

# Turtle-y Terrific Science and Crafts



**Download the Digital Resources  
mentioned in this book from  
[AnswersUBS.com/ZoomResources](https://AnswersUBS.com/ZoomResources).**

# How to Customize This Rotation(s)

**Science experiments** are for class demonstrations or small groups—two options for each day start on **page 16**.

**Crafts** are themed for each day and are age appropriate for individual students to do. Toddler crafts start on **page 35**. Main crafts start on **page 38**. Extra craft ideas start on **page 52**.

## Choose

Here are a variety of options to fill this rotation. Choose one or more that are appropriate for your schedule.

For example, you may want to offer one experiment and one craft. Or only do experiments or only crafts. Or an experiment and mission moment. The choice is yours, depending on the interests of your children and your budget.

**Songs** for each day are suggested on **page 6**. If you would like your children to spend more time each day learning the theme songs, this option is for you.

**Memory verse review games** begin on **page 7**. For those who want a Bible memory emphasis in their VBS program, choose this option (perhaps in combination with an experiment, craft, or mission moment).

**Mission moment** provides a way to either extend the time you spend on missions during the Assembly or offer a complete mission time on its own (removing it from the Assembly time). Check **page 9** for more information from Children's Hunger Fund.

## Contents

Course Overview . . . . .	2
Handy Helps . . . . .	3
Welcome to “Aus-some” Australia! . . . . .	3
Your Role. . . . .	4
Frequently Asked Questions . . . . .	4
Terms to Know . . . . .	4
Top 20 Tips for Turtle-y Terrific Science and Crafts . . . . .	5
Aus-some Songs . . . . .	6
Fair Dinkum Verses Review . . . . .	7
Mission Moment . . . . .	9
Science Experiments . . . . .	16
Toddler Crafts . . . . .	35
Main Daily Crafts . . . . .	38
Extra Daily Crafts . . . . .	52
Any Day: More Crafts . . . . .	57
Experiments Supply List . . . . .	60

## Limited license to copy:

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

### *Turtle-y Terrific Science and Crafts*

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

Project Coordinator: Stacia McKeever  
Writers/Contributors: Randy and Barb Witt, Kathy Goodlett, Christa Sexton, Krista Black, Amy Quinn  
Editor: Linda Moore

Interior Design: Diane King  
Cover Design: Jon Seest  
Science Illustrations: Paul Agner  
Craft Photos: Susie Jarvis

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2016 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.

For more information, write:  
Answers in Genesis, PO Box 510, Hebron, KY 41048  
Printed in China.



# Course Overview

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



# 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 is outlined in the following pages. Your responsibilities may include:

- Planning crafts, experiments, mission moment, music, or memory verse memorization for all age levels
- Overseeing assistants
- Organizing sign-up for donations of materials
- Buying all extra supplies that have not been donated

- Enlisting help and preparing necessary supplies
- Acting as the presenter during VBS or overseeing others who present the activities
- Overseeing the daily setup and cleanup of the area(s)
- Making sure key lesson themes are reinforced
- Praying over all aspects of this job before, during, and after VBS

## 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 Tips for Turtle-y Terrific Science and Crafts

1. Psalm 139 teaches that we are fearfully and wonderfully made by God. Treat every child with kindness and respect, remembering each is a precious image bearer of God. Our attitude toward and treatment of others will speak volumes.
2. Pray! This is your most important preparation. Give all concerns to the Lord and watch *him* do great things!
3. This guide offers main craft and science experiment suggestions as well as ideas for extra crafts and craft kit options. Some are simple and quick, while others are more involved. There are also toddler crafts (which can be used with pre-primaries, too). Think through your time and resources and decide which crafts and/or science experiments you will do each day.
4. Gather faithful helpers who will prepare items well in advance. Record their names, addresses, cell phone numbers, and email addresses so you can contact them quickly and easily.
5. Make a sample of every craft and science experiment before you meet with your team for the first time so they can visualize what you are presenting. Each helper should make a sample of each craft so they're familiar with all the steps. Try out each science experiment ahead of time and make sure your presenters have done a trial run as well.
6. Host "Craft Shops" or "Science Shops." Workers can drop by and pick up something to work on at home, or they can stay for part or all of the time. Assembly lines can be set up to prep crafts quickly. Weekday or Saturday mornings from 9 a.m. to noon, complete with doughnuts and coffee, can be an enjoyable time.
7. Use an office paper cutter for pre-prep cutting of patterns or paper with straight edges. Make sure to remove the paper cutter and any other dangerous supplies, such as miter saws and craft knives from the classrooms. If a science experiment calls for this type of item, store it in a safe place before and after use.
8. Be prepared. Organize crafts into individual kits for each child, using plastic baggies or lunch sacks. Place the individual kits into boxes labeled for each rotation. Organize science experiment supplies as well, considering whether they will be done by individuals, groups, or as a teacher demo as noted in the directions.
9. Cover the tables with plastic tablecloths and secure with tape.
10. Craft glue, such as Tacky Glue, works better than school glue. Toothpicks work well for dipping into and applying the glue.
11. Permanent markers in vibrant colors can be a good alternative to paint for grade-schoolers. They work on most surfaces—paper, wood, fabric, and plastic.
12. Decorate the room to correspond with the theme. See *Decorating Decisions* in the *Director Guide* for possible ideas. Play VBS music to set the mood. Display the memory verses on each table or around the room in various locations. Place a sample of each craft or science experiment on every table so children can visualize what they will be making or doing.
13. Overhead projectors can be used to display craft and science experiment directions.
14. Use this time to engage in conversation and share God's love. Be ready to offer smiles, hugs, and laughs. (Be aware of your church's appropriate touching policies.) Also, be ready to help children who are easily frustrated. Helping with steps requiring physical dexterity does not detract from the child's creativity.
15. To reinforce the day's lesson, share the teaching tie-in at the beginning of each craft or science experiment. Ask the kids about what they're learning throughout your time together or right before they leave this rotation.
16. Print the daily memory verses on address labels and place on crafts or experiments, if possible.
17. Give leftover craft supplies to sick children, another VBS, or your church's resource area.
18. Always, always, always put names on crafts and take home science experiments! Strips of masking tape work well for name labels.
19. The test churches divided this rotation time by having 17 minutes in a science room, attempting one or two science experiments, and 17 minutes in a craft room, doing one or two crafts. There are other great options in this book for adding more music, mission, or memory verse time.
20. This book is loaded with fabulous stuff—more than you'll probably be able to do—so consider incorporating unused ideas at other times during your ministry year.





