



LAND DOWN UNDER LESSONS

# PRE-PRIMARY



## TEACHER GUIDE

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**Zoomerang**  
AnswersVBS

**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)**

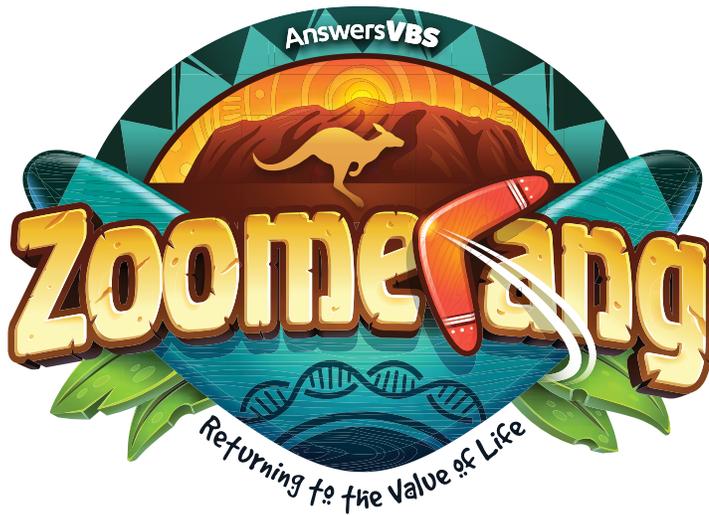
**Teaching patterns (all age groups)**

**Simple Songs**

**Classroom decorations**

# PRE-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—Uluru	Great Barrier Reef Life	Coastal Life	Forest Life	Outback Life—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>	Creation of Man Genesis 1:26–28, 2:7–23	Fearfully and Wonderfully Made Psalm 139:13–16	Jesus' Birth and Herod's Reaction Matthew 1–2; Luke 2	Jesus' Life, Death, Resurrection—Gospel Presentation Select Scriptures	Jesus' Ascension; Left for a Reason Acts 1:6–11; 1 Corinthians 12:12–26	
<b>Fair Dinkum Verses</b>	So God created man in his own image. Genesis 1:27	I am . . . wonderfully made. Psalm 139:14)	And as you wish that others would do to you, do so to them. Luke 6:31	Jesus said . . . "I am the resurrection and the life." John 11:25	For we are his workmanship. Ephesians 2:10	
<b>Animal Pals</b>	Jumpin' Jack the Kangaroo	Shimmer the Coral	Bill the Platypus	Paula the Koala	Ringo the Dingo	
<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>Exploration Stations</b>	<b>Discovery Center</b>	Let's Hear It for Ears!	Touch Time	Do You See What I See?	Smell-a-Thon	Edible DNA
	<b>Touch Table Water</b>	Baby Care	Baby Care	Baby Care	Baby Care	Baby Care
	<b>Touch Table Sand</b>	Monkeys and Man	Bare Bones	Fun Faces	Craft Stick Cross	Sandy Work
	<b>Dramatic Play</b>	Doctor's Dress-Up	Doctor's Dress-Up	Doctor's Dress-Up	Doctor's Dress-Up	Doctor's Dress-Up
<b>Coloring Corner</b>	Genesis 1:27	Psalm 139:14	Luke 6:31	John 11:25	Ephesians 2:10	
<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	



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### Pre-Primary Teacher Guide

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# 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 countdown, 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. Become familiar with the Pre-Primary section of the Digital Resources. Begin to pray and plan, 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. Ask leaders to help man the exploration stations each day. Post the directions and teaching tie-ins at each station every day as an easy reference for your helpers. (See the Digital Resources.) If possible, gather all the supplies for the exploration stations and lessons before the week begins. It's particularly helpful to organize them by station and by day so they are ready and easily switched from day to day.
6. A puppet is used each day sometime during the lesson. It may also be used to welcome the children, sing a song, or review the lesson or a memory verse. The puppet comes up from the puppet stage if there are two of you to do the puppet skit. Or if working alone, the puppet can come up from behind a suitcase that is flipped open. See Decorating Decisions.
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 of the teachers at one test church added new items in the pockets or on the vest each day, such as beanie baby kangaroos and snakes on Day 1, pictures of parts of the body (eye, ear, bent leg, etc.) taped on for 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 as you interact with them. Name tags help with this.
11. Think safety. Read the Child Safety Precautions file on the Digital Resources for more information.
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. Use your Bible throughout the lessons at the appropriate times. Bookmark the passages for quick access. Through your facial expressions and your actions, show 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. (Make sure to 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. 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.
17. Modify the Exploration Stations as your situation warrants. Set them up as suggested or incorporate one or more ideas into the lesson time to do with the whole group at one time.
18. Children generally rise to the level expected of them, so challenge them to work on memory verses and complete their take-home student guides.
19. Use brown lunch bags labeled with the child's name to send everything home each day.
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 and can be used to help us be more effective in teaching and interacting with them.

First, you'll see characteristics of children in general and then characteristics of Pre-Primaries (ages 4–6) specifically.

## Characteristics of Children

Children have some common characteristics.

- They are born sinners.
- 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 God.

## Characteristics of Pre-Primaries

### Physical Characteristics

Pre-Primaries are active and more confident in physical activities like jumping, hopping on one foot, and walking backwards. They love to be moving. They're improving in hand-eye coordination. They're rapidly growing and may need rest after active play.

### Takeaways for Us

Pre-Primaries like to play hard, so keep them moving with short, simple games and activities. They may need to sit and rest for a brief time afterward.

### Emotional/Social Characteristics

Pre-Primaries are less fearful than Toddlers but still often exhibit common fears, such as fear of dogs and the dark. They can have emotional extremes and are testing others to see who can be controlled. They want to please

adults and want praise. They will often mimic adults' behaviors. They like imaginative play. Pre-Primaries can handle small tasks and levels of responsibility.

### Takeaways for Us

- Let them be helpers. Give them simple jobs to do and have them help pick up things and straighten the room at the end of the lesson. Let them know they've done a good job.
- Give them opportunities to dress up and play imaginatively.
- Be consistent in discipline. Let your "yes" be "yes" and your "no" be "no."
- Be careful to walk worthy—act and speak in godly ways. Little eyes are watching and will want to imitate you!

## Spiritual/Mental Characteristics

Pre-Primaries talk a lot and ask a lot of questions, including questions about God. They understand that sin is disobeying God's commands. They need a lot of guidance in tasks but can also follow a simple series of directions. They have an attention span of approximately five minutes. They enjoy doing new things and hearing stories and songs. They're not always able to tell the difference between reality and fantasy. They're developing attitudes toward right and wrong and can do basic memory work.

### Takeaways for Us

- In downtime, give them time to ask questions and be ready to patiently answer. But while you are teaching, be careful you don't get so wrapped up in letting them talk that the lesson doesn't happen!
- Vary activities often. The longer an activity goes, the wigglier they'll become!
- When engaged in pretend activities, name them as such (e.g., "Let's pretend to be explorers!"). At the same time, point out often that God's Word is not pretend but true.
- Repetition in songs and stories works well and is enjoyed by Pre-Primaries.
- Sing the memory verse songs with them. They will be able to learn at least parts of the verses by the end of the week.
- Use visuals.
- Teach them about sin and asking God for forgiveness.
- Show interest in each child, helping them sense your care and interest in them.
- Be careful to speak accurately and truthfully.
- Show care and respect for your Bible and help them see your love for it and for the Lord.

# 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 session is written as a 35–40-minute period, divided into two segments: Exploration Stations (15–20 minutes) and Lesson Time (15–20 minutes). You can either keep your group together for the stations and lesson time or divide the group in two, with each half switching places after 15–20 minutes.

If stations aren't possible, simply choose one or more of the station activities to incorporate into your lesson time as an activity for the whole group, rather than having a separate area for them.

## Exploration Station Time

There are five stations to choose from: Discovery Center, Touch Table Water, Touch Table Sand, Dramatic Play, and Coloring Corner. These stations can be in the same room as the lesson time or in an adjoining room. If both the stations and the lesson time are in the same room, set them up at opposite ends of the room if possible.

When the children enter the stations room, you may want to have them first sit while you briefly explain each station and teaching tie-in. Then the children can rotate in small groups through each station every few minutes, or they can independently move from one to another, which is what our test churches do. If you plan to have them all move at a certain time, you may want to use some kind of a transition signal, like ringing a bell softly, playing a tune, or flicking the lights.

Photocopy the directions and teaching tie-ins for each station (see Digital Resources) and leave them at the appropriate stations for leaders to reinforce. The children don't need to do every station each day. Send the coloring page home daily, colored or uncolored.

See the Exploration Stations supply list on the back cover for a list of the supplies needed each day. Post the signs with each station's name (Digital Resources). For the Touch Table, use a small wading pool or large, clear, under-the-bed storage container, partially filled with play sand or water. Place it on a plastic tarp or tablecloth to catch the spills—or purchase an actual water/sand table.

Check the Decorating Decisions section for more specifics on setting up the Dramatic Play area to look like a doctor's office and the Coloring Corner to reflect a Christmas in July theme (a big thing in Australia).

## Lesson Time

The lesson time is divided into three sections:

**Introduce It!** (5 minutes or less): This is a time to begin the lesson in an interesting way.

**Teach It!** (10–15 minutes): This deepens the lesson, with the teachers sharing the Bible account and apologetics info.

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

Ideas are given throughout the lessons to adapt the activities to your time period. There are many possibilities. Choose the activities from the options given that will fit your time frame, shortening or skipping some as needed.

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 format also works if teaching alone. If team teaching, decide ahead of time who will teach what. If teaching alone, either find someone to help with the daily puppet script or work the puppet yourself, having it come up from behind a suitcase.

Check the Decorating Decisions section for specifics on decorating the classroom for Land Down Under Lessons.

# Memory Verse Songs

We have partnered with Seeds Family Worship and Majesty Music 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 easily learn their Bible verses. If you choose to use these songs, we suggest using them (either video or audio) during the memory verse time in each lesson. The Music USB comes

with the purchase of a Super Starter Kit and can also be purchased separately. 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). The option you choose will determine which type of media device you use to play it.

## 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.

# Sample Schedule

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.

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)		

## 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: during lesson time, during snack time (a good time to review!), or at the end of the day (a good time to pass out bookmarks, student guides, and other items that need to make it home safely).

**Simple Songs:** The songs referenced throughout this guide that are for Pre-Primaries and Toddlers are available on the Digital Resources (you'll need to upload them to an MP3 player) and on a separate *Simple Songs for Kids* CD (11-9-141) that you can play in a CD player. You may want to purchase one of the CDs for each child.

**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 with the students to be completed with a parent or caretaker. This is what our test churches do. If you send the guides home, motivate the kids to do them because they are full of good information. Give them to the group guides to pass out at the end of the day. Then have the group guides check with the kids the following day to see how they did and make a big deal about their hard work. The student guides are available in packs of 10.

- Pre-Primary ESV (11-9-073)
- Pre-Primary KJV (11-9-134)

**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 would like to first 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 group guides can go over them during snack time. These are available in packs of 10.

- Pre-Primary/Toddler ESV (11-9-090)
- Pre-Primary/Toddler KJV (11-9-138)

**Australia Maps:** These maps of Australia are available in packs of 10. They can be passed out at the end of class or at the end of the day.

- Australia Maps—ESV (11-9-078) KJV (11-9-140)

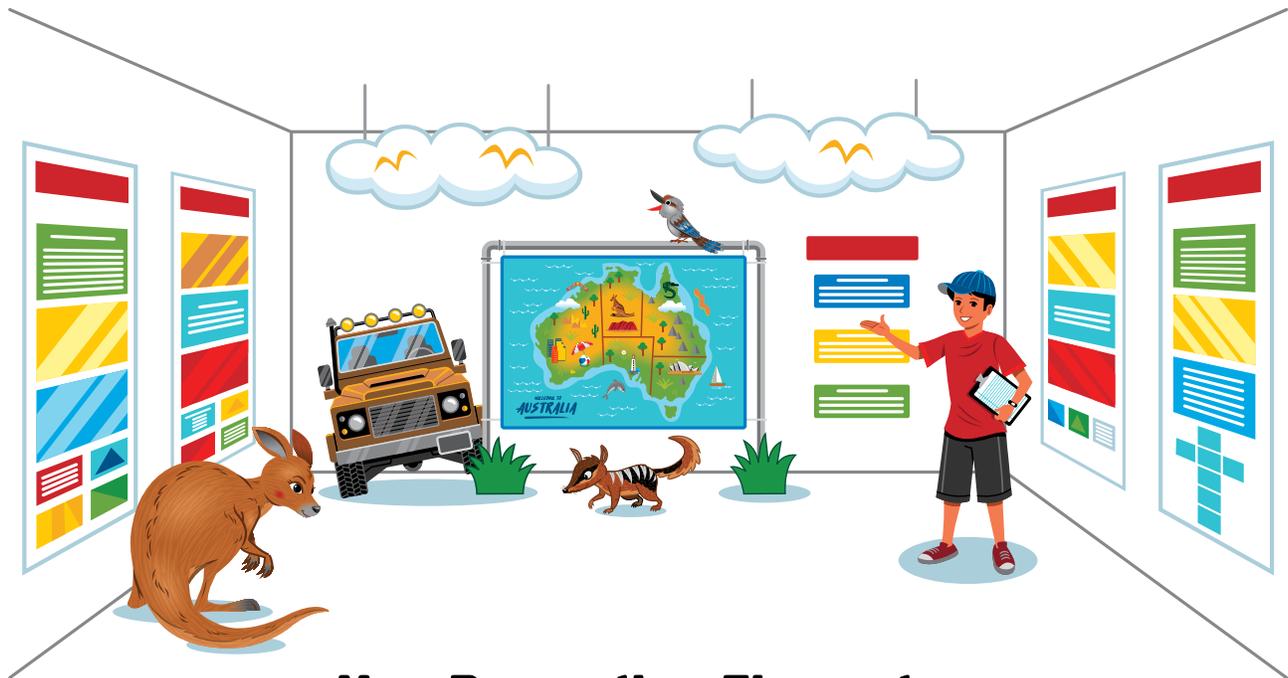
**Bookmarks:** These are available in packs of 10 and can be passed out at the end of class or at the end of the day.

