zrkids) for more fun information!

Ask yourself this question: Am I a child of God?

## Just for Fun Song: "Jesus Loves Me"

Sing this or any of the songs from prior days.

**Jesus loves me, this I know** (Hug yourself.)  
**For the Bible tells me so** (Make a Bible with your hands.)

**Little ones to him belong** (Stoop down to become little.)

**They are weak, but he is strong** (Act weak, then make muscles.)

**Yes, Jesus loves me** (Shake your head yes, then hug yourself.)

**Yes, Jesus loves me** (Shake your head yes, then hug yourself.)

**Yes, Jesus loves me** (Shake your head yes, then hug yourself.)

**The Bible tells me so** (Make a Bible with your hands.)

- "Jesus Loves Me" on Simple Songs CD
- MP3 or CD player

DAY 5



# Using Your Life

MADE FOR A REASON

## BIBLE PASSAGES

Jesus Leaves—We are Here for a Reason  
(Acts 1:6–11)

God Uses the Body of Christ  
(1 Corinthians 12:12–26)

## APOLOGETICS FOCUS

All I want to do is live each day for you!  
(Life has meaning and purpose.)

## FAIR DINKUM VERSE

For we are his workmanship, created in  
Christ Jesus for good works, which God  
prepared beforehand, that we should walk  
in them. Ephesians 2:10

## AREA OF AUSTRALIA

Outback Life at Coober Pedy

## ANIMAL PAL

Ringo the Dingo

## LESSON FOCUS

*You are created on purpose for a purpose.*



## Today's Lesson at a Glance

### INTRODUCE IT!

- Destination 5:  
The Outback—Coober Pedy

### TEACH IT!

- Part 1: Jesus' Ascension
- Part 2: Body of Christ  
Example 1—Paint a Masterpiece  
Example 2—All Parts Needed
- Part 3: Puppet Pal
- Part 4: Using Your Life Stories
- Part 5: Review Game  
Option 1—Zoom-A-Round  
Option 2—Flip The Flop Review Game

### APPLY IT!

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do
- Just for Fun Song: "Head, Heart,  
Hands and Feet"

## Preparing for the Lesson

- Read Acts 1:6–11 and 1 Corinthians 12:12–26 several times.
- Read this lesson several times and prepare the materials.
- Visit [AnswersVBS.com/zrfaq](http://AnswersVBS.com/zrfaq) for more information on life having meaning and purpose.
- Pray.

# Devotion 5

## Using Your Life

*And when the queen of Sheba had seen all the wisdom of Solomon . . . she said to the king, “. . . Blessed be the LORD your God, who has delighted in you and set you on the throne of Israel! Because the LORD loved Israel forever, he has made you king, that you may execute justice and righteousness.” 1 Kings 10:4–9*

In Aboriginal culture, laws about marriage, family, which foods could be eaten, how to share foods, caring for the land, and sacred rituals were provided from the Dreamtime. It's clear that they have retained some knowledge of a lawgiver and how to live according to those laws.

In fact, one of their distant relatives had also retained some knowledge from Babel and had implemented it into Egyptian society. In the revised Egyptian chronology proposed by some archaeologists, the Queen of Sheba who visited Solomon was Queen Hatshepsut of Egypt (1 Kings 10:1–13; 2 Chronicles 9:1–12). At the same time that Hatshepsut was ruling the powerful, advanced kingdom of Egypt, Solomon was ruling Israel and writing proverbs.

One nation, descended from Noah through Ham, ignored the true Creator and sought to worship multiple gods instead. Another nation, descended from Noah through Shem, acknowledged the Creator and sought to live by his laws—the laws given to Moses after he led his people out of Egypt.

One ruler spent her life building a temple that would house her dead body; another ruler spent his life and resources building a temple in which to worship the one true living God.

One queen had an encounter with a godly king and acknowledged his God; another king had an encounter with a pagan queen and surely imparted the truth of Scripture to her.

One woman used her life to further her own interests and that of her kingdom; another man used his life to righteously rule a nation and impart wisdom to the next generation.