# Aus-some Songs

This section is for those who may want to add a music rotation to their schedule. A Music Leader USB (including both contemporary and traditional) is included with the purchase of a Super Starter Kit or is available to purchase separately at [AnswersVBS.com](http://AnswersVBS.com) (11-9-057). The Music Leader USB includes memory verse hand motion videos (contemporary only), song lyric videos, and audio files for you to choose from. Check with your director for the USB.

## Materials

- ☐ Music Leader USB
- ☐ Aus-some Songs Station Poster (11-9-034)
- ☐ Device to play songs

## Day 1

"Zoomerang" (theme song)

Contemporary: "Do You Not Know?"

C: "Take My Life"

Traditional: "Made By the Father"

T: "Building the Kingdom"

## Day 2

C: "Wonderfully Made"

C: "Masterpiece"

C: "One Way"

T: "Fearfully and Wonderfully Made"

T: "You Can't Make a Monkey Out of Me"

T: "The Greatest Story"

To help the children learn the VBS songs, spend some time singing them during this rotation. The theme song is fun to sing every day, along with several other songs. Choose the songs your kids will enjoy and repeat them throughout the week or use the suggestions given below. You may also want to include the day's memory verse song. (See the Fair Dinkum Verses Review section.)

## Day 3

"Zoomerang" (theme song)

C: "Masterpiece"

C: "One Way"

C: "Everything"

T: "You Can't Make a Monkey Out of Me"

T: "The Greatest Story"

T: "Servant's Heart"

## Day 4

C: "One Way"

C: "Wonderfully Made"

C: "Do You Not Know?"

T: "The Greatest Story"

T: "Servant's Heart"

T: "Made By the Father"

## Day 5

"Zoomerang" (theme song)

C: "Everything"

C: "Wonderfully Made"

C: "Take My Life"

T: "Servant's Heart"

T: "Fearfully and Wonderfully Made"

T: "Building the Kingdom"



# Fair Dinkum Verses Review



Fair Dinkum means 100% true and genuine. This section is for those who want to add a memory verse rotation to their schedule. Display the memory verse posters in your area. Review the memory verse by playing the appropriate song from the Music Leader USB (either video or audio) several times, encouraging the kids to sing along. Then play a game to review the verse. You may want to combine this with the Aus-some Songs time.

A Music Leader USB, including both contemporary and traditional music, is available with the purchase of a Super Starter Kit or at [AnswersVBS.com](http://AnswersVBS.com) (11-9-057). Check with your director for the USB.

## Materials

- ☐ Music Leader USB
- ☐ Fair Dinkum Verses Station Poster (11-9-035)
- ☐ Memory Verse Posters
- ☐ Device to play songs

## Day 1

To review today's verse and the theme verse, write "point up" and "point at yourself" on separate pieces of cardstock. As the children say the verse, show the "point up" sign when God is mentioned in some way and the "point at yourself" sign when "I" or people are mentioned, switching throughout the verse. Let children take turns holding up the signs.

## Theme Verse

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

I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well. Psalm 139:14 (KJV)

## Juniors and Primaries

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

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

## Pre-Primaries and Toddlers

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

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

## Day 2

To review today's verse, write words that have to do with exploring Australia (e.g., swimming in the Great Barrier Reef, hiking in the Outback, running from a crocodile, looking at a platypus, climbing a bamboo tree, fishing, surfing, digging like a dingo) on individual pieces of paper, and place in a paper bag or sand pail. Kids can take turns drawing a piece of paper out of the bag or pail. Everyone says the verse while doing the action.

## Juniors and Primaries

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

I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well. Psalm 139:14 (KJV)

## Pre-Primaries and Toddlers

I am . . . wonderfully made. Psalm 139:14 (ESV)

I am . . . wonderfully made. Psalm 139:14 (KJV)

## Day 3

To review today's verse, have children sit in a circle and pass around a "microphone" (made from a paper towel roll). Have them recite the verse one word at a time as each child receives the mic.

## Juniors and Primaries

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

And as ye would that men should do to you, do ye also to them likewise. Luke 6:31 (KJV)

## Pre-Primaries and Toddlers

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

And as ye would that men should do to you, do ye also to them likewise. Luke 6:31 (KJV)

## Day 4

### Juniors and Primaries

Before class, divide the verse below into phrases and write each phrase on a different strip of paper. Make as many verse sets as you'll need for your teams. Divide into teams (3–4 kids on a team). Give each team a set of verse strips. Each team must put their verse strips into the correct order. This can be done as a relay race or by drawing the paper strips out of a small treasure box. The first team to put them in order and say the verse correctly wins.

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

Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live. John 11:25 (KJV)

### Pre-Primaries and Toddlers

Pass out boomerangs (color cards cut in the shape of a small boomerang) to each child—some get a blue boomerang, some get red, some yellow, etc. Place one of each color

boomerang in a bag. Pull out a boomerang, and all those who have that color stand and say the verse.

Jesus said . . . “I am the resurrection and the life.” John 11:25 (ESV)

Jesus said . . . I am the resurrection, and the life. (KJV)

## Day 5

Lay out a series of toy hoops so they are near each other in a path. Kids start at one end of the path and say the verse as they jump like a kangaroo from hoop to hoop.

### Juniors and Primaries

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

For we are his workmanship, created in Christ Jesus unto good works, which God hath before ordained that we should walk in them. Ephesians 2:10 (KJV)

### Pre-Primaries and Toddlers

For we are his workmanship. Ephesians 2:10 (ESV)

For we are his workmanship. Ephesians 2:10 (KJV)



# Mission Moment

The VBS mission emphasis provides a unique and practical opportunity for children to learn about and participate in the work of gospel-centered ministries that serve the poor. Each day's segment will take 15–20 minutes.

This year, we've partnered with Children's Hunger Fund to provide food and the hope of the gospel to hungry children in the US and across the globe. *Life's Amazing Adventure* is a fun and meaningful addition to your VBS program,

teaching kids about poverty around the world and empowering them to make a difference.

Note that the Children's Hunger Fund scripts are also provided in the *Assembly Guide* for those who would like to offer a mission time then. Coordinate with your director and assembly leader on who is doing what concerning the mission time.

## Life's Amazing Adventure

Life's Amazing Adventure is a powerful addition to your VBS program. Your kids will explore five different countries, discovering that everyone is a treasure to God. They'll also learn about children living in poverty around the world and ways to make a difference.