- Gospel (11-9-076)—Day 4
- Fearfully and Wonderfully Made (11-9-077)—Any day

**Exploring God's Word:** This little booklet encourages your students to continue studying 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. Available in packs of 10 (11-9-075).

# 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.

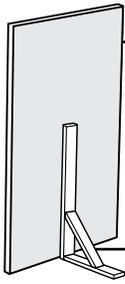
### DIY ALTERNATIVE

You can create your own classroom backdrop by transferring an image of Australia onto a large (at least 6x6-foot) 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.





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.

## 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.

## 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.

## 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, if necessary, and cut out.

- Add a thin ( $\frac{1}{2}$  inch) black border to your painted props. This helps them stand out better and makes the colors appear more vibrant.
- 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 Pre-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!

# Exploration Stations

Pre-Primary classes will also enjoy Exploration Stations, which will include a dramatic play area, touch tables, a discovery center, and a coloring corner. Further information about these areas can be found on page 15, but check below for details on how to make the dramatic play area and coloring corner.

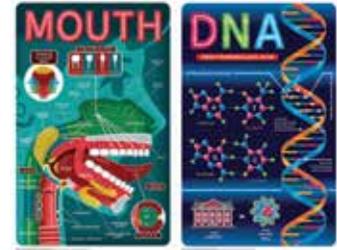
## Doctor's Office Dramatic Play Area

This area can be set up in a variety of ways. If you have the space, make a separate waiting room along with the doctor's office. In the waiting room, place chairs, toys, and magazines. Add windows by hanging squares of blue roll paper or poster board, framing them with white scalloped bulletin board trim (available at teacher supply stores), and adding window grids made from strips of white poster board.

In the doctor's area, a child's table can serve as the examination table. Add posters about the human body (see [Teaching Posters](#)) and provide "patients" (baby dolls),

doctor supplies (play stethoscopes, bandages, plastic gloves, etc.), and old white shirts for doctor lab coats.

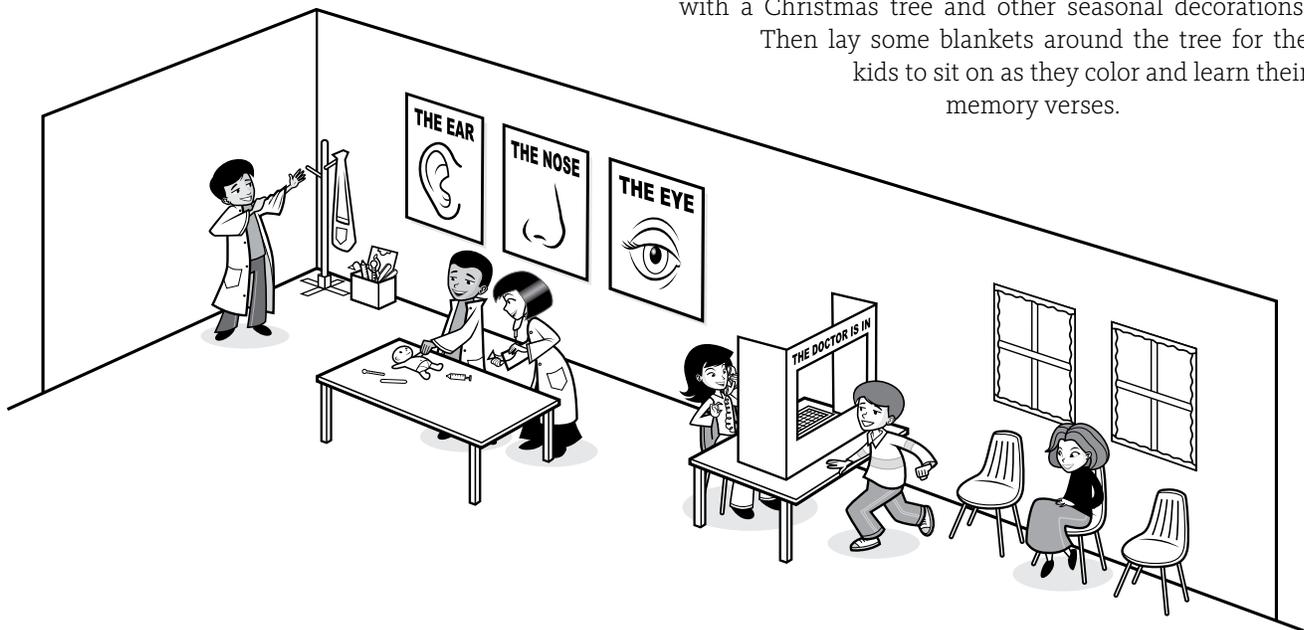
Divide the two areas with a receptionist desk and window made from a tri-fold presentation board and a child's table. Simply cut a large rectangular hole in the center panel of the board, decorate as desired, and place on top of the table. Equip the receptionist desk with a phone, a computer keyboard, clipboards, and other supplies. You're now open for business!



## Christmas in July Coloring Corner

Because Australia is in the southern hemisphere, its winter season happens during the months of June, July, and August. As a result, Christmas in July is popular in the Land Down Under, so decorate a corner of your room with a Christmas tree and other seasonal decorations.

Then lay some blankets around the tree for the kids to sit on as they color and learn their memory verses.



DAY 1



# The Beginning of Life

MADE IN GOD'S IMAGE

## BIBLE PASSAGES

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

## APOLOGETICS CONTENT

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

## FAIR DINKUM VERSE

So God created man in his own  
image. (Genesis 1:27)

## AREA OF AUSTRALIA

Outback Life—Uluru

## ANIMAL PAL

Jumpin' Jack the Kangaroo

## LESSON AIM

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

## Today's Exploration Stations

- Discovery Center: Let's Hear It for Ears!
- Touch Table Water: Baby Care
- Touch Table Sand: Monkeys and Man
- Dramatic Play: Doctor's Dress-Up
- Coloring Corner: Genesis 1:27

## Today's Lesson at a Glance

### INTRODUCE IT!

- Destination 1: The Outback—Uluru

### TEACH IT!

- Part 1: Genesis 1–2
- Part 2: Puppet Pal

### APPLY IT!

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do
- Song 1: "Oh, Be Careful Little Ears"
- Song 2: "God Made Adam, God Made Eve"
- Wrap-Up Review: Happy Face, Sad Face

## 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 frauds.
- 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

# Exploration Stations

## Discovery Center: Let's Hear It for Ears!

### MATERIALS

- Plastic cups with lids or foil rubber-banded on them
- Sets of matching small items such as paper clips, jingle bells, beans, pebbles, crayons, keys, coins

### PRE-PREP

Put an item in each container and cover it. Make sure the containers and lids are not transparent. When finished, you should have five to eight sets of items (10–16 total containers).

### DIRECTIONS

Shake each container to try to find matching sets of sounds.

### TEACHING TIE-IN

God made our ears to hear, and they're a wonderful creation. From the outer shape of them that catches sounds to the ear wax inside that keeps them clean, God thought of everything! Read Proverbs 20:12.

## Touch Table Water: Baby Care

### MATERIALS

- Under-the-bed storage container, small wading pool, real baby bathtub(s), or "official" touch table
- Water
- Tarp
- Waterproof baby dolls (not precious keepsakes!)
- Baby washcloths, mitts, scrubbies
- Baby bath towels
- Soap (can be in pump bottles with mostly water and just a tiny bit of soap—shake up, or can be pre-tend bottles)
- Empty small baby powder bottle

### PRE-PREP

Place a tarp on the ground under the touch table. Partially fill the touch table with water. Today's supplies will be used all week, with additional items being introduced each day so the fun stays fresh. Ask parents or grandparents for donations or check garage sales or used clothing stores.

Note: It would be great to have baby dolls with different shades of skin. Also, if you have enough dolls, you may want to swap them out for different ones throughout the week.

### DIRECTIONS

Wash and care for the babies. Monitor water play carefully.

### TEACHING TIE-IN

You were a baby when you were little, weren't you? Everyone in the world started as a baby, *except* the first two people. Who knows their names? (Adam

and Eve) God made Adam and Eve as grown-ups, and they were the smartest people ever. That means they were never babies like you and me. But they had babies of their own. Let's take care of these babies!

## Touch Table Sand: Monkeys and Man

### MATERIALS

- Under-the-bed storage container, small wading pool, or "official" touch table
- Tarp or plastic tablecloth
- Play sand, available from hardware stores (make sure it's marked play sand, not regular sand)
- Water for wetting down sand
- Wet wipes for cleanup
- Little plastic people like Fisher Price people
- One container of Barrel of Monkeys
- Small opaque plastic or styrofoam cups

### PRE-PREP

Cover the floor under the touch table with a tarp or plastic tablecloth. This will be used all week. Put the play sand in the table and wet it down a bit. Place some plastic people on the sand and cover each one with a cup. Do the same with the monkeys.

### DIRECTIONS

Take turns uncovering the people and monkeys. Decide if each is a person or an animal and put them in two separate piles—all the people in a pile and all the monkeys in a pile.

### TEACHING TIE-IN

The Bible is the true account of how people came to be. It tells us that God made us! But some people don't listen to the Bible and say people didn't start as people but as apelike creatures, like these monkeys. Isn't that crazy? But remember—God made apes apes and people people. What the Bible says is true, and it tells us *God* created us! They can't make a monkey out of me!

## Dramatic Play: Doctor's Dress-Up

This station, which will be a big hit, can be as low-key or as elaborate as you'd like.

### MATERIALS

Choose from the following, depending on your situation. These will be used all week.

Note: It's a good idea to put out only part of the doctor and waiting room supplies the first day and add in new items each day. Check the second and third bullets below for

ideas—or set up just the doctor’s office the first two days and then add in the waiting room on day 3.

- ❑ Doctor’s office decorating supplies, including a small exam table (see Decorating Decisions for an illustration)
- ❑ Doctor supplies (e.g., play stethoscopes, bandages, plastic gloves, old X-ray files, clipboards, small flashlights, white shirts for doctor or nurse costumes, play doctors’ kits, plastic bowls and spoons to feed patients, baby dolls [patients], small blankets, non-breakable magnifying glasses and mirrors)
- ❑ Waiting room supplies (e.g., receptionist desk with an old telephone, an old computer keyboard, clipboards with “forms,” chairs for “patients” to sit on, a table with magazines)

#### PRE-PREP

Set up the doctor’s office and waiting room and gather the other supplies.

#### DIRECTIONS

Dress up and play doctor’s office, using baby dolls as the patients.

#### TEACHING TIE-IN

Do any of you want to be a doctor or nurse when you grow up? Doctors and nurses take care of sick people. They have to study and train for many years to learn about our bodies. Our bodies are very detailed and amazing! But there is someone who knows *everything* about our bodies—God! That’s because he made us! He even knew all about us before we were born!

### Coloring Corner: Genesis 1:27

#### MATERIALS

- ❑ [Day 1 Memory Verse Coloring Sheet](#)
- ❑ Christmas in July area (e.g., a Christmas tree, red and green garland, and other Christmas decorations)
- ❑ Markers or crayons
- ❑ Optional for marker and crayon storage: red or green basket or bucket
- ❑ Optional: glue sticks, stickers, and additional supplies to glue on

#### PRE-PREP

Christmas in July is a big thing in Australia because that is Australia’s winter.

Make or gather Christmas decorating supplies and set them up. These will be used all week. Photocopy the **DAY 1 MEMORY VERSE COLORING SHEET**, one per child. Gather additional supplies to glue on to the coloring sheets if desired, such as cotton balls for clouds or blue cellophane pieces for sky.