This short comparison of two rulers can serve as an encouragement to us to examine our own lives. How are we living—to please ourselves or to please our God? Are we thinking about how we can further the kingdom of God with our life or about how we can further our own kingdom? Do we realize, as Solomon did, that we need to train the next generation to seek for wisdom?

Although we may not be rulers of great civilizations, we are no less children of the King than Solomon was. And our position in his kingdom is no less important. We were all created by God for a purpose and called into his family to do good works. How will you use your life?

For wisdom is better than jewels,  
and all that you may desire cannot compare with her.  
“I, wisdom, dwell with prudence,  
and I find knowledge and discretion.  
The fear of the LORD is hatred of evil.  
Pride and arrogance and the way of evil  
and perverted speech I hate.  
I have counsel and sound wisdom;  
I have insight; I have strength.  
By me kings reign,  
and rulers decree what is just;  
by me princes rule,  
and nobles, all who govern justly.  
I love those who love me,  
and those who seek me diligently find me.  
Riches and honor are with me,  
enduring wealth and righteousness.  
My fruit is better than gold, even fine gold,  
and my yield than choice silver.  
I walk in the way of righteousness,  
in the paths of justice,  
granting an inheritance to those who love me,  
and filling their treasuries.  
Blessed is the one who listens to me,  
watching daily at my gates,  
waiting beside my doors.  
For whoever finds me finds life  
and obtains favor from the LORD,  
but he who fails to find me injures himself;  
all who hate me love death.”

Proverbs 8:11–21, 34–36

# Introduce It!

## Destination 5: The Outback—Coober Pedy (5 minutes)

**Pre-prep:** Move the Day 4 posters to a side panel or wall. Hang the **DAY 5 DESTINATION POSTER** next to the big map or actually on it at Coober Pedy, and cover it with a dark piece of paper. Have the “**YOU ARE HERE!**” **ARROW** handy.

**Optional:** Gather pictures or slides to show while talking about Coober Pedy. Find a real opal or a picture of an opal to show the children.

**TG 1:** G'day on our last day, mates! You know, all week we've been learning about the value of life, and we've also been boomeranging around Australia. Can you remember the order we've gone in? Use the Australia map backdrop and see if they can remember we visited the outback at Uluru, then the Great Barrier Reef, then Sydney along the coast, then the eucalypt forest. Explain that now we're boomeranging back to the outback to a place called Coober Pedy.

**TG 2:** Coober Pedy is a special place. It's right here. Uncover the **DAY 5 DESTINATION POSTER** and place the “**YOU ARE HERE!**” **ARROW** by it.

Highlight the pictures on the poster as you share the following. If you gathered additional pictures or slides, share them as well.

- Coober Pedy is a mining town where most of the world's opals are mined (95%). Opals are gems. Show or pass around an opal if you have one, or a picture of an opal.
- That's super cool. What's even more amazing about this place is that the people not only work underground doing mining but also *live* underground. It's very hot above ground, so they built their town down there.
- There's a hotel, a bank, a restaurant, a library, several churches, many homes (which are called dugouts), and much more.

**TG 1:** Would you like to live in an underground town? Discuss why they would or wouldn't for a minute. What's great is everybody has a job to do, just like in a regular town. There are people who run the hotel, and people who work at the bank, and people who make the food, and so forth.

**TG 2:** Coober Pedy has lots of people working together to make their town function well. In a similar way, God has given each of us a purpose and job to do for him, and we all need to work together so everything gets done! Let's pretend to go underground as we talk about what happened after Jesus rose from the dead, and how he left us here for a reason.

# Teach It!

## Part 1: Jesus' Ascension (5–10 minutes)

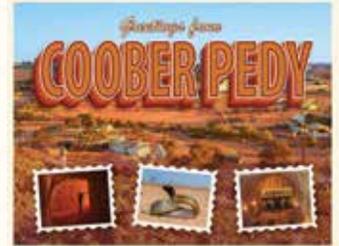
**Pre-prep:** Set up the sheet, tarp, or dropcloth in lean-to style so the whole class will fit under it for a few minutes. Tape it down on one end and have leaders hold it up on the other end. Have the **GOSPEL POSTER SET** taken down from yesterday and ready to show again, with the 3 additional posters. Photocopy the **MINI GOSPEL POSTER SETS** on white cardstock, 1 set per person or pair, and cut out. Put a rubber band around each set.