As your students explore Rwanda, Haiti, Albania, Myanmar, and the US, they'll hear the stories of boys and girls whose lives have been touched by poverty. These children have no guarantee of meals, shelter, or an education. They need help. And they need the hope that only comes from salvation in Jesus Christ.

The good news is you and your kids have the power to make a difference!

The Bible says that giving generously to the poor is really giving generously to God himself (Proverbs 19:17). Teach your VBS class the great joy that comes from sacrificing for the sake of Jesus and his gospel.

### Life's Amazing Adventure!

During the Mission Moment, your group will meet Harper, a fun-loving adventurer who loves exploring all of God's incredible creations. Using her experiences living in the Australian Outback, Harper will share what she's learned about the value of life. Each day, she'll take you to meet a child in another part of the world who needs your help.

Your mission is to collect coins to fill Children's Hunger Fund Coin Paks and help provide meals for children in need, just like the ones Harper introduces throughout the week.

When your VBS children earn coins for their Coin Paks, they make it possible for Children's Hunger Fund to fill Food Paks. A Children's Hunger Fund Food Pak is a box of up to 20 pounds of nutritious food that can feed a family for up to a week. In a Food Pak, a meal costs just 25¢! A dollar can provide four meals for hungry children.

The Food Paks are provided to partner churches in the US and around the world who deliver them to homes of families



in need. Along with food delivery, relationships are built and the gospel is shared.

The following items are available on the Digital Resources.

- Daily videos
- Daily scripts and activities
- Printable Prayer Journals—Five days of true stories about hungry children living in poverty. These informative prayer briefings will help your kids connect with the real needs of suffering children.
- Printable “Map of the World” activity sheet, featuring locations of the children from the daily videos
- Printable banner artwork
- PowerPoint images to help your kids track their fundraising progress
- Printable fold-up Coin Pak bank for collecting coins
- Donation Submission Form to accompany your donation to CHF at the end of your VBS program

### Purchasing Items

Included in your starter kit is a sample of the sturdy pop-up Coin Pak bank made for your kids to use as they collect



quarters for meals. Check with your director for this sample. After VBS, these will be fun souvenirs that can be kept as reminders to always care for the needs of others. Coin Paks are available for purchase from Children's Hunger Fund.

To order Coin Paks, please visit [ChildrensHungerFund.org/AnswersVBS](http://ChildrensHungerFund.org/AnswersVBS). To place an order over the phone, call Children's Hunger Fund at 800-708-7589.

For questions regarding your Mission Moment resources, please call 800-708-7589, extension 2109, or email [VBS@ChildrensHungerFund.org](mailto:VBS@ChildrensHungerFund.org).

Orders must be received 14 days prior to your VBS date. Available while supplies last.

## Collecting Donations

Give children their own Coin Pak bank for collecting donations. Work with your director to set up a fun area for kids to deposit their money each day as they begin VBS. Encourage your kids in the weeks leading up to VBS to save their money and then begin collecting the first day. Or, plan on passing out the Coin Paks on Day 1 and begin collecting on Day 2.

Once you've totaled your donations, please make out a check to Children's Hunger Fund and indicate "Life's Amazing Adventure" in the memo area, and fill out the Return Form. Send your check with the Return Form (on the Digital Resources) to:

Children's Hunger Fund  
Attn: Life's Amazing Adventure  
DEPT LA 24373  
Pasadena, CA 91185-4373

Learn more about the gospel-centered mercy ministry of Children's Hunger Fund at [ChildrensHungerFund.org](http://ChildrensHungerFund.org).

## Tracking Your Progress

To help your kids maintain their excitement, announce how many meals they provided each day. Check with your director to find out when to do this: either during this time or during the opening or closing assembly time.

Here are fun ways to help your kids see their progress as they raise funds.

1. Show your progress with the Daily Count PowerPoint slides, found on the Digital Resources. Update the slides with the total number of meals raised each day.
2. Make your own goal tracker and update it throughout the week. Create or print an empty thermometer and put five equally spaced marks on it. Each day, fill in the thermometer up to the next mark and write the total number of meals raised so far on the corresponding line.
3. Consider having a contest between boys and girls, or between teams, to see which group can bring in the most money. (Printable "teams" and "daily count" artwork are on the Digital Resources.)

**NOTE ON COUNTING COINS:** It may be helpful to recruit two or three adult volunteers to count and/or roll the coins at the end of each day. Some banks provide coin counting service, but they may require several days to do so. Check ahead with your local bank.

## Materials Needed

### EVERY DAY

- ☐ Glue
- ☐ Child safety scissors

### FROM DIGITAL RESOURCES

- ☐ Wild Brothers video for each day
- ☐ Slides for Children's Hunger Fund for each day
- ☐ Video for Children's Hunger Fund for each day
- ☐ "Map of the World" activity sheet, 1 per child
- ☐ Child Prayer Journals for each day, 1 per child

### DAY 1

- ☐ Coin banks, 1 per child
- ☐ Printouts of different foods (feel free to add images of candy, snack foods, or fast food items)
- ☐ Tape
- ☐ Wall or white board

### DAY 2

- ☐ Masking tape
- ☐ 3 different colors of index cards (red, yellow, and blue). There should be more yellow cards than any other card and only a few blue cards. For example, if there are 30 children, there should be 3 blue, 20 yellow, and 8 red.)
- ☐ A bag or bucket
- ☐ Printed list of questions (see Digital Resources)

### DAY 3

- ☐ Enough lemons for everyone in the group. (You can use oranges or grapefruit, but they all must be the same type of fruit.) You can reuse most of the fruit, but a few will be peeled for each group.
- ☐ A large basket or bowl to hold all the fruit for each group
- ☐ Printout of a human x-ray



#### DAY 4

- ❑ 1 large bin for every 5 students
- ❑ Printout of 1 paper house for each group (see Digital Resources)
- ❑ Building supplies, such as paper plates, play dough, cotton balls, paper, tape, sponges, craft sticks, and toothpicks

- ❑ Pitcher of water

#### DAY 5

- ❑ “Would You Rather?” questions (see Digital Resources)

## The Wild Brothers

Mike and Libby Wild, along with their four sons (Morgan, Hudson, Kian, and Asher), are a missionary family with New Tribes Mission, ministering to an unreached people group in Asia Pacific. Their four sons have produced high-quality videos about their adventures living in a remote

area and exploring the jungle around them. Find out more about the Wild Brothers at [TheWildBrothers.com](http://TheWildBrothers.com).