#### DIRECTIONS

Color the sheet. Add additional supplies if desired.

#### TEACHING TIE-IN

Explain to the mates that in Australia, people often celebrate Christmas in July because that’s their winter. Christmas is a special time all over the world when we celebrate the most special baby ever—Jesus.

As the mates visit this spot and color, they can practice saying the memory verse on the sheet. Discuss its meaning.

### Additional Exploration Station Ideas

**Body Part Art**—Trace the kids’ hands or feet—or get butcher paper on a roll and make a body pattern for each child. Figure out where various parts go on the body pattern. For instance, place a construction paper heart where the heart goes, crumpled up tissue paper for the tummy, yarn for the intestines, etc. (This could also be done in miniature with an 8.5-by-11-size body pattern and smaller versions of body parts to sticker or glue on, such as a sticker for the heart.) Emphasize how amazing our Creator God is to have perfectly designed each part.

You may want to buy a 3D organ apron (a hit at one test church), a squishy human body, or my body posters, all available online, for a fun visual to go along with this.

**Beach Book Nook**—Because Australia has over 10,000 beaches and is surrounded by water, make an exciting beach spot for reading by putting down some beach towels and beach umbrellas. Use beach tote bags to hold books such as sensory books that kids can feel, smell, hear, and see, along with books about how God made our bodies. Gather others about Jesus’ birth, life, death, and resurrection.

**Flannel Board Fun**—Provide a flannel board with people and items from each day’s Bible lesson, along with animals and items from Australia. Or you can use your flannel board to emphasize different people and how special each is.

**A to Z Australia**—Have magnetic ABC letters attached to a cookie sheet. Teachers name an animal that God made that lives in Australia, and the kids find the first letter of that animal’s name. For example, if the teacher says “koala,” the child finds a K. Emphasize that God is the one who makes all life. (For a list of Australian animals A to Z, check the Director Guide.)

**People Puzzles**—Find puzzles that show all kinds of people. Emphasize that God made each person special and unique. In addition, use simple children’s puzzles (my body) to show different parts of our bodies.

**Texture Trays**—Provide various textures on which and in which the kids can trace words or pictures of key Bible concepts they will learn about. Possible textures include shaving cream or hair gel in zippered baggies that are duct-taped shut (try coloring the hair gel bright yellow), burlap, trays of salt, thick fleece, magic slates, or chalkboard and chalk. Supervise carefully and make sure they know not to put their hands in their mouths. You may want to put out different textures on different days. Provide wipes for cleanup.

**Play Dough**—Play dough is always a favorite, so you may want to feature a station with it all week, adding thematic supplies that have to do with the daily Australian region, such as kangaroo cookie cutters for day 1, pipe cleaners to stick into the play dough to simulate coral for day 2, people cookie cutters and wiggle eyes for day 3, koala cookie cutters and leaves to press into the play

dough for day 4, and play gems to press into the play dough for day 5. You may also want to make scented play dough. Note: Gluten-free play dough is available on Amazon.

### How to Make Play Dough

2 c. flour	2 t. oil
½ c. salt	Food coloring
2 c. warm water	Optional: several different essential oils
4 t. cream of tartar	

Mix the first five ingredients in a saucepan, blending well. Stir over low to medium heat until the dough is formed and is no longer sticky. Remove from the pan, add the food coloring, and knead until smooth. Add a few drops of essential oils to each batch if making scented play dough. After it has cooled, store in an airtight container.

- 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 things
- Piece of dark paper that is at least 17x22
- Tape measure

Teachers can adopt a fun name such as 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.

Note: The approximate time each section takes is listed below. Depending on your schedule, go slower or speed up by skipping something.

## Introduce It!

### Destination 1: The Outback—Uluru (5 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 (Ayers Rock), and cover it with a piece of dark paper. Cut out and laminate the **"YOU ARE HERE!" ARROW** and have it handy to put on the map when noted. Measure how far 25 feet is in your room or from your room to somewhere outside the room.

Welcome the mates as they enter and get settled.

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

**Tour Guide 2 (Teacher or Teaching Assistant):** And I'm \_\_\_\_. Australia is totally "awesome," and we can't wait to show you around!

**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. There are many incredible animals in the outback, including kangaroos. Let's all stand up and do our biggest jump as we think of kangaroos. Do so, 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.

**TG2:** Okay, let's fly on over to the outback and land at today's spot. Have everyone pretend to fly around a little, and then sit down. Here we are at a famous place called Uluru (oo-lar-oo). Let's say that together. Do so. Uncover the **DAY 1 DESTINATION POSTER** and place the **"YOU ARE HERE!" ARROW** by it.

**TG1:** Look at all these pictures of the outback! And here is Uluru. It's a gigantic rock—the biggest single rock in the world! It's a special place to the people who first settled in Australia. They are called the Aboriginal people.

**TG2:** Aboriginal people are part of our family, and all of us came from the first two people who ever lived. Jumpin' Jack our animal pal (show the **DAY 1 ANIMAL PAL POSTER**) is hopping by to remind us that we can know how the very first people came to be by reading our Bibles. The Bible has the answers! Is there someone who would like to carefully bring me the Bible? Have someone do so, treating it as a treasure and reminding them it is not like any other book. It's the only book written by God himself and is the most special book ever.

**TG1:** Okay, are you ready to hear how people came to be? We need you to help us, so do you have your listening ears on? Pretend to put them on.

**TG2:** Awesome! Let's begin!

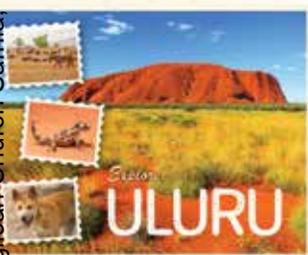
## Teach It!

### Part 1: Genesis 1–2 (10 minutes)

**Pre-prep:** Get the container of dirt ready.

**TG1:** We hear about the first people in the book of Genesis, the first book of the Bible. Let's put up one finger to remind us of the first book of the Bible. Do so. Genesis tells us about the very beginning of time, when God created the world and everything in it. God created the whole world in six days. Let's stand and bounce and count to six. Do so.

**TG2:** During those six days, God made light, the sky (point up!), the sea (make waves), the dry land, the plants (grow like a plant), the sun (make a big round sun), the moon,



Made in God's Image Poster  
Container of dirt  
Wet wipes



and the stars. He also made the fish (be a fish!), the birds (be a bird!), and the animals. Everything he made was good. Let's sit down and give a thumbs-up sign. Do so.

**TG1:** God wasn't finished yet, though. God wanted to make people. God said, "Let us make man in our image" (Genesis 1:26). That means he wanted to make us special, different from the animals.

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

**TG2:** Shake your heads to answer this question. Can animals write books? Shake heads no. Can animals cook for people? No. Can animals drive cars or play the piano? No. Animals are a wonderful creation from God, but they aren't like people. God made people in his image so they could have special relationships with God and others.

**TG1:** Do you know the name of the first person God made? If a few say "Adam," ask "Who?" until all are answering Adam.

Yes. The first person's name was Adam. The Bible tells us God made Adam from the dust of the ground. Get out the container of dirt. Feel this ground. Imagine this becoming a person! Do so, then have them clean their hands with wet wipes.

**TG2:** Let's have everyone lie down on the ground to act this part out.

Once they are all down and very still, say:

At just the right time, when I breathe on you, pretend you're coming to life. Read Genesis 2:7. Pretend to breathe on them, and they will wake up and become a living person.

**TG1:** Wow! That's amazing! God created a person! After God made Adam, he planted a garden in a place called Eden, and he put Adam there. Adam's job was to take care of the Garden (Genesis 2:1-15). Let's pretend we're taking care of a garden. Do so.

**TG2:** Then God told Adam it wasn't good for him to be alone, and he would make Adam a good helper. So God brought the animals to Adam to see what he would name them. Whatever Adam called each animal, that was its name. Pretend to be an animal of some kind and move like that animal. Do so. Adam gave names to all the cattle, and all the birds, and all the beasts of the field. But there wasn't a good helper found for Adam. Let's shake our heads no for no good helper. Do so. Animals wouldn't be able to help Adam tend the garden, and name things, and talk to him, and love and care for him, would they?

**TG1:** So God caused a deep sleep to fall on Adam. Let's get down on the floor and pretend we're in a deep sleep. Don't move or squirm or talk at all. See how still you can be, because it's a deep sleep. Do so, and continue to say the next paragraph as they "sleep." Tour Guide 2 can get behind the puppet stage while Tour Guide 1 finishes this out.

When Adam was in the deep sleep, God took a rib (a bone) from Adam. Then he made the rib into a woman. And God brought the woman to Adam (Genesis 2:18-22). The woman's name was Eve.

Let's wake up from our sleep now and imagine seeing the first woman. Do so.

Adam was so happy! He said: Read or paraphrase Genesis 2:23.

And God blessed them and said his creation was very good (Genesis 1:28-31).

## Part 2: Puppet Pal (3 minutes)

**Pre-prep:** See *Decorating Decisions* to set up the puppet stage. Tape one puppet script inside the puppet stage and place the other on the clipboard. Dress the puppet in a mini VBS T-shirt (use a baby-sized T-shirt and a laminated color copy of the logo that has been cut out and taped to the shirt), a mini khaki vest made from felt, a visor, or something else Australian-inspired.

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.



- Monkey-to-Man Poster**, laminated
- Day 1 Puppet Script** (2 copies)
- Puppet (girl or boy) in costume
- Clipboard
- Dry erase marker

Decide which one of you will be the puppet, and figure out when you need to leave the previous teaching so you will be positioned in time for the start of the puppet pal time.

If you don't have a teaching assistant or co-teacher, enlist someone (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—the jeep or the Australian map. (See *Decorating Decisions*.) 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, Sydney. Yes, I did. I just finished 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, here's a picture 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 is no such thing as an ape-man, an ape turning into a man. When you see those drawings or hear people saying that, just remember that it's not true. Use the dry erase marker to draw an X over the **MONKEY-TO-MAN POSTER**. Erase the X after each class. God's Word is true, and it tells us exactly how people came to be.

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

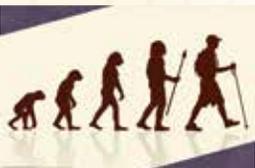
**Teacher:** That's right. God's Word tells us the truth about the past, so we know it's right.

**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, you didn't come from animals. You're special people made *by* God and *for* God, and you're precious to him.

**Puppet:** That's right, mates. See you tomorrow!

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



# Apply It!

In the remaining time, complete one or more of the following ideas in class. You won't have time to do them all, but these ideas are also on the back of the Student Guides. Send the Student 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 today's lesson to real life. They're important!

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

## 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. 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 following Challenge.

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

**Tomorrow's Verse:** I am . . . wonderfully made. Psalm 139:14

Try the Challenge again, this time with tomorrow's verse. You may also want to practice the week's theme verse, using the **THEME VERSE POSTER** as a reference.

## Part 2: Go and Do

- Look up Isaiah 64:8 and Psalm 100:3 with an adult. Who made you? Get some play dough and form it into something. You are the creator of that item (which isn't alive). How is God's creation of you so much greater than what you created out of play dough?
- Talk to God (that's prayer!) and tell him what an amazing Creator he is!
- With an adult, think of some things people can do that animals can't. Here's one to get you started: Animals don't enjoy a sunset and other beautiful things, but people do. God made people special, in his image!
- With an adult, check [AnswersVBS.com/zrkids](http://AnswersVBS.com/zrkids) for more fun information!

Ask yourself this question: Have I thanked God for making me just the way I am?

## Song 1: "Oh, Be Careful Little Ears"

Remind the mates that they must always be careful to examine what they hear and see in light of what the Bible says.

### VERSE ONE

Oh, be careful little ears what you hear  
(Cup your ears.)

Oh, be careful little ears what you hear  
(Cup your ears.)

For the Father up above is looking down  
with love (Point up to the Father and pretend to look down.)

So be careful little ears what you hear  
(Cup your ears.)

### VERSE TWO

Oh, be careful little eyes what you see  
(Point to your eyes.)

### ADDITIONAL VERSES

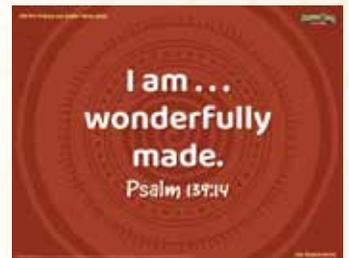
Oh, be careful little feet where you go  
(March in place.)

Oh, be careful little mouth what you say  
(Cup your mouth.)

- 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 CD and player

 Another idea for learning memory verses is to make up motions to the key words of the verse. This can be done with any verse, any day.