Have everyone get under the lean-to sheet, tarp, or dropcloth as if underground as you share this next section.

**TG 1:** We've got some cards here, and we want you to arrange them in order.

Either give each child a set or break into pairs with each pair getting a **MINI GOSPEL POSTER SET**. See how they do trying to arrange the cards in order in a horizontal line (rather than in a cross shape).

- Day 5 Destination Poster with arrow, preferably laminated
- Bible or children's Bible
- Costumes for teachers
- Mounting putty or tape
- Piece of dark paper, at least 17x22
- Optional: Opal or picture of an opal
- Optional: Pictures or slides of Coober Pedy



- Gospel Poster Set
- Mini Gospel Poster Sets, 1 set per person or per pair
- Rubber bands, 1 per person or pair
- Sheet, tarp, or dropcloth

One test church made a set of mini posters for each child to use and take home. They were really excited and into it!

**TG 2:** So you put your cards (**GOSPEL POSTER SET**) in order. Let's see if you're right. We're going to come aboveground again and check them. Take down the blanket, tarp, or drop-cloth, or have kids move to an "aboveground" area. I'm going to put my big set in order so you can see how you did. Do so in a horizontal line, leaving the last three off until noted below. Ask how they did. The correct order is: Creation (making Adam and Eve in his image), Fall of Man, Jesus as a Baby, Jesus as a Man, Jesus Carrying the Cross, Jesus Risen (empty tomb), Gift.

### Picture 8: Jesus with Others



**TG 1:** Does anyone know what Jesus did next after he rose from the grave? Take guesses. After he rose from the dead, he showed himself to many people over 40 days (Acts 1:3). Show **GOSPEL POSTER SET—JESUS WITH OTHERS**.

### Picture 9: Jesus Ascends



**TG 2:** Does anyone know what Jesus did after that? Take guesses. It was now time for him to go back to heaven, so he left earth. This is called the ascension. Show **GOSPEL POSTER SET—JESUS ASCENDS**. Listen to how it happened. Read or paraphrase Acts 1:3, 6–11. Wow! Can you imagine being there to see that?

### Picture 10: Jesus in Heaven



**TG 1:** Since then, Jesus has been in heaven with God the Father. Show **GOSPEL POSTER SET—JESUS IN HEAVEN**. Some day, those who are his children will get to be with him! That'll be so fantastic—better than your very favorite things about earth! But until that time, God has placed us here on earth for a reason.

**TG 2:** Those who believe in evolution don't have a good reason or purpose for living because they think we started as a bunch of random chemicals and evolved eventually into people. With this worldview, we better just get the best out of life while we're here because this is all there is.

**TG 1:** But God's Word shows us the truth. We've already learned that we were created in God's image and are fearfully and wonderfully made. We know that we can have the gift of eternal life and that our lives have value. God's Word also tells us a great and hopeful promise: Read or have the kids recite Ephesians 2:10.

**TG 2:** God has a purpose and a plan for each person's life. Let's illustrate this with . . . an illustration!

## Part 2: Body of Christ (10 minutes)

### Example 1: Paint a Masterpiece

**Pre-prep:** Cut out the parts of the body on the **BODY POSTER** and attach them to the right spots.

Pass out paper and a paintbrush or cotton swab "paintbrush" to each child.

**TG1:** Let's take a minute to paint a quick masterpiece. You can make your painting anything beautiful that God has created. Go ahead and start.

The kids will immediately realize the paint is missing. Act surprised that they're having trouble and play it up for a moment, then say:

Does it work to paint without paints? Take responses. What if I had given you the paints, but no paper? Take responses.

Show each supply as you say the following: You can paint a beautiful masterpiece only if you have all the supplies, right? Pause. You need paper, a paintbrush, paints, and water. If you have all the needed supplies, you can get the job done.