In partnership with Answers VBS, they have also produced five short videos for you to share with your kids during this time. These videos are available on the Digital Resources.

## Daily Scripts

### Day 1: Mimi (Rwanda)

SHOW: “Life’s Amazing Adventure” slide

As we spend this week learning about the people God created in his image, we are going to get the chance to meet a boy or girl living in a different part of the world. We are partnering with Children’s Hunger Fund to help children just like these, who are living in poor conditions and don’t have enough to eat.

But the best part is that you can help them! And along with sending food, you can help them hear about Jesus, too!

SHOW: “Life’s Amazing Adventure—Mimi” slide

Are you ready to meet the first child? *Pause for participation.* Great! Today, we’re going to meet a very little girl named Mimi, who lives in the country of Rwanda.

SHOW: Video 1—Mimi

Country: Rwanda

Problem: Extreme Hunger

Did you notice where Mimi and her family live? Their house is made out of mud, and they live very far away from other people. There aren’t a lot of options for her mother to find work, and she has a lot of growing children to feed. Five children. And she has to provide food for them all by herself! But even where Mimi and her family lives, a local pastor came to deliver Food Paks from Children’s Hunger Fund and share with her family about Jesus!

Do you want to help kids like Mimi? *Pause for participation.* Great! This week at VBS, we will be collecting

coins to put in these Coin Paks [[show Coin Pak](#)]. Take this home today and tell your family and friends about Mimi. Ask them to help you collect coins for meals. It only costs 25¢ to provide a nutritious meal for a hungry child.

These meals will be packed into a Children’s Hunger Fund Food Pak, which is a box with about 20 pounds of nutritious food inside. That’s enough to feed a family of four for about a week.

Each day this week, bring back any coins you’ve collected, and we’ll count how many meals you’ve given so far. With your help, we can deliver hope to suffering families all over the world.

#### DO MISSION ACTIVITY: WHAT’S FOR DINNER?

1. Post images of different types of food on the wall/board.
2. Ask the kids if they see any foods they enjoy. Call on students to share things they like.
3. Each time a student picks something that isn’t beans/rice, sweet potatoes, or bananas, tell them, “Oh, sorry! That’s not available where Mimi lives,” and pull it from the wall/board.
4. If someone picks beans/rice, sweet potatoes, or bananas, tell them, “Great! That’s one of the main foods people eat in Rwanda.”
5. Keep going until beans/rice, sweet potatoes, and bananas are the only things left on the board.
6. If the kids catch on and don’t pick any of the foods they know aren’t available in Rwanda, go ahead

and pull them off and say, “No one wants hot dogs? That’s okay, since you can’t get that, anyway.”

### TALKING POINTS

- Many developing countries, like Rwanda, lack variety in the foods available.
- Most people eat only what they are able to grow themselves.
- Many people in Rwanda do not eat meat more than a few times a month.
- What are the problems involved with only eating a limited variety of foods?
- Malnutrition can lead to weak bones and muscles. It also affects a person’s ability to fight off disease and slows a person’s ability to heal from an injury. Lack of proper nutrients can also impact many of the body’s internal organs, making them work less efficiently.
- Look at the foods on the wall/board again. What foods would you add to this to provide Mimi with the nutrients to grow healthy and strong?
- What can you do to help children like Mimi get the food they need?

DO the “Map of the World” activity sheets. Pass out the maps and have kids cut and paste the item for today on the map. Then collect the maps when you’re finished with the activity. Pass out the Day 1 Prayer Journal for children to complete and take home.

## Day 2: Isaac (Haiti)

SHOW: “Life’s Amazing Adventure” slide

All week long, we will be joining Harper as she travels all over the world to meet people and share with them that they are precious to God. We’re also learning how we can help by providing them with the food they need.

Have you started collecting coins for your Coin Pak yet? *Pause for participation.* Great! Remember, each quarter you put into your Coin Pak means one meal for a hungry child.

SHOW: “Life’s Amazing Adventure—Isaac” slide

Today, we’re going to be traveling with Harper to the country of Haiti, where we will meet a boy named Isaac. Let’s hear his story.

SHOW: Video 2—Isaac

Country: Haiti

Problem: Generational Poverty

Isaac doesn’t have the same options that people do in other areas of the world. He doesn’t dream about being

a doctor or an astronaut or a famous soccer player because his family cannot afford to send Isaac to school. His plans have always included becoming a farmer like everyone else in his family. This is called generational poverty. For Isaac, using a wheelchair to get around has made this difficult life that much harder. When a pastor visited with a Food Pak and shared with Isaac’s family about Jesus, he was able to see that God’s plan was bigger than his own.

Every 25 cents you collect this week means one meal for a child like Isaac—a child who doesn’t know when they will get their next meal. You are helping to deliver hope to suffering children around the world.

Now, do you want to hear how many meals we’ve raised so far? *Pause for participation.* Well, we’ve counted the coins you brought in and we’ve raised \_\_\_\_ meals! Remember, one dollar provides four meals. To calculate your VBS meal progress, multiply the dollars raised by four.

SHOW: Daily Count Day 2 slide with current meal count filled in.

That’s not bad for just one day. But we’ve still got the rest of the week, so keep bringing in coins all week long! Share what you’ve learned about Isaac and Mimi with someone else and see if they want to help provide meals, too. Ask your parents if you can earn money for your Coin Pak by doing some special chores around the house. Get creative!

### DO MISSION ACTIVITY: STACKED DECK

1. Tape a line across the floor in the middle of the room and have all the children line up along the line.
2. Place all the cards into the bag/bucket so the colors of the cards are not visible.
3. Have the children pull out a card from the bag.
4. Use the questions from the Digital Resources to have them move forward or backward based on the questions asked.

### TALKING POINTS

- Generational poverty means you are impacted by the poverty you inherited from the generation before you. Today, we met Isaac, living in Haiti. He lives in poverty because his parents live in poverty. They cannot afford an education, so they cannot get better jobs and improve the lives of their children.
- Generational poverty is a cycle, and it’s very hard to break.
- For those who stepped forward most of the time, how did you feel about moving forward?



How did you feel about those who were moving backward?

- For those who stepped back, how did you feel about your situation?
- Can you see how hard it would be to move forward when you are already so far behind everyone else?
- What are some ways that you can help people like Isaac in Haiti and others like him around the world?

Send each child home with an “Isaac” prayer journal.

Do the “Map of the World” activity sheets. Pass out the maps from yesterday, and have them cut and paste the item for today on the map. Then collect the maps when you’re finished with the activity.