- "Oh, Be Careful Little Ears" song
- "God Made Adam, God Made Eve" song
- MP3 or CD player
- Songs are also available on Simple Songs CD (11-9-141)

## Song 2: “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.)

 End each day’s Land Down Under Lesson with prayer!

- Construction paper happy face and sad face
- Tape

## Wrap-Up Review: Happy Face, Sad Face

**Pre-prep:** Make the happy face and the sad face and tape them on opposite walls before the class begins.

As the mates prepare to leave, do this quick and fun review.

Have the kids stand in the middle of the room. Ask yes or no review questions from today’s lesson, and have the kids hop like a kangaroo to the happy face on one wall (yes) or the sad face on the other (no).

- **The name of the first man was Adam.** Yes—happy face.
- **We came from monkeys.** No—sad face.
- **God made you.** Yes—happy face.
- **God made all the world.** Yes—happy face.
- **People are just another animal.** No—sad face.
- **Our Bible verse tells us we are made in God’s image.** Yes—happy face.

DAY 2



# The Wonder of Life

MADE WITH AMAZING DESIGN

## BIBLE PASSAGE

Fearfully and Wonderfully Made  
Psalm 139

## APOLOGETICS CONTENT

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

## FAIR DINKUM VERSES

I am . . . wonderfully made. Psalm 139:14

## AREA OF AUSTRALIA

Great Barrier Reef Life

## ANIMAL PAL

Shimmer the Coral

## LESSON AIM

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

## Today's Exploration Stations

- Discovery Center: Touch Time
- Touch Table Water: Baby Care
- Touch Table Sand: Bare Bones
- Dramatic Play: Doctor's Dress-Up
- Coloring Corner: Psalm 139:14

## Today's Lesson at a Glance

### INTRODUCE IT!

- Destination 2: Great Barrier Reef

### TEACH IT!

- Part 1: Parts of the Body

Option 1: Bones

Option 2: Nose

Option 3: Hands

Option 4: Eyes

- Part 2: Puppet Pal

### APPLY IT!

- Part 1: Fair Dinkum Verses

- Part 2: Go and Do

- Song 1: "Head, Shoulders, Knees, and Toes"

- Song 2: "My God is so Great"

- Wrap-Up Review: All Thumbs

## Preparing for the Lesson

- Read Psalm 139 several times.
- Read this lesson several times and prepare the materials.
- For more information on the amazing design of the human body, visit [Answers-VBS.com/zrfaq](http://Answers-VBS.com/zrfaq).
- 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

# Exploration Stations

## Discovery Center: Touch Time

### MATERIALS

- Pillowcase or sack (not see-through)
- Various small safe items (e.g., children's toys, a toothbrush, a small stuffed animal, a plastic cup, a washcloth, a ball, a washable marker)

### PRE-PREP

Put the items in the pillowcase or sack.

### DIRECTIONS

Children have fun feeling each object and trying to guess what it is just by touching it.

### TEACHING TIE-IN

God made our hands and our fingers so they can feel really well. He put something called nerves inside them that send messages to our brains to let us know what we're touching. The brain gets the message and says, "Oh, that's a hot stove!" or "Ouch, that's prickly." God thought of everything when he gave us the sense of touch.

### ALTERNATIVE SUPER SIMPLE IDEA

Use children's books with different textures to feel in place of the small items in the pillowcase.

## Touch Table Water: Baby Care

### MATERIALS

- Day 1 touch table materials
- Small cups or jugs for rinsing the babies
- Bath toys, stacking cups, and waterproof baby books
- Rubber duckies

### PRE-PREP

Add in the small cups or jugs, bath toys, stacking cups, waterproof baby books, and rubber duckies.

### DIRECTIONS

Wash the baby dolls and take care of them.

### TEACHING TIE-IN

God made you as a precious baby. He made your eyes, your ears, your hair, your body, and every part of you while you were in your mommy's tummy. You're very special to God and to us. In fact, *every* person is precious to God, whether they haven't even been born yet or they've lived a long life and are now old and sick. God loves every person no matter what age they are, what they look like, or what they can or can't do, and so should we! Life is precious. We should handle every person with care!

## Touch Table Sand: Bare Bones

### MATERIALS

- [Skeleton Station Pattern](#)

- Under-the-bed storage container, small wading pool, or "official" touch table
- Tarp or plastic tablecloth
- Play sand, water, and wet wipes
- Cotton swabs
- Fun foam small circles

### PRE-PREP

Hide the ear swabs and fun foam circles in the sand. Laminate several of the skeleton patterns.

### DIRECTIONS

The mates find the "bones" (cotton swabs) and "head" (fun foam circles) in the sand and work together to make a skeleton.

### TEACHING TIE-IN

God thought of everything when he made our bones. They are super strong, but they aren't heavy. It would be hard for us to walk or run if we had heavy bones! God made them so they heal themselves if they break. Our bones make up something called our skeleton. Here's a picture of a skeleton. We're going to try to cover the skeleton with play bones and a head.

## Dramatic Play: Doctor's Dress-Up

### MATERIALS

- Day 1 dramatic play materials
- Any items you want to add in

### PRE-PREP

Add in supplies today that you may have held back.

### DIRECTIONS

Dress up and play doctor's office with the baby doll patients. Particularly pretend to check the dolls for tummy aches today.

### TEACHING TIE-IN

Have you ever gotten a tummy ache? Sometimes you might eat something that makes your stomach hurt, or you get sick and have a tummy ache. But usually, people's tummies feel just fine. That's because God designed each part of your body to work in a special way, including your tummy. God put a kind of juice in your tummy that breaks your food up. This juice is so strong it could even break up metal! Your stomach would break up, too, with this strong juice. But God thought of everything, and he made your tummy with a special lining that becomes a new lining every few days. That keeps your tummy healthy and well. Isn't God amazing?

## Coloring Corner: Psalm 139:14

See directions for day 1, but use the **DAY 2 MEMORY VERSE COLORING SHEET**.

# Introduce It!

- Day 2 Destination Poster with arrow, preferably laminated
- Bible or children's Bible
- Costumes for teachers
- Mounting putty or tape
- Piece of dark paper that is at least 17x22
- Spray bottle with water



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

**Pre-prep:** Put water in the spray bottle. 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 piece of dark paper. Have the "YOU ARE HERE!" ARROW off the map, but ready to hang when noted below.

Welcome the mates as they enter and get settled.

**TG1:** Yesterday, we flew to the outback, where many kangaroos live. Let's hop like kangaroos. Do so. Now, are you ready to go to our next Australian destination? It's really wet where we're going, so I'm going to spray a little water! Do so, giving a couple sprays above them and not directly on them.

**TG2:** Okay, time to fly to the wet and wild ocean where the Great Barrier Reef is. Have everyone pretend to fly around. Next, instruct them to pretend to swim around like a fish, because there are lots of fish in the Great Barrier Reef. Have them sit down. Uncover the DAY 2 DESTINATION POSTER and place the "YOU ARE HERE!" ARROW by it.

**TG1:** There are many incredible ocean animals that live in the Great Barrier Reef, but one that's super cool is coral. It can grow into all kinds of crazy shapes. Twist yourself around into a funny shape as a reminder of coral! Do so.

**TG2:** Who do you think made coral? Pause for responses. Yes, God! God made each plant and animal. But I've got another question for you. Who made all the people? Pause for responses. Yes, God!

**TG1:** Yesterday, we talked about how God made the very first people. Shout out their names if you remember them. Adam and Eve.

- What did God make Adam out of? The dust of the ground. He breathed into him the breath of life.
- Did Adam and Eve start out as apes and, over time, turn into people? No!
- They can't make a monkey out of me! God made us people from the very beginning.

**TG2:** Open your Bible to Psalm 139:14. The Bible tells us we're wonderfully made. Read the verse. Today, we're going to talk about some parts of our bodies and see how that's true.

# Teach It!

## Part 1: Parts of the Body (10 minutes)

NOTE: There are four options listed below. Choose as many as time allows. The materials and preparation directions are listed with each option. Decide which tour guide is doing what. Allow time for Tour Guide 2 to get behind the puppet stage at the end of Part 1.

### Option 1: Bones

Show a rag doll and emphasize how floppy it is. Have them pretend to be 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?

Have them hold their arms out to their sides for a few seconds.

- Rag dolls can't hold their hands out to their sides, can they?

Have them hold their arms straight up in the air, over their heads.

- Rag dolls can't hold their hands over their heads, can they?

- We can stand straight and tall and hold our arms out to our sides and over our heads because God made bones inside us.

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 trouble hearing) 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/).

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

- 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.

Have them feel their knees, their elbows, and their hips. Explain that those hard places are their bones.

Have them stoop over and feel their spines.

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

God thought of everything when he made our bones. They are super strong, so you'd think they'd be really heavy to drag around. But they don't weigh much at all. Bones come in many different shapes and sizes and do different jobs. For instance:

- Hold up a grain of rice. **One of your bones (in your ear) is so teeny tiny it's only as big as this grain of rice, but it does its job perfectly so you can hear.**
- Have them touch their leg bone or hop around on it. **God designed your leg bones to be long and thick so they can carry the weight of your body.**
- God made some of your 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 tucked away your brain and your heart with strong bones around them.**
- Move your nose. Do so. **To keep your bones from rubbing together, God designed soft, spongy stuff called cartilage to go in between your bones so they would be cushioned.** Show an example if you have it. See the sidebar for instructions.

There's no way your bones just happened. God made your bones, and God thought of everything! Let's say "God thought of everything!" together. Do so.

## Option 2: Nose

**Pre-prep:** Dip each cotton ball in one of the suggested scents and put into a snack-sized zippered baggie or condiment cup with a lid. Number the cups. Double check that the smell is strong enough in each cup. If not, put more in. Or, use drops of essential oils instead. Do not prepare too much in advance or the smell may dissipate.

Pass one baggie or cup around at a time and have kids try to guess the mystery smell. 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 a trillion different smells.
- Being able to smell protects you from danger—just think if you couldn't smell smoke.
- It warns you of danger, because you can smell moldy, rotten, or poisonous things before you put them in your body.
- There are tiny hairs inside your nose, and they keep out dirt and germs so they don't pass down into your body.
- If you didn't have a nose, your lungs would be breathing in cold air. Brrr! Your nose warms the air you breathe so your lungs don't freeze.

There's no way your nose just happened. God made your nose, and God thought of everything. Let's say "God thought of everything!" together. Do so.

## Option 3: Hands

First, with hands behind their backs, have the kids try to pass a ball using any part of their bodies but their hands. Or just do this as a demo with two people up front.

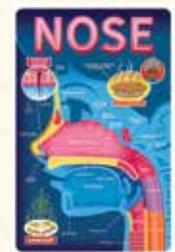
Hold up the **PARTS OF THE BODY POSTER—HANDS**.



✋ 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, and thread the string through them all, making a column that alternates spools and soft pads. Keep it loose enough to be able to bend a bit.

✋ Fun optional ideas include bringing in clean chicken bones, picture books from the library, a play model skeleton, or an X-ray to look at.

- Parts of the Body Poster—Nose**
- 4–6 zippered baggies or condiment cups with lids
- 4–6 cotton balls
- 4–6 of the following scents: pickle juice, lemon extract, coffee, pineapple juice, peppermint extract, or vanilla extract; or use essential oils



- Parts of the Body Poster—Hands**
- Ball(s)

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

- God designed your hands with many special features. They can bend easily. Have everyone flex their hands. They can feel hot, cold, and pain. Just think if they couldn't feel a hot pan. What might happen? Take responses.
- Your fingers have special skin on them called friction skin that helps them with gripping. Have them feel the tips of their fingers. And they have fingernails at the tips, which protect the fingers from getting injured. Have them feel their fingernails.
- Have the kids (or two people up front as a demo) bend their thumbs in so they touch their palms. Then try to do something without having thumbs to use, such as drawing, buttoning a shirt, or tying a shoe. Your thumbs are unique. They help you build and move things around. They allow you to do tiny jobs, like threading a needle, or big, tough jobs, like picking up heavy bricks.
- Pretend to put a bite of food in your mouth. You just used over 30 joints and 50 muscles to do that.

There's no way your hands just happened. God made them, and God thought of everything! Let's say "God thought of everything!" together. Do so.

#### Option 4: Eyes

Open your Bible to Proverbs 20:12.

Have everyone blink their eyes. Your eyes are incredible. Read Proverbs 20:12.

Pass out the small, non-breakable mirrors. Look at your eyes in the mirror. Did you know . . .

- Your eye is like a camera but can do much more and performs much better than any camera. Your eye takes pictures way faster than a camera ever can.
- The clear part of your eye is called the cornea. It's like a window to look through. Did you know it's really part of your skin? God made this little patch of skin to be completely 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. This is the part of your eye that lets light in. If it's really bright, your pupil gets smaller, because it doesn't want all that bright light in. If it gets really dark, the pupil gets bigger so as much light as possible can shine through. We can praise God that he 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 together so you can see what you're looking at. Move your eyes from side to side. Do so. You have eye muscles that are like the reins of a horse, perfectly directing your eyes to move from side to side. 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 tiny second to give you the gift of sight.