**TG2:** In the same way, God created each of us on purpose for a purpose. He has special jobs created just for you (point to each person) and you and you and you. Every one of us is needed. Every believer is part of the team. We could say we are the hands and

- Body Poster
- Day 5 Animal Pal Poster
- Paper, 1 piece per person
- Kids' small paintbrushes or cotton swab "paintbrushes," 1 per person
- 1 box of watercolor kids' paints
- 1 small bowl of water

feet of Jesus on earth because we do what he would want us to do. In this way, we're part of his body. When we all work together as the body of Christ, we get amazing things done for his glory!

### Example 2: All Parts Needed

**TG 1:** Now let's think of this. Put up the **BODY POSTER**. Take away the heart.

**TG 2:** Could our bodies function without our hearts? Take responses.

**TG 1:** Take away the lungs. Could we function without our lungs? Take responses, and take away the other parts, discussing what would happen without them.

**TG 2:** We need every different part of our bodies for them to work, don't we? We need the heart and the lungs and the brain and every other part.

**TG 1:** The Bible talks about people belonging to the body of Christ. In this context, "the body of Christ" is all the people who are part of God's family. Every member of God's family is part of the body of Christ.

**TG 2:** Do you know for certain that you are part of God's family? We talked about that yesterday. If you are, the Bible explains how very important every single member of the body of Christ is. Let's check it out in 1 Corinthians 12:14–26.

Depending on time, you can read it, you both can take turns reading it, or everybody can read it out loud together. You may also want to paraphrase it.

After you finish reading it, show the **DAY 5 ANIMAL PAL POSTER**.

**TG 1:** Ringo the Dingo has a purpose in the animal kingdom, and each of us has a special purpose in God's kingdom. We were created on purpose for a purpose. Everyone has different jobs and talents, and God wants us to work together, like our human body does, to get things done for him. For instance, let's imagine what VBS would be like if every person was a song leader, but nobody could do any of the other jobs. What would be missing? How fun would it be? Discuss this.

**TG 2:** God made us all to have different jobs. But there's one job all Christians have in common—telling others about him. No matter what we do with our lives or how we may serve Jesus, our main job is pointing others to him.

Move on to the puppet pal to talk more about working for the Lord.

### Part 3: Puppet Pal (3 minutes)

**Pre-prep:** Get the puppet stage ready. Tape the **SCRIPT** in place.

**Puppet:** Enter looking dejected.

**Teacher:** What's wrong, Sydney?

**Puppet:** I heard you telling the kids about having special abilities, and now I feel sad.

**Teacher:** Perplexed. Why does that make you feel sad?

**Puppet:** Because I don't have any special talents that God can use. I'm just ordinary, old me.

**Teacher:** Wait just a minute there, Sydney. Did you know the Bible tells us that if you're part of God's family, he *does* have special jobs planned for you to do?

**Puppet:** What do you mean by special jobs?

**Teacher:** Well, our Bible verse says we are his workmanship. That means we're a special masterpiece made by God. And it goes on to say that God made us for good works that he prepared for us to do.

**Puppet:** Are you sure some of those works, or jobs, are for ordinary kids?



 Gospel Opportunity



- Day 5 Puppet Script, 2 copies
- Puppet and clipboard

**Teacher:** Oh, yes! If we've received the gift of eternal life by repenting and believing in Jesus, then we're part of God's family! And he has special jobs for us!

**Puppet:** But a kid could never do some of the jobs people in the Bible did, like leading people through the Red Sea like Moses did or building a special temple for God like Solomon.

**Teacher:** The nice thing is, you don't have to. That was God's special plan for Moses and Solomon. He has a different special plan for each of us.

**Puppet:** Like what?

**Teacher:** Time will tell, but I know that God specially created each boy and girl here to carry out his plan. Maybe someone here will be a great cook, and God will use them to help make food for people. Or maybe someone will be kind and caring and take care of sick people. Or maybe somebody will want to travel across the world and tell others about Jesus. Or maybe someone will want to work at a Christian orphanage. The possibilities are endless!

**Puppet:** You know what my favorite thing to do is?

**Teacher:** What?

**Puppet:** *Act embarrassed.* Oh, I probably shouldn't tell you. You'll tease me.

**Teacher:** I won't tease you.

**Puppet:** Promise?

**Teacher:** I promise.

**Puppet:** *In a loud whisper.* I like to clean.

**Teacher:** That's fantastic! Maybe God has planned special works for you to do that involve cleaning.

**Puppet:** Ooohh! That would be exciting! Maybe I could help clean the church. Mmmm! I can just smell the dusting wax now.