## Day 3: Roan (Albania)

SHOW: “Life’s Amazing Adventure” slide

All right, adventurers! Are you ready to hop on a plane with Harper and travel to a faraway country to meet another wonderfully created child of God?

Who remembers how much it costs to provide one meal for a hungry child? *Pause for participation.* That’s right! It only costs 25 cents to provide a nutritious meal to a child in need. So that means one dollar can provide 4 meals, ten dollars can provide 40 meals, and twenty-five dollars can provide 100 meals! Isn’t that incredible?

SHOW: “Life’s Amazing Adventure—Roan” slide

Who knows where the country of Albania is? *Pause for participation.* If you don’t know, picture the country of Italy, which looks like a long boot. Well, if that boot swung backward, it would kick right into Albania. Today, we’re going to meet a little boy named Roan, who lives in Albania.

SHOW: Video 3—Roan

Country: Albania

Problem: Injustice

Roan lives a very lonely life. No matter what his family does, the community around them treats them poorly for no reason other than where they are from or how they look. This is called injustice. Because Roan and his family are treated unfairly, they are often unable to afford to buy food. Every time Roan’s stomach rumbles in hunger, he is reminded that there are people that don’t like him and want him to leave.

The meals that you are providing with your coins will help show children like Roan that he is precious and valuable. For Roan and his family, a visit from a church volunteer brought the message of hope and belonging

that they needed. Instead of feeling unwanted, Roan learned that he is a child of God. Isn’t that great news?

What have you been doing this week to earn coins for your Coin Pak? Are you asking your parents if you can do an extra chore to earn money? Are you sharing with people the stories of the boys and girls you are meeting this week? Talk to your parents about different ways you might be able to raise money for meals.

Now, do you want to hear how many meals we’ve raised so far? In only two days, you have raised \_\_\_\_ meals! (Remember, one dollar provides four meals. To calculate your VBS meal progress, multiply the dollars raised by four.) **That’s pretty fantastic!**

SHOW: Daily Count Day 3 slide with current meal count filled in.

You are doing an amazing job! All the coins you bring in this week represent children who will receive a nutritious meal and have a chance to learn about the loving God who created them! Who’s excited to see how many more meals we can raise tomorrow? *Pause for participation.*

### DO MISSION ACTIVITY: WHAT’S ON THE INSIDE?

1. Pass out the lemons so every student has one.
2. Tell them to study their lemon. Ask: How would you describe it? What makes your lemon different from others? Are there any unique qualities you can identify in your lemon?
3. Collect everyone’s lemons into a large basket or bowl.
4. Ask the students to find their lemon. It shouldn’t be too hard to find the fruit they had before.
5. Collect the fruit again. Without letting them see what you are doing, peel one of the lemons.
6. Hold up the peeled fruit and ask if anyone can identify that lemon as theirs.

### TALKING POINTS

- Why was it so hard to tell if this was your lemon? *Because we only studied the outside.*
- If I peeled the rest of these, do you think they would look pretty much the same as this one? *Yes. Why?*
- Let’s look at this a different way. *Hold up the human x-ray photo. What can you tell me about this image? They are the bones inside of a human being.*
- Right, this is an x-ray image of a human. From this image, can you tell what color eyes this

person has? What about hair color? Age? Name? Where this person lives?

- Just like your lemons, it's easy to tell people apart when we look at the outside, but on the inside, we're all the same.
- Roan was treated unfairly because of what people saw on the outside, but on the inside, he looks the same as the other kids in his neighborhood.
- God loves us for what we are on the inside. He created us just the way we are, in his image and with great care and purpose, and we are very special to him.
- How can you show God's love to everyone?

Send each child home with a "Roan" prayer journal.

DO the "Map of the World" activity sheets. Pass out the maps from yesterday, and have them cut and paste the item for today on the map. Then collect the maps when you're finished with the activity.

## Day 4: Garma (Myanmar)

SHOW: "Life's Amazing Adventure" slide

Does anyone remember what we are raising coins for this week? Pause for participation. Right! We are raising coins to provide meals for children who don't have enough food to eat. Children's Hunger Fund will send those meals in Food Paks to churches all over the world, where they will be delivered to families in need. But the churches don't just drop off food and leave; they also share the good news of Jesus!

Are you ready to meet another child?

SHOW: "Life's Amazing Adventure—Garma" slide

Myanmar is a country in Asia, located just south of China. Today, Harper's travels will take us to Myanmar to meet a young girl named Garma.

SHOW: Video 4—Garma

Country: Myanmar

Problem: Disaster

Can you imagine living in a place where it rains so much that you worry that your house might collapse? Garma has to face this fear every year during monsoon season. Where Garma lives, the homes are not built the same way our homes are built here. The roofs leak, the ground around her home fills with large puddles, and everything feels wet all the time.

When her school and the building where her father worked were destroyed, do you think Garma felt like her life was out of control? Pause for participation. Do

you think that learning about a loving God who is in charge of all things brought her comfort? Pause for participation. Me, too!

Well, we have had a few days to raise meals for kids just like Garma. Are you ready to be blown away by how many meals we've raised so far? Pause for participation. I don't think you sound excited enough. Are you ready to find out how many meals we've raised? Pause for participation. That's better! In just three days, you have raised \_\_\_ meals! Remember, one dollar provides four meals. To calculate your VBS meal progress, multiply the dollars raised by four. That's incredible!

SHOW: Daily Count Day 4 slide with current meal count filled in.

These coins are going to do so much more than provide food for children in need. You are providing an opportunity for pastors to build relationships with families and share the gospel of Jesus Christ! But don't stop collecting yet! We have one more day to collect coins to provide meals, so keep up the good work!

### DO MISSIONS ACTIVITY: KEEP IT DRY

1. Divide kids into small groups.
2. Place the paper house in the center of the plastic bin.
3. Tell them that there is a storm coming and they can use the available supplies to try and keep the paper house (or "home") from getting wet when the water is poured into the bin.
4. After the kids are finished building, pour water into the plastic bin (around the structure, not on top of it) to see if the paper box stayed dry.

### TALKING POINTS

- In Myanmar, where Garma lives, many of the houses are built on stilts to protect them from puddles when it rains. Sometimes, though, especially strong storms make the waters rise higher than normal.
- What would happen if we poured another pitcher of water into your bins? Would your structure still survive? Pour another pitcher of water into the bins to find out.
- Would it survive if there were strong winds, too? Optional: use a fan to see if the structure falls over.
- What if there was an earthquake?
- In many places around the world, people live in mud huts or buildings made of large sheets of metal. Strong wind and heavy rains are much stronger than mud and thin sheets of metal.
- Would you feel safe in a home like that?