If time, cut up the onion and have any interested kids smell it. Try to get the tears flowing! Then tell them the following information about tears:

- God invented tears to keep your eyes clean and to protect them from getting infected (sick). This liquid also keeps your eyes smooth so you can see well. Without it, you would go blind.
- Have them pretend to cry. Normally, you have just the right amount of tears in your eyes so you can see at your best. But once in a while, when you cry, more tears build up. Then you can't see as well. You have little pumps that remove the extra tears. It drains down into your nose, 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.



- Parts of the Body Poster—Eyes
- 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

 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.

Hold up the PARTS OF THE BODY POSTER—EYES.

There's no way your eyes just happened. God made them, and God thought of everything! Let's say "God thought of everything!" together. Do so.



## Part 2: Puppet Pal (3 minutes)

**Pre-prep:** 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. 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 your toes), but pee-u! Stinky!

**Puppet:** Point to various 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* eyes, and *her* ears, and *his* tongue, and *her* teeth, and *his* legs, and *her* arms, 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 lovingly made us, and we can praise him for it.

**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 being wonderfully made. Let's try it now. Do so, then say good-bye to Sydney.

- Day 2 Puppet Script (2 copies)
- Puppet and clipboard

## Apply It!

In the remaining time, complete one or more of the following ideas in class. Remember to send home the Student Guides and encourage the mates to complete them!

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

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

## Part 1: Fair Dinkum Verses

**Pre-prep:** For *Check Your Sight*, gather the materials as described below in the Challenge section. Cue the memory verse song. Hang up the **DAY 2 MEMORY VERSE POSTER**.

- Day 2 Memory Verse Poster
- Mirror or cell phone camera
- Memory Verse Music and player

**Today's Verse:** I am . . . wonderfully made. 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.

**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 with tomorrow's verse.

## Part 2: Go and Do

- Get up and do a happy dance. How many parts of your body can you move or use? God made them all!
- 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."
- Do you know someone who is sick or has a special need? Use your amazing hands to draw them a picture. Write "God loves you!" on it.
- With an adult, check [AnswersVBS.com/zrkids](http://AnswersVBS.com/zrkids) for more fun information!

Ask yourself this question: How can I use my mouth (my words) to be kind to someone today?

## Song 1: "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

NOTE: Another fun song for this theme is *Dry Bones*. (The foot bone's connected to the leg bone, the leg bone's connected to the knee bone, the knee bone's connected to the thigh bone, the thigh bone's connected to the backbone, the backbone's connected to the neck bone, the neck bone's connected to the head bone, oh, hear the word of the Lord.) Search "Children's Song Dry Bones" online for more specifics.

## Song 2: "My God Is So Great"

Remind them that God is so great and is the one who made the whole world, every person, and every person's amazing body.

**My God is so great**  
(Stretch arms wide open.)

**So strong and so mighty**  
(Make strong man muscles.)

**There's nothing my God cannot do**  
(Shake your head and pointer finger "no.")  
(Repeat that.)

**The oceans are his**  
(Make a rippling wave motion with your hand.)

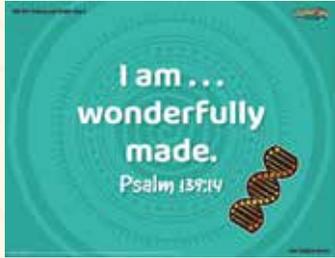
**The mountains are his**  
(Bring your hands together to form a mountain peak.)

**The stars are his handiwork, too**  
(Point up to the stars.)

**My God is so great**  
(Stretch arms wide open.)

**So strong and so mighty**  
(Make strong man muscles.)

**There's nothing my God cannot do, for you**  
(Shake your head and pointer finger "no," then point to the kids on "you.")



- "Head, Shoulders, Knees, and Toes" song
- "My God Is So Great" song
- MP3 or CD player
- Songs are also available on Simple Songs CD (11-9-141)

## Wrap-Up Review: All Thumbs

Ask yes or no review questions from today's and yesterday's lessons. The kids can make a thumbs up sign if it is yes (true) or a thumbs down sign if it is no (false). Remind them about their amazing thumbs, hands, and bodies.

- **I am fearfully and wonderfully made.** Show the **DAY 2 MEMORY VERSE POSTER**. Yes—thumbs up.
- **God forgot something when he made our noses.** No—thumbs down.
- **Our animal pal today is Shimmer the coral.** Show the **DAY 2 ANIMAL PAL POSTER**. (Yes—thumbs up.) Shimmer reminds us that **although she's a wonderful creation, God's most wonderful creation is people!**
- **God thought of everything when he made our bodies.** Yes—thumbs up.
- **Our eyes are like a camera, except even better.** Yes—thumbs up.
- **Our hands aren't special.** No—thumbs down.

- Day 2 Animal Pal Poster
- Day 2 Memory Verse Poster



DAY 3



# The Value of Life

MADE WITH WORTH

## BIBLE PASSAGES

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

## APOLOGETICS CONTENT

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 AIM

God values *you* greatly. In fact, each and every person—young, old, healthy sick—is a priceless treasure.

## Today's Exploration Stations

- Discovery Center: Do You See What I See?
- Touch Table Water: Baby Care
- Touch Table Sand: Fun Faces
- Dramatic Play: Doctor's Dress-Up
- Coloring Corner: Luke 6:31

## Today's Lesson at a Glance

### INTRODUCE IT!

- Destination 3: The Coast

### TEACH IT!

- Part 1: Jesus' Birth
- Part 2: Puppet Pal

### APPLY IT!

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do
- Song 1: "I Am So Glad That Jesus Loves Me"
- Song 2: "Jesus Loves the Little Children"
- Wrap-Up Review: Platypus Crossing

## Preparing for the Lesson

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

# Exploration Stations

## Discovery Center: Do You See What I See?

### MATERIALS

- 7 baby items, such as a brush, rattle, spoon, bottle, sippy cup, baby book, and diaper
- Tray
- Baby blanket
- Optional: Additional baby items to add (baby food, barrette, baby picture, bib, etc.)

### PRE-PREP

Start with seven items and arrange them on a tray.

### DIRECTIONS

Tell the kids to take a quick picture with their eyes of the items on the tray. (“Open your eyes and click!”) Then, have them keep their eyes closed while you remove one item. Have them look again and try to figure out which one is missing. Continue in this manner, eventually adding in new items if kids want to keep playing.

### TEACHING TIE-IN

Aren't you glad God made your eyes? He gave you the best camera ever right on your face to take instant pictures of everything. Thank him for all those wonderful things you see.

### ALTERNATE DISCOVERY CENTER IDEA

Play eye-spy. Use your eyes to spy an object. The rest of the group has to guess what object you have spied.

## Touch Table Water: Baby Care

### MATERIALS

- Days 1–2 touch table materials
- Baby clothes
- Preemie diapers, wipes, and changing pad
- Real or pretend baby lotion
- Baby blankets

### PRE-PREP

Add in the baby clothes, diapers, wipes, changing pad, baby lotion, and baby blankets.

### DIRECTIONS

Wash the babies and take care of them.

### TEACHING TIE-IN

We've been talking about babies this week, but did you know that God the Son became a baby? God the Father and his Son, Jesus, lived in heaven, but at just the right time, God sent his Son, Jesus, to earth. Every year at Christmas we take time to remember when Jesus came to earth. Jesus was the most important and special baby ever born!

## Touch Table Sand: Fun Faces

### MATERIALS

- [Cartoon Faces Pattern](#)
- Under-the-bed storage container, small wading pool, or “official” touch table
- Tarp or plastic tablecloth
- Play sand, water, and wet wipes
- Craft sticks

### PRE-PREP

Put the craft sticks near or sticking up in the sand table. You may want to laminate a few cartoon faces.

### DIRECTIONS

Use the craft sticks to draw various faces in the sand to symbolize different people.

### TEACHING TIE-IN

Isn't it fun to draw different faces? Every person on earth has his or her own special face. That's because God made each person special, and he loves each one. And because God loves each person, we should love and take care of each other, too—including people who may need help, like babies, people who are sick, people who are older and can't take care of themselves, people who use wheelchairs, ladies whose husbands have died, and on and on.

## Dramatic Play: Doctor's Dress-Up

### MATERIALS

- Days 1–2 dramatic play materials
- Any items you want to add in

### PRE-PREP

Add in additional supplies today that you may have held back.

### DIRECTIONS

Dress up and play doctor's office with the baby doll patients.

### TEACHING TIE-IN

Doctors make a very serious promise that they will always do their best to care for and protect each person they treat. Even if we're not doctors, God wants us to be loving and caring to all people, too.

## Coloring Corner: Luke 6:31

See directions for day 1, but use the [Day 3 Memory Verse Coloring Sheet](#).

# 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 at Sydney Harbour, and cover it with a piece of dark paper. Have the **“YOU ARE HERE!” ARROW** off the map and handy.

Welcome the mates back.

**TG1:** Our first day at VBS, we went to the outback, where the kangaroos live. Let’s hop like a kangaroo. *Do so.* Then we went to the Great Barrier Reef, where fish and other ocean animals live. Let’s swim around like a fish. *Do so.* Now, are you ready to go to our next Australian destination? There are lots of people where we’re going, so look around and say, “G’day, mate!” (which means “hi!”) to the people sitting near you. *Do so.*

**TG2:** Okay, let’s fly on over to the coast. Have everyone pretend to fly around a little, and then sit down. Uncover the **DAY 3 DESTINATION POSTER** and place the **“YOU ARE HERE!” ARROW** by it.

**TG1:** Most of the people in Australia live along the coast, meaning they live near the ocean. Would you like to live near the ocean? Take responses.

**TG2:** There are people in Australia who are young and old and healthy and sick and who come from many different countries. And guess what? God made them all, and God thinks every one is precious. Did you know God wants us to take good care of everyone? Let’s take babies, for instance.

**TG1:** Do any of you have baby brothers or sisters? Pause for responses. Babies need special care. I brought a baby doll and some baby items today. Can anyone think of something we use to take good care of a baby? As they name things, pull the items out, or just agree with them if it is an item you don’t have.

**TG2:** Does anyone know how to hold the baby? Let them take turns holding the baby. Emphasize how gently and carefully a baby must be held.

**TG1:** Babies are very precious, just as all people are. They should be treated with care. Life is precious—handle with care! Let’s say that together. *Do so.*

**TG2:** Today’s Bible lesson is about a time when God sent a precious little baby to earth—the most precious baby ever. Wonder who that little baby was? Let’s hear more about him.

# Teach It!

## Part 1: Jesus’ Birth (10 minutes)

**Pre-prep:** Cut apart the pieces from the **BABY JESUS/YOUNG JESUS POSTER SET** and laminate them. Decide which tour guide is doing what. Allow time for Tour Guide 2 to get behind the puppet stage at the end of this part.

Open your Bible to the book of Luke.

### Scene 1: Manger (Luke 2:1-7)

The Bible tells us here in the book of Luke of a time about 2,000 years ago when the government said everybody had to be counted. Let’s stand up and count together to see how many of us are here. *Do so,* then have them sit down.

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 precious, but this one was especially so—the most precious baby ever.

Show Joseph and Pregnant Mary, then put them near the manger scene.

- Day 3 Destination Poster with arrow, preferably laminated
- Bible or children’s Bible
- Costumes for teachers
- Mounting putty or tape
- Piece of dark paper that is at least 17x22
- Baby doll with play items such as baby bottle, pacifier, and blanket



- Baby Jesus/Young Jesus Poster Set, preferably laminated



And while they were in Bethlehem, the time came for her to have the baby. Let's say, "Waahh! Waahh!" like a baby. *Do so.* And she gave birth to her son and wrapped him in swaddling cloths and laid him in a manger, which was a feeding place for animals like pigs. Let's pretend to wrap baby Jesus in cloths and put him in a manger. *Do so.* 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. (Luke 2:6-7).

Show baby Jesus and put him in the manger then next to it the donkey. Take away Pregnant Mary and get out the other, kneeling Mary. Move Mary and kneeling Joseph into the middle of the manger scene on either side of Jesus.

### Scene 2: Field (Luke 2:8–12, 16)

There were shepherds in the field nearby watching over some sheep.

Show the shepherds and sheep and put them on the field scene.

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

Show the angel and put him on the field scene.

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).

Move the shepherds and sheep to the manger scene.

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

Now fast forward a year or two. Jesus and his parents were living in a house at this time.

Put Mary, Joseph, and young Jesus on the house scene.

Some wise men from the east came to town asking a mean king named Herod if he knew where Jesus was. Let's make a mean face like King Herod. *Do so.*

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! Do you think God liked the idea of Herod wanting to hurt Jesus? Let's shout, "No! No! No!" *Do so.* God always wants us to love and care for children, never to hurt them.