**Teacher:** Or maybe you could help clean at an orphanage or a hospital. That would be a great way to care for people. And maybe you could even tell them about Jesus while you're there.

**Puppet:** That sounds exciting! But, still, sometimes it seems like the kids who are good at sports or who are super smart or who are always up front have more important jobs.

**Teacher:** That's the cool thing about being part of God's family. Nobody's less important than anyone else. God designed every person to be good at different things, so all the jobs get done. What if everybody was good at sports, but nobody was good at cleaning or cooking? We wouldn't have clean clothes or food to eat.

**Puppet:** Yeah. I guess that's true.

**Teacher:** You see, we don't become part of God's family by *doing* good works, but once we *are* part of God's family, it's exciting to be part of his plan and do the special things he has planned for us to do.

**Puppet:** Well, awhile ago I felt sad, but now I feel glad. You don't have to do a job like famous people, or like any other person's. You just need to do the special jobs God has for you.

**Teacher:** That's right, Sydney. We need to read the Bible, pray, and obey God. We can say to God, "What I really want to do is live each day for you." As we just live out our lives day to day, he'll show us what those special jobs are.

**Puppet:** What I really want to do is live each day for you. I want to remember that.

**Teacher:** I agree. Before you go, let's say it together. *Do so.* Well, it's time for Sydney to go now, so let's say, "G'day, mate!" *Do so.*

## Part 4: Using Your Life Stories (as time allows)

**Pre-prep:** Decide whose stories you want to share (see below), and gather pictures of them. If choosing the ones written in here, the pictures can be printed from the Digital Resources.

Allow a little time at the end to share these or other real life stories. Feel free to use what we've provided, or think of people you know and how they're using their lives for God. You may even want to share yours!

**TG 1:** God doesn't want us to compare ourselves to other members of the body of Christ. He wants us to work together to bring glory to him and tell others about Jesus! Just like we needed every one of the supplies to be able to paint a masterpiece, we need every member of the body of Christ. If you're part of God's family, God has a special purpose and plan for your life. Let's check out some real, live people and how God is using them!

### Stories

1. This is Miss Pat. Miss Pat has loved to cook all her life. She makes food almost every day for people who are sick or in need. She uses her time, money, and talent doing good works for God that bless others in need. She's not doing these good works to earn a ticket to heaven, but she's doing them because God created her to do them, and it brings her joy to do so.
2. This is Jefry. Shortly after he was born something happened that caused his brain to be damaged. This affects how he moves, stands, hears, and talks. He's learned to use signs to communicate, and when he was 7, he learned how to walk, even though his movements are difficult for him to control. The way he walks doesn't look like how many of you walk. Jefry likes to help out in different ways—sweeping the floors when he goes to therapy sessions, helping his dad at church, and so forth. Jefry is made in God's image.
3. This is Miss Pattie. She's 90 years old and is homebound now. She can't drive or get out, but you know what good works she can do for God? She can pray. And she does. She prays for hours a day. She prays for children just like you!
4. This is Kieran. You and Kieran may be a lot alike in many ways. He loves to listen to music, swim, and eat chips and guac. You may notice some differences, too. Kieran is missing a small section of DNA, and that causes him to need more help with school, with his speech, and with his heart. He covers his ears when noises get too loud because the sounds hurt his ears. Just like you, though, Kieran is made in God's image. Kieran likes to tell people about Jesus and prays for his friends who don't know Jesus. He shares the truth of God's creation in his school with his teachers. God is using Kieran to teach many people about loving and caring for each other.

If time, have the students share people they can think of and ways these people are using their lives for the Lord.

## Part 5: Review Game (5–10 minutes)

### Option 1—Zoom-A-Round

This is the faster option each day. Put 60 seconds on the timer. Quickly read a question, and have everyone shout out their answers as soon as you finish reading the question. As soon as you hear someone say the right answer, affirm that answer and move to the next question. The group as a whole wins if they get through all the questions in one minute.