- How can you help people who have lost their homes in a natural disaster?

Send each child home with a “Garma” prayer journal.

DO the “Map of the World” activity sheets. Pass out the maps from yesterday, and have them cut and paste the item for today on the map. Then collect the maps when you’re finished with the activity.

## Day 5: Hector (United States)

SHOW: “Life’s Amazing Adventure” slide

Are you excited to head out with Harper on one more adventure this week? I hope you’ve learned as much as I have about how people are living in other countries and what we can do to help.

I’ll share with you in just a moment how many meals we’ve raised this week, but first, let’s head off on one more adventure with Harper.

SHOW: “Life’s Amazing Adventure—Hector” slide

All week long, we’ve been meeting children living in countries thousands of miles away, but the child we’re meeting today lives a lot closer. Today, we’re going to meet Hector, who lives right here in the United States.

SHOW: Video 5—Hector

Country: United States

Problem: Invisible Poor

Does it surprise you that there are people living right here in the United States who might not have enough food to eat? Hector lives in a house. His dad has a job. Looking at them, you might not think that they are living in poverty. That is why they are known as invisible poor. Sometimes, illnesses or the loss of a job can mean that a family has to choose between paying rent and buying food or paying the electric bill.

Thankfully, you can help! Not only can the coins you’re collecting this week provide meals for children like Mimi, Isaac, Garma, and Roan living in faraway countries, but they are providing meals for children right here in the United States. Kids like Hector.

Children’s Hunger Fund partners with churches around the world who search for families in need of food and the saving knowledge of Jesus. Every box of food means a chance to share the gospel. Your quarters are making a huge difference! Isn’t that incredible?

Okay! Are you ready to see how many meals we’ve raised this week? Pause for participation.

The grand total number of meals we have provided this week during Life’s Amazing Adventure is \_\_\_\_ meals! Remember, one dollar provides four meals. To calculate your VBS meal progress, multiply the dollars raised by four.

### DO MISSION ACTIVITY: WOULD YOU RATHER?

1. Ask for 12 volunteers.
2. Ask each volunteer one of the Would You Rather? questions.
3. Encourage them to choose an option and avoid answering “neither,” even when neither option is good.
4. If time permits, ask the rest of the group if anyone would choose differently than the volunteer.

### TALKING POINTS

- Were there any choices that were harder to make than others?
- Does it surprise you that many families in America have to make difficult decisions between two hard options?
- We call poverty in America “invisible poor” because it doesn’t look like what we see in other countries. Poverty in America doesn’t just mean someone is homeless.
- There are many people right here in America who live in poverty. They may live in your neighborhood or go to your school.
- What is something that you can do to help families who may be suffering in your community?

Send each child home with a “Hector” prayer journal.

DO the “Map of the World” activity sheets. Pass out the maps from yesterday, and have them cut and paste the item for today on the map. Kids can take the maps home today.

# DAY 1 EXPERIMENT

## Bonzer Boomerang

### Materials

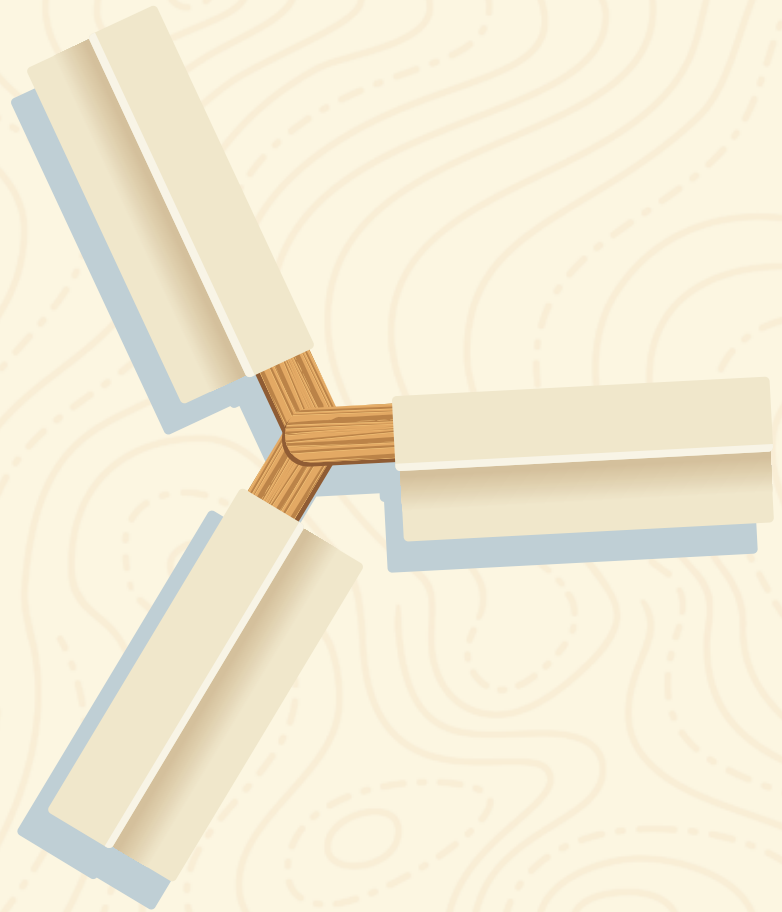
- ☐ Boomerang Pattern
- ☐ 6-inch tongue depressors, 4 per child (3 for the frame, 1 for a folding guide)
- ☐ 8 additional tongue depressors or craft sticks for the frame template
- ☐ 110# cardstock, any color or colors
- ☐ Hot glue gun (adults only)
- ☐ Tape, several pieces per child
- ☐ Pen or pencil
- ☐ Optional: picture of an airfoil

### Pre-prep

1. Cut the cardstock into  $5\frac{1}{2}$  x  $2\frac{3}{8}$ -inch rectangles. Each child needs three. If you are working with kids who are second grade or lower, pre-prep their airfoils. If you are working with older kids (3rd grade and up), have them make their own. Directions for making the airfoils are given in Class Directions #1.
2. Prepare one frame template, which will then be used to make all the students' frames. Tape three craft sticks together in one stack and five together in another stack, then tape them on to the Boomerang Pattern.
3. Now it is time to make the kids' frames on top of that. For each child's frame, put three tongue depressors on top of the stacks you just made as illustrated on the Boomerang Pattern. Use the hot glue gun to glue the three tongue depressors together at the center meeting point.
4. Put a mark or sticker on the center of each frame to identify it as the top side. Continue to make as many frames as needed so each child has one.
5. Prepare one or more samples to show (one to hold up or one per table). You may want to have samples of the various steps in the process as well. (This is true of all science experiments.)