The wise men followed the special star.

Show the star and put it in the window of the house scene.

They found Jesus inside. They gave him gifts of gold and frankincense and myrrh.

Show the wise men with their gifts, and put them on the house scene.

And God warned the wise men in a dream not to return to King Herod, so they went home another way.

Take them back off the house scene.

God also warned Joseph and Mary to take Jesus somewhere else because King Herod decided to search for Jesus and kill him. So they left for Egypt.

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

Let's cry right now because it's so sad that Herod would want to kill Jesus. Pretend to do so.

After this, Jesus and his parents came back from Egypt, and Jesus grew up. Tomorrow, we'll hear more about him after he was all grown, but right now, let me ask you a question.

Do you think God was glad Herod wanted to hurt Jesus? Take responses. This was a horrible thing Herod wanted to do! God is the giver of life, and no person should hurt another

Bring in a nativity set with all the key people except King Herod to accentuate the point.

person like that. Each person is so special to God. Let's go check on Sydney and talk a little more about this.

## Part 2: Puppet Pal (3 minutes)

**Pre-prep:** Tape the script in place. Get the doorhanger ready. Check the Digital Resources in the toddler crafts for a possibility.

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

**Puppet:** Come up with a doorknob hanger attached to your arm. Oh, g'day, mates!

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

**Puppet:** It's a doorknob 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:** I sure do. Mommy says that even though Grandpa can't talk to us anymore, he is loved by God and by us. 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. 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. 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 isn't able to take care of himself. He's in a wheelchair and he can't talk or feed 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.

**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.

**Puppet:** Isn't God good to put us here to look out for each other?

**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 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!

- Day 3 Puppet Script (2 copies)
- Puppet and clipboard
- Doorhanger

 Gospel Opportunity

- Day 3 Student Guides, 1 per child
- Adventure Journals, 1 per child
- Stamp for Adventure Journals

- Day 3 Memory Verse Poster
- Memory Verse Music CD and player



## Apply It!

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

Put a stamp in the Adventure Journals, or have group guides do so as they first arrive to VBS.

### Part 1: Fair Dinkum Verses

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

**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 the verse while touching your elbow to your knee, your hand to your foot, your nose to your leg, and your thumb to your back.

**Tomorrow's Verse:** Jesus said . . . "I am the resurrection and the life." John 11:25

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

### Part 2: Go and Do

- Have an adult read the account of Jesus healing the paralyzed man in Mark 2:1-12. Do you think this man had good friends who cared for him?
- Do you know anyone who is sick, who uses a wheelchair, who is lonely, or who lives in a nursing home? Talk to your parent or guardian about ways you can get to know them and help them.
- Talk to God and ask him to help you be on the lookout to help others and show them Jesus' love.
- With an adult, check [AnswersVBS.com/zrkids](http://AnswersVBS.com/zrkids) for more fun information!

Ask yourself this question: How can I be a friend to someone who is lonely, sick, sad, or living with disabilities?

### Song 1: "I Am So Glad That Jesus Loves Me"

I am so glad that Jesus loves me  
(Sway a little, then point up, then hug yourself.)

Jesus loves me, Jesus loves me  
(Point up and hug yourself. Repeat.)

I am so glad that Jesus loves me  
(Repeat motions.)  
Jesus loves even me (Point to yourself.)

### Song 2: "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. Also, mention that people's skin isn't really red or yellow, black or white as this song says. People are really all brown—various shades of brown.

#### VERSE (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.)

They are precious in his sight (Point around.)

Jesus loves the little children of the world  
(Repeat first motions.)

### Wrap-Up Review: Platypus Crossing

**Pre-prep:** Put the tablecloth out, folded in half lengthwise, and then in half again and again so that it's long and very skinny. It should be wide enough for the kids to step over easily in one step.

- "I Am So Glad That Jesus Loves Me" song on CD
- "Jesus Loves the Little Children" song on CD
- MP3 or CD player

- Day 3 Animal Pal Poster
- Day 3 Memory Verse Poster
- Light blue or medium blue plastic tablecloth

Ask review questions from today's or past days' lessons. If they get the answer correct, they can all try to cross the coastal river in style (step over the blue tablecloth), pretending to be a platypus going from one side to the other. Continue stepping back and forth with each correct answer.

- **Who is today's animal pal?** Bill the Platypus. Show the **DAY 3 ANIMAL PAL POSTER**. Bill reminds us that he is unique, and each person is unique and valuable to God. And if God values people, so should we! Let's treat each other with kindness and respect.
- **Today's verse says: As you wish that others would do to you, do so to \_\_\_\_.** Them. Show the **DAY 3 MEMORY VERSE POSTER**.
- **Who is the most special baby ever born?** Jesus.
- **Who was the wicked king who wanted to kill Jesus?** King Herod.
- **Would God want us to ever hurt a baby or a child?** No.
- **Does God want us to be kind to everybody?** Yes.



DAY 4



# Eternal Life

MADE FOR RELATIONSHIP

## BIBLE PASSAGE

Gospel Presentation  
Select Scriptures

## APOLOGETICS CONTENT

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

## FAIR DINKUM VERSE

Jesus said . . . “I am the resurrection and  
the life.” 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 Exploration Stations

- Discovery Center: Smell-a-Thon
- Touch Table Water: Baby Care
- Touch Table Sand: Craft Stick Cross
- Dramatic Play: Doctor's Dress-Up
- Coloring Corner: John 11:25

## Today's Lesson at a Glance

### INTRODUCE IT!

- Destination 4: Eucalypt Forest

### TEACH IT!

- Part 1: Gospel Presentation
- Part 2: Puppet Pal

### APPLY IT!

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do
- Song 1: “Jesus Loves Me”
- Song 2: “Oh, How I Love Jesus”
- Wrap-Up Review: Whisper Wonder

## Preparing for the Lesson

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

# Exploration Stations

## Discovery Center: Smell-a-Thon

### MATERIALS

- Mini cups covered with foil
- Toothpick
- Various baby foods
- Apple juice
- Baby shampoo
- Baby powder
- Sunscreen
- Pickle slices
- Onion

### PRE-PREP

Put 6–8 of the items listed above in mini cups covered with foil. (Containers and lids should not be transparent.) Poke holes in the lids with a toothpick.

### DIRECTIONS

Children take turns trying to guess the smells without being able to see the items. Give clues, such as “something you might use when you wash your hair.”

### TEACHING TIE-IN

God gave you a nose to smell with. From the yummy smell of pizza to the beautiful smell of a rose, your nose can smell thousands of different smells. It helps you breathe and keeps bad germs from going into your body, too. It also warns you of dangers, like smoke. God thought of everything when he made your nose!

### ALTERNATE DISCOVERY CENTER IDEA

Have kids smell scratch-and-sniff stickers, smelly markers, or scented play-dough instead.

## Touch Table Water: Baby Care

### MATERIALS

- Days 1–3 touch table materials
- Baby toothbrushes (no toothpaste)
- Baby bottles, bowls, spoons, cups, and play food

### PRE-PREP

Add in the baby toothbrushes, baby bottles, bowls, spoons, cups, and play food.

### DIRECTIONS

Wash the babies and take care of them.

### TEACHING TIE-IN

Do you remember the name of the most special baby who was ever born? Yes, his name was Jesus. After baby Jesus was born, he grew up and lived a perfect life, then died on a cross to take the punishment for all the wrong things we do. He rose

again from the dead on the third day! He still is and always will be the most important person ever. And he loves you and cares about you!

## Touch Table Sand: Craft Stick Cross

### MATERIALS

- Under-the-bed storage container, small wading pool, or “official” touch table
- Tarp or plastic tablecloth
- Play sand, water, and wet wipes
- Craft sticks—half regular size, half mini (or half tongue depressor size and half regular size)

### PRE-PREP

Put the craft sticks near or sticking out of the sand.

### DIRECTIONS

Use the craft sticks to make the impression of a cross in the sand by first pressing the large stick into the sand vertically, then picking it up. Next, press the smaller stick in the sand horizontally to make the crossbar. Model this so they know what to do.

### TEACHING TIE-IN

We talked about Jesus growing up, living a perfect life, and dying on a cross like the ones we’re going to make in the sand today. He did this because he loves you. Can you draw a heart in the sand using your craft stick to remind you of God’s love? Now let’s try to make a cross.

## Dramatic Play: Doctor’s Dress-Up

### MATERIALS

- Days 1–3 dramatic play materials
- Any items you want to add in, including bandages, gauze, or other items used to cover cuts

### PRE-PREP

Add in additional supplies today, including bandages, gauze, or other items to cover cuts.

### DIRECTIONS

Dress up and play doctor’s office with the baby doll patients.

### TEACHING TIE-IN

Have you ever had a cut? Do you still have it? God made our bodies so they can fix themselves. Isn’t it amazing how our cuts heal on their own and disappear after awhile? God thought of everything.

## Coloring Corner: John 11:25

See directions for day 1, but use the [Day 4 Memory Verse Coloring Sheet](#).

# Introduce It!

## Destination 4: Eucalypt Forest (5 minutes)

**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 at the eucalypt forest below Sydney Harbour, and cover it with a piece of dark paper. Have the **“YOU ARE HERE!” ARROW** off the map and handy.

Welcome the mates back.

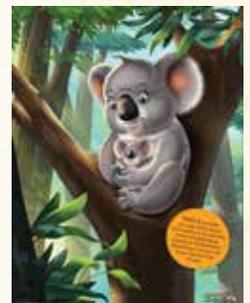
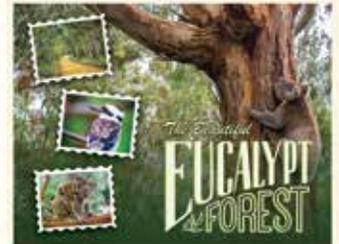
**TG1:** On our first day of VBS, we went to the outback, where the kangaroos live. Let's hop like a kangaroo. Do so, and remind them God made people special. They are not animals. Then we went to the Great Barrier Reef, where fish and other other ocean animals live. Let's swim around a little. Do so, and remind them that God gave us special bodies with each part doing its own amazing job. Then we traveled to the coast, where most Australians live. Let's say, “G'day, mate!” Do so, and remind them that God thinks every person living anywhere in this world is valuable, and so should we. Now, are you ready to go to our next Australian destination? Pause for responses.

**TG2:** Okay, let's fly on over to the eucalypt forest. Have everyone pretend to fly around and then sit down. Uncover the **DAY 4 DESTINATION POSTER** and place the **“YOU ARE HERE!” ARROW** by it.

**TG1:** I brought a piece of eucalyptus so you can see it and smell it. Let me come around with it for you to smell. Do so. Only teachers should hold it as eucalyptus is poisonous to humans if ingested. In Australia, there are whole forests of eucalyptus trees, and guess what animal lives in them? Pause for responses. Yes, the koala!

**TG2:** The mama koala, like Paula the Koala (show the **DAY 4 ANIMAL PAL POSTER**), is a great parent. But her creator is God the Father. And he is the most loving and kind father ever. Let's hear more about how to be a part of God's family.

- 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
- Piece of dark paper that is at least 17x22
- Eucalyptus leaves (teacher only)



# Teach It!

## Part 1: Gospel Presentation (5 minutes)

**Pre-prep:** Cut apart the **GOSPEL POSTER SET**. Gift wrap a box, wrapping the lid separately. Tape the overhead transparency on top of Picture 6 (the face), and draw red spots on it to look like chicken pox.

**Optional:** Photocopy the **SMYLE! HANDPRINT PATTERN** or make the **SMYLE!** poster, using a piece of poster board, and laminate it. (See the illustration in the sidebar on the following page.)

**TG1:** We're going to use some pictures, and these pictures are going to turn into a special shape, so see if you can figure out what it is.

NOTE: The seven pictures will make a cross.

### Picture 1: Adam and Eve

Put Picture 1 at the top of the cross.

**TG1:** When God first made people, he said everything was very good. Who remembers the name of the first man? Take responses.

God put Adam and his wife Eve in a beautiful garden and gave them rules to follow. Hold up a number one with your finger when you hear the word *one*. *One* rule was that they were not allowed to eat from *one* tree in the garden. There were many wonderful trees they could eat from, but they were not to eat from that *one* tree. God warned them that if they ate from that *one* tree, they would die.

Well, guess what happened? They ate from that *one* tree. Let's pretend we're eating a piece of fruit from a tree. Do so. After they did that, everything changed. They had sinned. Sin is when we don't obey God's commands. The Bible tells us we all sin

- Gospel Poster Set
- Optional: **SMYLE!** Pattern, or **SMYLE!** poster (see Pre-prep), laminated
- Gift-wrapped box (lid separate)
- Overhead transparency
- Red dry erase marker
- Tape



☞ Consider giving different kids the pictures, and have them bring them up at the right time.