### Option 2—Flip the Flop

Let's return to this fun outback game today. Gather one small cone or ball and one flip-flop per team. Divide into two or more teams. Ask a question. On the count of three, have the teams

Using Your Life Pictures

Timer

Flip-flops, 1 per team  
 Cone or ball

 One test church used painter's tape instead of a cone or ball.

shout out their answers. Each team that answers correctly gets to flip the flip-flop, meaning throw a flip-flop at an established target (the cone or ball that is a distance away). Any team that has their flip-flop land so it is touching the target gets a point. If nobody does, the closest team to the target gets a point.

## Questions

1. Who is today's animal pal?

Answer: Ringo the Dingo. Ringo reminds us we are all created *on purpose for* a purpose.

2. What is the ascension?

Answer: When Jesus went back to heaven.

3. Where is Jesus now?

Answer: In heaven.

4. What would happen to our bodies if we didn't have our heart?

Answer: We would die.

5. What would happen to our bodies if we didn't have our lungs?

Answer: We couldn't breathe and we would die.

6. How does that compare to us being part of the body of Christ?

Answer: Every believer is needed and has special jobs God has planned.

7. Recite Ephesians 2:10

Answer: In ESV, it says: For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.

8. What is a job God might have for someone who likes to serve others?

Answers will vary.

9. What is a job God might have for someone who likes to teach?

Answers will vary.

10. What is one job God has for all Christians?

Answer: To tell others about Jesus.

## Apply It!

In the remaining time, complete one or more of the following ideas in class.

Put a stamp in the Adventure Journal, or group guides can do so as the kids first arrive at VBS. Pass out the *Exploring God's Word* Bible studies and the Fearfully and Wonderfully Made bookmarks.

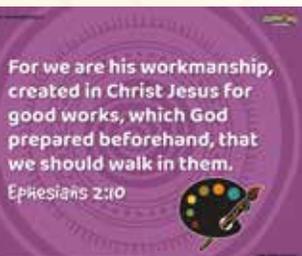
### Part 1: Fair Dinkum Verse

**Pre-prep:** Hang the **DAY 5 MEMORY VERSE POSTER** and cue the memory verse song.

**Today's Verse:** For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. Ephesians 2:10

Practice the verse several times by playing the appropriate song from the Memory Verse CD and using the **DAY 5 MEMORY VERSE POSTER** as a reference. Then try the Challenge.

**Challenge: Check Your Balance**—Say the verse while standing with both feet on the ground. Next, say it while balancing on just one foot, then while balancing on the other foot. Now try saying it while balancing on one foot and closing your eyes. Can you make it the whole way through before losing your balance?



- Day 5 Student Guides, 1 per child
- Adventure Journals, 1 per child
- Stamp for Adventure Journals
- Fearfully and Wonderfully Made bookmarks, 1 per child
- Exploring God's Word* Bible studies, 1 per child
- Day 5 Memory Verse Poster
- Memory Verse Music and player

## Part 2: Go and Do

- Pray and ask God to use you now and as you grow up for his glory (glory = making much of God). Use 1 Corinthians 10:31 and Ephesians 2:10 to guide your prayer.
- Who can you say hello to today that seems sad or lonely? That's just one little example of how God can use you! Be on the lookout!
- Do you have a particular interest or interests? Brainstorm how you might be able to use those now to honor God and help others. Remember—the one main job we all have is to point others to our amazing God.
- Ask your parent or guardian to share a time when someone helped them in a special way.
- Check [AnswersVBS.com/zrkids](http://AnswersVBS.com/zrkids) for more fun information!

Ask yourself this question: What good works might God have for me to do?

### Just for Fun Song: “Head, Heart, Hands and Feet”

Sing to the tune of “Row, Row, Row Your Boat.”

**Head, heart, hands and feet** (Touch each part as you name it.)

**Use them for the Lord** (Touch them in reverse order.)

**Care for others, love them well** (Hug yourself.)

**And tell them of God’s Word** (Make an open Bible with your hands.)

- “Head, Heart, Hands and Feet” on Simple Songs CD
- MP3 or CD player



# Leading a Child to Christ

*“For I am not ashamed of the gospel, for it is the power of God for salvation to everyone who believes.” Romans 1:16*

VBS presents an ideal opportunity to share the life-changing gospel of Jesus Christ with all attending. Every leader and team member should be ready to clearly present the gospel and counsel those wanting to learn more. Children are usually soft-hearted toward things of the Lord, and some will be interested in becoming a follower of Christ. Be ready, because eternal matters matter most!