### Class Time Directions and Dialogue

Listen to these crazy laws that are still on the books:



- Bingo games can't last more than five hours in North Carolina.
- You may have to pay a fine in Oklahoma if you make faces at someone's dog.
- It's illegal to bite someone's arm off in Rhode Island.
- In Missouri, you're not allowed to drive with an uncaged bear in your car.

Well, these are silly, aren't they? But can anyone think of any real laws people follow? Take responses. Possibilities can include things like observing speed limits, paying taxes, being a certain age to drive, not disturbing the peace, etc.

Did you know people aren't the only ones who follow laws? God created the universe to follow certain physical laws, too. There's an entire type of science called physics that's devoted to the study of these physical laws.



Today, we're going to learn about some of the physics (physical laws) that make airplanes stay up in the sky, even though gravity is trying to pull them down to earth. Has anyone ever flown in an airplane? Take responses. Ask how they liked it.

Has anyone heard the term "airfoil"? Show the picture of an airfoil if you have one. An airfoil is a structure that has curved surfaces designed to help lift an object when it's in the air. The curved shape of the wings on a plane causes a lower pressure above the wing and a higher pressure below it. This difference in pressures gives the wings lift, which is part of why the plane stays in the air. It's also why other flying objects, such as boomerangs, stay in the air.

Boomerangs have been used for thousands of years by the Aboriginal people. Did you know boomerangs were first created to be hunting tools? They could go three times farther than a spear, so they sure came in handy. This wasn't the only use, however. They were also used to help start fires, dig in the ground, and scrape bark off trees—not to mention they acted as musical instruments and toys. Some boomerangs were designed to return, and others were not. It took intelligence for Aboriginal people to make boomerangs. Aboriginal people were not sub-humans, as evolutionists believed, but were—and are—intelligent people, made in God's image.

We're going to make our very own returning boomerangs today, so let's start by making airfoils.

1. Each person will make three airfoils that will eventually go over the three tongue depressors that make up their boomerang frame. Give each child an extra tongue depressor to use as a folding guide, three rectangles of cardstock, and tape. Apply a strip of tape going down the long edge of one cardstock rectangle so just under half the tape is actually on the cardstock and the rest is not attached to anything yet. Flip the rectangle over so the sticky side is facing up and toward you. Firmly hold a tongue depressor on the cardstock 2 millimeters (approximately) above and parallel to the taped edge as you bend the remaining cardstock up and around, keeping it snug against the tongue depressor. Press the folded cardstock onto the tape and slide out the tongue depressor. Repeat the process until you have three airfoils.
2. Now it is time to put the airfoils on the boomerang frame. Remind mates to pay close attention because it is critical that the airfoils are put on the tongue depressors in the proper direction for the boomerangs to work. Hold one of the airfoils with the taped side down. For mates that are right-handed, the

pocket needs to be on the right side, and for those who are left-handed, the pocket needs to be on the left side. Before sliding the airfoil onto the tongue depressor, ensure that the taped side is facing down! Check that the frame is facing up and then slide the airfoils as far as they go onto the blades of the frame. Use tape to fasten the paper to the frame.

3. Repeat the same steps to attach the other two airfoils.
4. Remind the mates that boomerangs are only to be thrown outside.

Now, let's look at one of your airfoils from the side. Do you see how the pocket end is thicker than the tail end? **Pause.** We discussed how the airfoil shape gives lift, but we haven't talked about what makes a boomerang come back yet. Take a look at your frame. You should see a mark in the center that means it's the top side. The reason why that matters is because if you look carefully, the blades on the top side bend up just a tiny bit. Can you see that? This angle is called a *dihedral angle*, and it's what makes your boomerang curve and come back to you. So the *airfoil* is what helps keep the boomerang in the air and the *dihedral angles* on your frame are what make the boomerang come back to you!

Show mates how to throw a boomerang and remind them again to throw them only outside. To throw a boomerang, hold it between your thumb and the side of your index finger. Bend your wrist back so the boomerang almost touches your arm. Angle the blades at what would be one o'clock. If you are left-handed, angle toward eleven o'clock. If you are outside, flick your wrist and throw it. It should come back to you, so watch out!

## Tip Corner

- As the presenter, try this ahead of time to make sure you've got it down. This is true of every experiment. Watch the AnswersVBS instructional video on how to make it.
- This particular experiment is a little more complicated than any of the others, but is worth doing. The kids at the test churches loved it!
- If you do not have 110# weight cardstock, substitute heavy duty file folders.
- There are a lot of great videos online about how to throw a boomerang correctly. Consider showing one to the class.
- If you have time, go outside and have the kids take turns throwing.
- Two science terms introduced today are *airfoil* and *dihedral angle*.



# DAY 1 EXPERIMENT

## Fossil Handprint

### Materials

- ☐ Air-dry clay, amount varies (see Tip Corner)
- ☐ Plaster of Paris\*, amount varies
- ☐ Petroleum jelly, amount varies
- ☐ Paper plates, 1 per child
- ☐ Wet wipes for cleanup, 1 per child
- ☐ Zippered baggies and air-tight containers for clay, 1 baggie per child
- ☐ Optional: fossils or pictures of fossils

**IMPORTANT:** For safety reasons, plaster of Paris should be mixed according to manufacturer's directions and away from children (preferably outside). Never put your hand in wet plaster of Paris. The reaction with the water creates heat that can cause burns.

### Pre-prep

Decide if the mates will make impressions of just their fingers or of their whole hand. This will affect how much clay you give them. Break or cut the air-dry clay into small to medium pieces and put into zippered baggies, then in air-tight containers. Mix the plaster of Paris just before using it.

### Class Time Directions and Dialogue

Who knows what a fossil is? Take responses. Show pictures of fossils if you have any. A fossil is the remains of a plant or animal that has turned to stone. Who has heard that it takes millions and billions of years for fossils to form? Pause for responses. That's actually not true. In order to form a fossil, you just need the right conditions—lots of water and sediments that bury animals or plants quickly. In fact, most of the fossils we find today were formed during the flood of Noah's day. This worldwide flood had—you guessed it—lots of water and mud covering lots of animals and plants! The flood lasted about a year and happened about 4,300 years ago—not millions of years ago.