☞ An optional idea is listed along with this presentation to emphasize the phrase: **SMYLE! GOD LOVES YOU!** The older kids are using this extensively in their lesson, but for this age group, you may just want to incorporate the phrase at some point into the lesson without using the handprint illustration.



(Romans 3:23). When you've been mean, or hit someone, or don't obey your mommy, that's sin. And the punishment for sin is death (Romans 6:23). That's sad news. Let's all make a sad face. Do so.

Optional: Use the SMYLE! PATTERN, your own hand, or the laminated SMYLE! poster and draw a smiley-face on the left thumb to remind them that everything was good at first. Then write an S on the left pointer finger to stand for SIN.

### Picture 2: Jesus as a Baby

Put Picture 2 at the left side of the horizontal crossbar.



**TG2:** But we don't have to stay sad, because God sent his Son, Jesus, to earth. Jesus is the only one who never sinned. He came as a baby—the most special baby ever. Let's pretend to rock a baby. Do so. It's amazing to think that God put on a body and came to earth! He had fingers and toes and eyes and ears just like we do!

### Picture 3: Jesus as a Man

Put Picture 3 in the middle of the horizontal crossbar.



**TG1:** Jesus grew into a man—the only perfect man ever. He loved and cared for the people on earth. He healed many of them from sicknesses they had. He made blind people see and deaf people hear. He took care of the poor and needy.

### Picture 4: Jesus Carrying the Cross

Put Picture 4 on the right side of the horizontal crossbar.



**TG2:** He lived a perfect life and never did anything wrong. But then some people killed Jesus by putting him on a cross. Jesus died on the cross to take the punishment for the wrong things we've done so we wouldn't have to.

### Picture 5: Jesus Rose from the Grave

Put Picture 5 under the middle of the horizontal crossbar.



**TG1:** Here's the good news. Jesus didn't stay dead! He came alive again. Let's jump up and down and shout, "Hooray!" Do so.

### Picture 6: Chicken Pox Face

Put Picture 6 underneath Picture 5. Picture 6 should have the transparency on it.



**TG2:** That's the best news ever for us, and here's why. Let's imagine that this person has a disease called sin. Every one of those red spots stands for something you've done wrong or I've done wrong, like maybe whining, or biting someone, or not obeying your mom or dad. Jesus came to take the punishment for sin and make us well. Lift the overhead transparency with the chicken pox to reveal the clean face. God forgives our sins when we say we're sorry for them (repent) and believe that Jesus died in our place and rose again. That's good news. Let's all make a happy face. Do so.

Optional: Write MY on the middle finger to stand for MY sin.

### Picture 7: Gift

Put Picture 7 under Picture 6. Tour Guide 2 can get behind the puppet stage during this section.



**TG1:** Jesus did all this for you. He gave you a family here on earth, but he also wants you to be part of his forever family. Hold up the gift, but don't open it. You will do that during the puppet skit. That's the best gift you can ever receive! You see, he came to earth and lived then died and came to life again because he loves you more than you can ever imagine. That's why he's offering you the gift of being in his family.

Optional: Write an L on the ring finger to stand for LOVE.

To receive the gift, you need to admit you've sinned (disobeyed God's commands), tell God you're sorry for your sins (repent), and believe that Jesus came to take the punishment for sin by dying and then coming back to life!!

If you want to find out more about becoming part of God's family and having eternal life, make sure you talk to us, your group guides, or your parents. It's the most important thing to think about in all your life!

Optional: Write an E on the pinky finger to stand for ETERNAL LIFE.

Now, mates, do you recognize what shape the pictures have made? A cross. Whenever you see a cross, remember how much Jesus loves you and wants you to be in his forever family.

 If a child shows an interest in receiving the gift of eternal life and he has a believing parent, talk to the parent about his interest. If he doesn't have a believing parent, you or a trusted individual should talk with him.

## Part 2: Puppet Pal (3 minutes)

**Pre-prep:** Tape the script in place. Put a small gift inside the wrapped gift box that you used in the gospel presentation. (Anything is fine.)

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

**Puppet:** Come up holding a small, gift-wrapped package. G'day, mates!

**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.

**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 fudge 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 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 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?

- Day 4 Puppet Script (2 copies)
- Puppet and clipboard
- Gift-wrapped box (lid separate)
- Gift to put in box

**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. Puppet acts excited.

**Teacher:** You know what? I hope the boys and girls want to talk more about how to be in God's family. They can talk with me any time about that gift from God our Father.

**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!

## Apply It!

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

Put a stamp in the Adventure Journals, or have group guides do so as they first arrive at VBS. Hand out the gospel bookmarks or have group guides do so at the end of the day.

### Part 1: Fair Dinkum Verses

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

**Today's Verse:** Jesus said . . . "I am the resurrection and the life." 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 saying your verse. First, say it while jogging in place. Next, try jumping jacks. Finally, kneel down and jump up high as you say the verse.

**Tomorrow's Verse:** For we are his workmanship. Ephesians 2:10

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

### Part 2: Go and Do

- Ask an adult to read Luke 2:11. What do you think the word "Savior" means?
- Talk to God and thank him 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?
- With an adult, check [AnswersVBS.com/zrkids](http://AnswersVBS.com/zrkids) for more fun information!

Ask yourself this question: Do I know that God loves me?

### Song 1: "Jesus Loves Me"

Sing this or any of the songs from prior days.

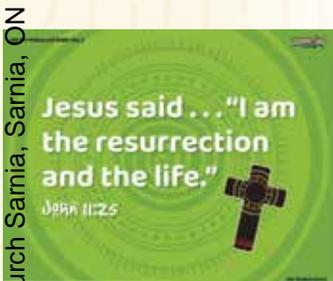
**Jesus loves me, this I know** (Hug yourself)  
**For the Bible tells me so** (Make a Bible with your hands.)

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

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

- Gospel bookmarks, 1 per child
- Day 4 Student Guides, 1 per child
- Adventure Journals, 1 per child
- Stamp for Adventure Journals

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



- "Jesus Loves Me" song
- "Oh, How I Love Jesus" song
- MP3 or CD player

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

Yes, Jesus loves me (Repeat prior motion.)

## Song 2: “Oh, How I Love Jesus”

Oh, how I love Jesus

(Make a big “O” with your arms, then make the Jesus sign—touch right middle finger to left palm, then vice versa.)

Oh, how I love Jesus

(Repeat.)

Yes, Jesus loves me (Repeat.)

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

Oh, how I love Jesus

(Repeat.)

Because he first loved me

(Hug yourself.)

## Wrap-Up Review: Whisper Wonder

Have the mates whisper each answer.

- Our animal pal today is Paula the \_\_\_\_. Koala. Show the DAY 4 ANIMAL PAL POSTER. Paula reminds us that, even though she’s a great mama to her baby koalas, we know that our creator is the best Father ever. God the Father loves you, cares about you, and will never leave you.
- Our Bible verse says \_\_\_\_. Show the DAY 4 MEMORY VERSE POSTER.
- Who is the most special baby who was ever born? Jesus.
- Who died on the cross for you? Jesus.
- Did Jesus stay dead? No. He came back to life!
- Who loves you? Jesus/God.
- Who wants you to be in God’s family? Jesus/God.

- Day 4 Animal Pal Poster
- Day 4 Memory Verse Poster

DAY 5



# Using Your Life

MADE FOR A REASON

## BIBLE PASSAGES

Jesus Ascended and Left Us Here  
for a Reason  
Acts 1:6–11; 1 Corinthians 12:12–26

## APOLOGETICS CONTENT

All I want to do is live each day for you!  
(Life Has Meaning and Purpose)

## FAIR DINKUM VERSE

For we are his workmanship. Ephe-  
sians 2:10

## AREA OF AUSTRALIA

Outback life—Cooper Pedy

## ANIMAL PAL

Ringo the Dingo

## LESSON AIM

*You are made on purpose for a purpose.*

## Today's Exploration Stations

- Discovery Center: Edible DNA
- Touch Table Water: Baby Care
- Touch Table Sand: Sandy Work
- Dramatic Play: Doctor's Dress-Up
- Coloring Corner: Ephesians 2:10

## Today's Lesson at a Glance

### INTRODUCE IT!

- Destination 5: The Outback—Cooper Pedy

### TEACH IT!

- Part 1: Jesus Goes to Heaven and Gives Us a Job
- Part 2: Puppet Pal

### APPLY IT!

- Part 1: Fair Dinkum Verse
- Part 2: Go and Do
- Song 1: "Here We Go Round the Mulberry Bush"
- Song 2: "Head, Heart, Hands, and Feet"
- Wrap-Up Review: Hop and Howl

## 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.
- For more information on life having meaning and purpose, visit [AnswersVBS.com/zrfaq](http://AnswersVBS.com/zrfaq).
- 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

# Exploration Stations

## Discovery Center: Edible DNA

### MATERIALS

- Cereal that has numerous shapes (see Pre-Prep),  $\frac{1}{8}$  c. in a snack-size zippered baggie per child
- Paper towels, 1 per child
- Hand sanitizer

### PRE-PREP

Decide on a cereal that has different shapes within the box, such as Rice Krispies with multi-grain shapes, Trix Fruity Shapes, or Lucky Charms. Or, buy different cereals and mix them together to make a concoction with different shapes. Put approximately  $\frac{1}{8}$  c. in each baggie. (Check for allergies.)

### DIRECTIONS

Have children use the hand sanitizer, then put their cereal in a long line on their paper towel without looking at anyone else's. When done, compare each other's and see if there are any two in the exact same order (highly improbable).

### TEACHING TIE-IN

Just like you had your cereal (pretend DNA) in a certain order that wasn't like anyone else's, God made a special code inside you called DNA. Your hair color, eye color, shoe size, hand size, and many other details about you are all in your special DNA code. When God made you, he thought of everything!

## Touch Table Water: Baby Care

### MATERIALS

- Days 1-4 touch table materials
- Play strollers and diaper bags

### PRE-PREP

Add in the play strollers and diaper bags.

### DIRECTIONS

Wash the babies and take care of them. Pack the diaper bags and take them on a stroll.

### TEACHING TIE-IN

You started out as a little baby like these you're washing in the water table, didn't you? But now you are growing up! And the Bible tells us God has special jobs for each one of us to do, now and when we're grown. God designed each of you with things you will grow to be good at that you can do for God!

## Touch Table Sand: Sandy Work

### MATERIALS

- Under-the-bed storage container, small wading pool, or "official" touch table
- Tarp or plastic tablecloth
- Play sand, water, and wet wipes
- Variety of sand toys, molds, spray water bottles, and buckets

### PRE-PREP

Put the sand toys, molds, spray water bottles, and buckets in the sand table.

### DIRECTIONS

Play in the sand with the assortment of items.

### TEACHING TIE-IN

It's fun to have lots of different toys to play with, isn't it? They all serve a different purpose. What can we do with the sand bucket? Put sand in it. What can we do with the water bottles? Spray the sand. How about the rake? Rake the sand. Each item does its own job, doesn't it? And you know what? God has special jobs for each of us to do, too. Whether we're teaching someone or helping someone who's sick or going to another country to tell someone about Jesus, whatever we do, we want to make sure we do it for God and tell other people about God while we're at it!

## Dramatic Play: Doctor's Dress-Up

### MATERIALS

- Days 1-4 dramatic play materials
- Any items you want to add in

### PRE-PREP

Add in additional supplies today that you may have held back.

### DIRECTIONS

Dress up and play doctor's office with the baby doll patients.

### TEACHING TIE-IN

God has special jobs planned for each of us to do for him. Some may grow up to be doctors or nurses to take care of sick people. Others may grow up to be teachers, missionaries, or cooks. We are all different, and God has a special plan for each one of us. It's exciting being a child of God and knowing God has a special job for us!

## Coloring Corner: Ephesians 2:10

See directions for day 1, but use the [Day 5 Memory Verse Coloring Sheet](#).

# 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 piece of dark paper. Have the **“YOU ARE HERE!” ARROW** off the map and handy.

Welcome the mates back.

**TG1:** On our first day of VBS, we went to the outback where the kangaroos live. Let’s hop like a kangaroo. *Do so.* Then we went to the Great Barrier Reef, where fish and other ocean animals live. Let’s swim around like a fish. *Do so.* Then we traveled to the coast, where most Australians live. Let’s say, “G’day, mate!” *Do so.* Then we went to the eucalypt forest, where the koalas live. Let’s pretend to climb up a tree like a koala! *Do so.* Now, are you ready to go to our next Australian destination? Pause for responses.

**TG2:** Okay, let’s fly back over into the outback, but this time, we’ll stop at a place called Coober Pedy (Coo-ber Pete-y). Have everyone pretend to fly around and then sit down. Uncover the **DAY 5 DESTINATION POSTER** and place the **“YOU ARE HERE!” ARROW** by it.