## Before

- **Pray.** Salvation is God’s work, not ours. We cannot bring about salvation for anyone. We need to ask God to prepare the children and open their hearts to him.
- **Be prepared.** Learn more about presenting the gospel and counseling a child about salvation.

## During

The gospel will be presented during the lesson time. Opportunities may arise, however, to share with a child one-on-one or with a small group of children. If so, keep the following in mind:

- Becoming a child of God involves repenting of one’s sin and having faith in the death and resurrection of Jesus Christ. Repentance involves understanding what sin is (disobeying God’s commands) and desiring to turn from that sin.
- You can use *How Can I Become a Child of God?* to explain the plan of salvation. Along with this, use your Bible. Children need to see and hear God’s Word, so have your Bible opened and marked ahead of time with the appropriate scriptures.
- Avoid abstract phrases like “asking Jesus into your heart.” Instead, use terminology like “becoming a child of God.” Most children still think in concrete terms and need examples that are easy to understand.
- If a child indicates an interest to know more after hearing the gospel presentation, ask questions (such as one or more of the following) that require more than a “yes” or “no” answer:
  - » What do you want to talk to me about?
  - » Do you know what sin is?
  - » Can you think of a specific sin (wrong) you have done? Are you bothered by your sin?

**These questions are important.** A child who cannot verbalize a sin or does not seem to be repentant about being a sinner may not fully understand his need for a Savior. In this situation, you might list a child-oriented example of sin and ask him to notice any time he catches himself sinning over the next few days. Give him *How Can I Become a Child of God?* Pray with him, then send him on his way. Check back a day or two later, if possible.

- » Why did Jesus come to earth? Why did Jesus need to die? Why did Jesus rise again?
- » Why do you want Jesus to be your Savior?
- » Why should God let you into his family? (Make sure the

child understands that salvation is not based on what he does, but is a gracious gift of God through faith in the death and resurrection of Jesus.)

- Pray for discernment while listening to a child’s answers.
- When a child seems to have a basic understanding of salvation (belief in Jesus’ death and resurrection, admission of and repentance from sin, and a desire to follow the Lord), encourage him to talk to his parents about what it means to become a child of God (if they are followers of Christ). Encourage a child who comes from a non-Christian home to verbalize his understanding to the Lord through prayer. There is no one prayer that should be prayed. Encourage him to ask the Lord to forgive him and help him know he is a child of God.
- Let him see in your words and your face that you are excited that he wants to become a child of God! Read Luke 15:10 to him.
- Some children may not want to make decisions but may want to learn more, to be assured of salvation, or to confess sin. Read Romans 10:9–10 and John 10:28–29 with children who are seeking assurance of their salvation. Encourage them to ask the Lord to help them know they are his children. If a child wants to confess sin, read 1 John 1:9 with him and encourage him to ask the Lord to help him know he is forgiven when he repents.

## After

- Review what it means to be a child of God.
  - » How long does God keep his children? (Hebrews 13:5b, John 10:28–29)
  - » Can anything separate God from his children? (Romans 8:38–39)
  - » What happens when God’s children sin? (1 John 1:9)
  - » What do children of God believe? (Romans 10:9)
- Explain that Jesus loves his children and wants to spend time with them. Discuss practical ways to grow as a child of God. Provide him with *Growing Up in God’s Family*, and share the following:
  - » Read your Bible, and obey what you read. You can start your Bible reading with the short Bible study you will receive the last day of VBS. (Make sure he has a Bible at home, and if not, provide one. Write his name, the date, and the occasion [VBS] on the presentation page.)
  - » Pray every day. Prayer is talking to God.
  - » Go to a church that believes and teaches the Bible as the Word of God.
  - » Tell others about Jesus. Tell your friends, family, and neighbors how they can become children of God.
- Fill out a Decision Card. Turn in to the VBS director.
- Stay in touch with the child through postcards, visits, or phone calls. Invite him to upcoming church events.



# SUPPLY LIST

## Every Day

- Destination Posters with arrow, preferably laminated
- Animal Pal Posters
- Memory Verse Posters
- Theme Verse Poster
- Daily Puppet Scripts, 2 copies
- Simple Songs
- Bible or children's Bible
- Costumes for teachers
- Mounting putty or tape for hanging posters
- Piece of dark paper that is at least 17x22
- Puppet stage or suitcase with lid flipped up
- Boy or girl puppet in costume
- Clipboard
- Memory Verse Music and player
- MP3 or CD player for song at end of lesson
- Writing and drawing utensils
- Timer

## Day 1

- Made in God's Image Poster
- Monkey-to-Man Poster, laminated, and dry erase marker
- Missing Link Poster Set
- Doodle Pattern, 1 for demo or 1 per person
- Doodle Pattern Answer Key
- Tape measure
- Chenille stems, 8 per person (any colors)
- Option 2 Review Game: flip-flops, 1 per team, and cone or ball
- Optional: pictures or slides of the outback
- Optional: Nebraska Man picture
- Optional: picture of Aboriginal people in chains

## Day 2

- Parts of the Body Poster Set—Bones, Nose, DNA, Hands, Eyes, Mouth

- Dry erase boards and markers, or paper and writing utensils, 1 of each per team
- Rag doll
- Grain of rice
- Quart jar
- 4-6 zippered baggies or condiment cups with lids, one set for demo or one set per person
- 4-6 cotton balls (for demo or per person)
- 4-6 of the following scents (for demo or per person): pickle juice, lemon extract, coffee, peppermint extract, pineapple juice, liquid garlic, or vanilla extract; or 4-6 essential oils
- Long paper strips, 1 per person
- Ball(s)
- 1 small non-breakable mirror for every 1-2 children (or a big mirror they can all look in)
- Onion, knife (adult only) and cutting board
- Option 2 Review Game: large spoons and plastic eggs, 1 of each per team, and cones or tape for start and finish lines
- Check Your Sight supplies—mirror or cell phone camera, 1 per person or small group
- Optional: turtle, fishbowl, or aquarium with fish
- Optional: pictures or slides of the Great Barrier Reef

## Day 3

- Baby Jesus/Young Jesus Poster Set, laminated
- Boomerang Game Poster, 1 per class, or Boomerang Game Pattern, 1 per person
- Boomerang Clue Sheet
- Option 2 Review Game: Platypus Power Sheet, 1 per team
- Door hanger
- Game pieces, 1 per team or person
- Dice, 1 for the teacher or 1 per person
- Optional: pictures or slides of the coast

## Day 4

- Gospel Poster Set
- Pictures or slides of a variety of people
- Eucalyptus leaves (teacher only)
- Picture of a koala, sugar glider, and ringtail possum
- Jelly beans, 1 per person
- SMYLE! Poster (see Pre-prep)
- Gift-wrapped box (lid separate)
- Red heart
- Gift to put inside package (can be anything)
- Four signs for Four Corners Australia (see Pre-prep)
- Optional: pictures or slides of the eucalypt forest
- Optional: SMYLE! Handprint Pattern, 1 per person

## Day 5

- Gospel Poster Set
- Body Poster
- Mini Gospel Poster Sets, 1 set per person or pair
- Using Your Life Pictures
- Rubber bands, 1 per person or pair
- Sheet, tarp, or dropcloth
- Paper, 1 piece per person
- Kids' small paintbrushes or cotton swab "paintbrushes", 1 per person
- 1 box of watercolor kids' paints
- 1 small bowl of water
- Option 2 Review Game: flip-flops, 1 per team, and cone or ball
- Optional: opal or picture of an opal
- Optional: pictures or slides of Coober Pedy

## Student Extras

- Daily Student Guides, 1 per child
- Adventure Journals, 1 per child
- Stamps for Adventure Journals
- Gospel bookmarks and Fearfully and Wonderfully Made bookmarks, 1 of each per child
- Exploring God's Word Bible Studies, 1 per child