**TG1:** Our animal pal, Ringo the Dingo, lives at Coober Pedy. Show the **DAY 5 ANIMAL PAL POSTER**. He and the other animals all have a purpose in the animal kingdom. Ringo reminds us each of us has a purpose, too. Just like the people of Coober Pedy all have jobs to do to make their town run smoothly, we each have jobs to do for God. One job the people in Coober Pedy do is dig for special stones called opals. Show them either a real opal or a picture of an opal. Isn’t that pretty? They also run the hotels and banks and restaurants and stores, but guess what? All of those are underground! The people of Coober Pedy live underground because it’s so hot above ground.

**TG2:** Would you like to live in an underground town? Briefly discuss. Now remember, we said that down there, everybody has a job to do to make it work. There are people who run the hotel, people who work at the bank, people who make food, and so on.

**TG1:** And just like Coober Pedy, where everyone works together, God has given each of us a purpose and a job to do for him. Let’s talk about how Jesus went back to heaven and left us here to do God’s work.

# Teach It!

## Part 1: Jesus Goes to Heaven and Gives Us a Job (10 minutes)

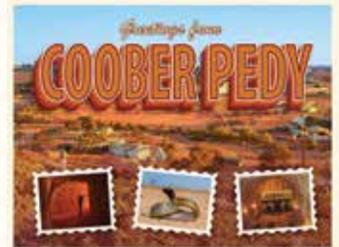
**Pre-prep:** Get one helium balloon. Blow up the other balloons and tape them on a table top or TV tray. Check to make sure nobody has latex allergies. Set up the step ladder right by it. Have the **GOSPEL POSTER SET** handy. It will be put back up today, but not in a cross shape. Cut out the parts of the body and put them on the **BODY POSTER**.

**TG1:** Let’s first see if we can remember what we learned about Jesus yesterday.

Review using yesterday’s posters. Give different posters to different kids and see if the class can help get them in the right order. Put them up in a horizontal line (rather than in a cross shape). Next, show them the **GOSPEL POSTER SET—JESUS WITH OTHERS** and explain that after Jesus rose from the dead, he showed himself to many people for 40 days. Then it was time for him to go back to heaven, where he had been before coming to earth. **GOSPEL POSTER SET—JESUS ASCENDS**.

**TG2:** Let’s have this balloon (the helium one) stand for Jesus, and these other balloons on the table stand for Jesus’ friends. This pillowcase will be a cloud. Jesus gathered his disciples (point to the other balloons) right before it was time for him to go, and he told them he had an important job for them to do after he left. They were supposed to tell others about Jesus. Then, as they watched, he went up to heaven. Have TG1 get on the step ladder holding the pillowcase “cloud.” TG2 lets go of the balloon and TG1 catches it in the “cloud.” Two angels then told his friends that Jesus would come back some

- Day 5 Destination Poster with arrow, preferably laminated
- Day 5 Animal Pal Poster
- Bible or children’s Bible
- Costumes for teachers
- Mounting putty or tape
- Piece of dark paper that is at least 17x22
- Real opal or picture of an opal



- Gospel Poster Set
- Body Poster
- Balloons—one helium and 5–6 regular
- Step ladder (adults only)
- Pillowcase
- Tape
- Table or TV tray



day just like he left—in the clouds. But for now, while Jesus is in heaven (show GOSPEL POSTER SET—JESUS IN HEAVEN) and we're here on earth, Jesus left us all with important jobs—work to do—so people can learn about him. And he needs us to all work together to make it happen.



**TG1:** Let's look at this picture. Show the BODY POSTER with the pieces attached. Let's imagine what would happen if we took the heart away. Do so. Would our bodies still work right if we didn't have our heart? Take responses. What would happen? Continue on, taking other parts away and asking what would happen without a brain, lungs, stomach, or kidneys.

**TG2:** We need each part of the body—the heart, the lungs, the brain—for our bodies to work right, don't we? And every person in God's family (all who are believers in Jesus) is needed and has an important job to do to make sure others hear about Jesus. In fact, the Bible calls all believers a body—the body of Christ. Read or paraphrase some of 1 Corinthians 12:12–26. So every person who is part of the body has special jobs. Maybe someone here can sing really well and they can sing songs about Jesus for others to hear. Maybe someone likes to cook and they can help make meals for others to show them the love of Jesus. There are so, so many possibilities!

Tour Guide 2 should get behind the puppet stage now. Tour Guide 1 can take a minute to discuss what they like to do and how God has given each of them special and different abilities. Perhaps use the analogy of all the different VBS workers. With everyone working together with whatever abilities they have, they can share Jesus and his love with the world.

## Part 2: Puppet Pal (3 minutes)

- Day 4 Puppet Script (2 copies)
- Puppet and clipboard

**Pre-prep:** 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 out 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 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?

**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 as 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 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. Every person is important! God designed each 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 for us to do.

**Puppet:** Well, a while ago I felt sad, but now I feel glad. I don't need to compare myself to other people. I just need to do the special jobs God has for me.

**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." 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 good-bye. Do so.

## Apply It!

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

Put a stamp in the Adventure Journals, or have group guides do so as they first arrive at VBS. If giving out the bookmarks, do so.

### Part 1: Fair Dinkum Verse

**Pre-prep:** Cue the memory verse song. Hang up the **DAY 5 MEMORY VERSE POSTER**.

**Today's Verse:** For we are his workmanship. 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.

- Day 5 Student Guides, 1 per child
- Adventure Journals, 1 per child
- Stamp for Adventure Journals
- Fearfully and Wonderfully Made bookmarks, 1 per child

- Day 5 Memory Verse Poster
- Memory Verse Music and player



**Challenge:** *Check Your Balance*—Say your verse while standing with both feet on the ground. Now try to say it while balancing on one foot and then while balancing on the other. Can you make it the whole way through before losing your balance?

## Part 2: Go and Do

- With an adult, who can you say hello to today that seems sad or lonely?
- Think about what you may want to be when you grow up and how God can use you. You don't have to wait until you're an adult, though. Think about ways God can use you now, too!
- Ask an adult to share a time when someone helped them in a special way.
- With an adult, check [AnswersVBS.com/zrkids](http://AnswersVBS.com/zrkids) for more fun information!

Ask yourself this question: What special jobs might God have for me to do?

## Song 1: "Here We Go Round the Mulberry Bush"

Remind the mates that every job we do we can do for God, no matter what it is.

### VERSE 1

Here we go round the mulberry bush  
(Walk around in a little circle.)

The mulberry bush, the mulberry bush  
(Repeat.)

Here we go round the mulberry bush  
(Repeat.)

On a cold and frosty morning (Hug yourself and shiver.)

### VERSE 2

This is the way we wash our clothes (Pretend to scrub clothes.)

### VERSE 3

This is the way we sweep the floor  
(Pretend to sweep.)

### VERSE 4

This is the way we bake our bread  
(Pretend to knead bread.)

### VERSE 5

This is the way we go to church  
(Walk in time to the music.)

## Song 2: "Head, Heart, Hands, and Feet"

This song is sung to the tune of "Row, Row, Row Your Boat."

Remind the kids that God made every part of the body, and we can use all of it to do special jobs for him. We can use our head, our hands, our feet, our mouths, etc.

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.)

## Wrap-Up Review: Hop and Howl

Have the mates hop like a kangaroo if they think the answer is "yes." Have them howl like a dingo if they think it is "no." (All the answers are "yes.")

- Am I a one-of-a-kind creation of God's?
- Does God love me?
- Does God have special jobs planned for me?
- Can I help others now while I'm still a child?
- Can I trust God's Word, the Bible?
- Can I be a kind friend?

- "Here We Go Round the Mulberry Bush" song
- "Head, Heart, Hands, and Feet" song
- 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 13:5, 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
- Theme Verse Poster
- Memory Verse Posters
- Animal Pal Posters
- 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 at least 17 x 22 inches
- Puppet (girl or boy) in costume
- Clipboard
- Memory Verse Music and player
- MP3 or CD player

### DAY 1

- Made in God's Image Poster
- Monkey-to-Man Poster
- Tape measure

- Container of dirt
- Wet wipes
- Construction paper happy face and sad face
- Tape

### DAY 2

- Parts of the Body Posters
- Spray bottle with water
- Rag doll
- Grain of rice
- 4–6 zippered baggies or condiment cups with lids
- 4–6 cotton balls
- 4–6 of the following scents: pickle juice, lemon extract, coffee, pineapple juice, peppermint extract, or vanilla extract; or use essential oils
- Ball(s)
- 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
- Mirror or cell phone camera

### DAY 3

- Baby Jesus/Young Jesus Poster Set, preferably laminated
- Baby doll with play items such as baby bottle, pacifier, and blanket
- Doorhanger
- Light blue or medium blue plastic tablecloth

### DAY 4

- Gospel Poster Set
- Optional: SMYLE! Pattern or SMYLE! Poster (see Pre-prep), laminated
- Eucalyptus leaves (teacher only)
- Gift-wrapped box (lid separate)
- Overhead transparency
- Red dry erase marker
- Tape

- Gift to put in box

### DAY 5

- Gospel Poster Set
- Body Poster
- Real opal or picture of an opal
- Balloons—one helium and 5–6 regular
- Step ladder (adults only)
- Pillowcase
- Tape
- Table or TV tray

### 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

## EXPLORATION STATIONS

### DISCOVERY CENTER

#### Day 1: Let's Hear It for Ears!

- Plastic cups with lids or foil rubber-banded on them
- Sets of matching small items such as paper clips, jingle bells, beans, pebbles, crayons, keys, coins

#### Day 2: Touch Time

- Pillowcase or sack (not see-through)
- Various small safe items (e.g., children's toys, a toothbrush, a small stuffed animal, a plastic cup, a washcloth, a ball, a washable marker)

#### Day 3: Do You See What I See?

- 7 baby items, such as a brush, rattle, spoon, bottle, sippy cup, baby book, and diaper
- Tray
- Baby blanket
- Optional: Additional baby items to add in (baby food, barrette, baby picture, bib, etc.)

#### Day 4: Smell-a-Thon

- Mini cups covered with foil
- Toothpick
- Various baby foods
- Apple juice
- Baby shampoo
- Baby powder
- Sunscreen
- Pickle slices

- Onion

#### Day 5: Edible DNA

- Cereal that has numerous shapes, ⅓ c. in snack-size zippered baggie per child
- Paper towels, 1 per child
- Hand sanitizer

### TOUCH TABLE WATER

#### BABY CARE

##### Every Day

- Under-the-bed storage container, small wading pool, real baby bathtub(s), or "official" touch table
- Water
- Tarp

##### Day 1

- Waterproof baby dolls (not precious keepsakes!)
- Baby washcloths, mitts, scrubbies
- Baby bath towels
- Soap (can be in pump bottles with mostly water and just a tiny bit of soap—shake up, or can be a pretend bottle)
- Empty small baby powder bottle

##### Day 2

- Small cups or jugs for scooping water and rinsing the babies
- Bath toys, stacking cups, and waterproof baby books
- Rubber duckies

##### Day 3

- Baby clothes
- Preemie diapers, wipes, and changing pad
- Real or pretend baby lotion
- Baby blankets

##### Day 4

- Baby toothbrushes (no toothpaste)
- Baby bottles, bowls, spoons, cups, and play food

##### Day 5

- Play strollers and diaper bags

### TOUCH TABLE SAND

#### Every Day

- Under-the-bed storage container, small wading pool, or "official" touch table
- Tarp or plastic tablecloth
- Play sand, available from hardware stores (make sure it's marked play sand, not regular sand)
- Water for wetting down sand
- Wet wipes for cleanup

#### Day 1: Monkeys and Man

- Little plastic people like Fisher Price people
- One container of Barrel of Monkeys
- Small opaque plastic or styrofoam cups

#### Day 2: Bare Bones

- Skeleton Station Pattern
- Cotton swabs
- Fun foam small circles

#### Day 3: Fun Faces

- Cartoon Faces Pattern
- Craft sticks

#### Day 4: Craft Stick Cross

- Craft sticks—half regular size, half mini (or half tongue-depressor size and half regular size)

#### Day 5: Sandy Work

- Variety of sand toys, molds, spray water bottles, and buckets

### DRAMATIC PLAY:

#### DOCTOR'S DRESS-UP

- Doctor's office decorating supplies (see Decorating Decisions)
- Doctor supplies
- Waiting room supplies

### COLORING CORNER

- Memory Verse Coloring Sheet for each day
- Christmas in July decorating supplies (see Decorating Decisions)
- Markers or crayons
- Optional for marker and crayon storage: red or green basket or bucket
- Optional: Additional supplies to glue on, glue sticks, and stickers

**Note:** See the daily lessons for specifics on some of these supplies.

\*Available in the Teacher Resource Kit

\*In the Digital Resources included with book