There are fossils of many plants and animals, including animals in the process of eating. It doesn't take millions of years to eat dinner! Delicate parts like dragonfly wings have also been fossilized. What do you think would have happened to those wings if the fossilization process happened over a long period of



time? Take responses: they would have decayed before they could have been fossilized.

There are also fossils of cowboy hats and teddy bears. Are they millions of years old? Of course not!

Fossils are often used to try to prove that life has been evolving for millions of years. This includes the thought that people evolved from an animal to an apelike creature to man. However, no fossils have ever been found of transitional life forms—one kind of life form changing into another completely different kind, such as an apelike creature changing into a man. Don't you think there should be millions of these fossils, or missing links, if this were true? None have been found, and none ever will be found, because that idea isn't true.

Also, molecules-to-man evolution involves the death of the different animals along the supposed evolutionary time line from the beginning and continuing over millions of years. But what does God teach us about his creation in the beginning? According to Genesis,



God created all things, including the different kinds of animals and plants, in six days—not over millions of years. And he created them “after their kind,” which means they were to reproduce more like themselves—not change from one kind into another kind. And when God was finished, he declared everything “very good.” This happened just a few thousand years ago.

There was no death in God’s original creation. Death came as a result of the sin of the first man, Adam. If there were millions of years of fossilized bones piled up under the garden of Eden, would you consider that “very good”? Of course not. The idea of molecules-to-man evolution over millions of years isn’t true.

God has given us the account of what he did in the beginning, and we can know that his eyewitness account of how life began is true. It’s awesome to see that science backs that up. Always start with God’s Word to make sense out of the world!

Now let’s make our own fossil impression.

1. Give each person a ball of air-dry clay on a paper plate. Have them flatten the clay.
2. Each person should smear petroleum jelly on the inside of their fingers or hand. This is so their hand won’t stick to the clay.
3. Have the kids press their fingers or their whole hand into the clay. Create a good impression by pushing

down on one hand with the other hand. Remove their hand from the clay and wipe it off with a wet wipe.

4. Make sure to label each impression with the child’s name.
5. Teachers should carefully fill each impression in the clay with plaster of Paris. (This should be done in a spot that is away from students. Students should not work with plaster of Paris.) Because the plaster takes 20–30 minutes to set (and at least 24 hours to thoroughly dry), you may want to allow it to dry overnight. Teachers can even wait to do this step until just after all students have left.
6. The next day, instruct the kids to remove the clay and reveal their “cast fossil.” Label each cast with the child’s name.

### Tip Corner

- Again, a reminder to never stick your hand in wet plaster of Paris. The reaction with the water creates heat that can cause burns. Do not have children work with plaster of Paris.
- If you want kids to do their whole handprint, give them a bigger ball of clay. This also requires more plaster of Paris and more petroleum jelly per person.
- A science term introduced today is *fossil*.

# DAY 2 EXPERIMENT

## Pick Your Brain

### Materials

- ☐ Brain Picture
- ☐ 1-in. cubes of soft silken tofu, 1 per child
- ☐ Dental floss or knife
- ☐ 2-oz. condiment cups with lids, 1 cup and lid per child
- ☐ Wet wipes

### Pre-prep

One or two days before it is needed, cut the tofu into 1-inch cubes using a piece of dental floss or a knife. Put one cube in each condiment cup with lid. Refrigerate.

### Class Time Directions and Dialogue

Let's take a minute to do a few movements. First, do something with your legs. It can be jogging in place, lunges, or whatever. *Do so.* Okay, now do something with your arms. *Do so.* Now your eyes. *Do so.* Now your big toe. *Do so.* Now your waist. *Do so.* Did you know every movement you just did originated from one place in your body? Do you know where? *Take responses.* Yes, your brain! Your brain is like the boss of your body. It sends out commands for what you are to do and keeps your body systems running.

God designed all your body parts, and each one has a unique and important job. But let's focus on the brain.

First of all, did you know your brain is still growing? An adult's full-grown brain weighs about three pounds, but kids' brains weigh less because a young person's brain hasn't finish growing.

The brain growth is really huge the first year of life. A baby's brain triples in size during the first twelve months. In fact, God designed it so that a baby's skull stays "soft" for awhile to allow the baby's brain to continue growing. Isn't that amazing? God thought of everything!

By the time a baby is two, his brain is 80% of the size it will be when he's an adult.

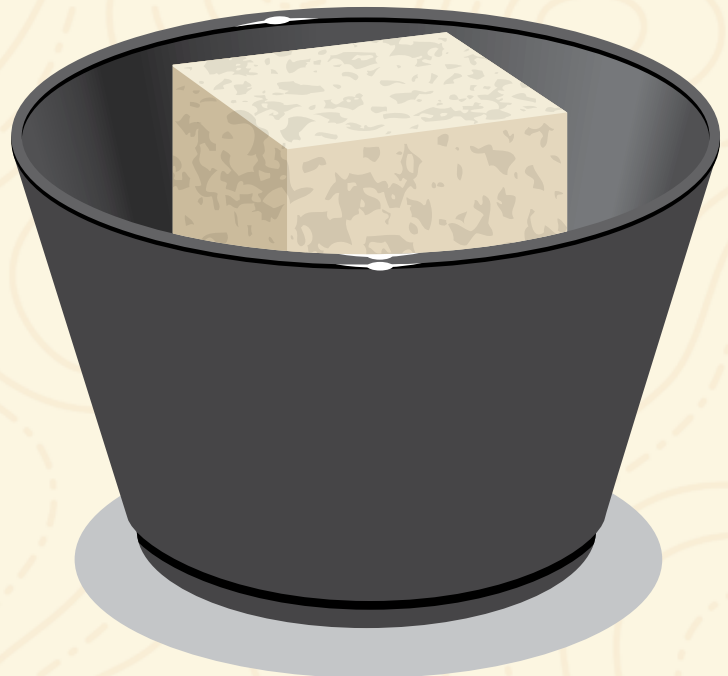
Now, did you know your brain and the Milky Way galaxy have something in common? There are approximately one hundred billion stars in the Milky Way.

And guess what else has one hundred billion of something? *Take responses.* Your brain has about one hundred billion neurons. *Neurons* are the cells in your brain that send messages to other cells, and these neurons aren't wasting any time! They pass their messages along at about 250 miles per hour. That's much faster than the fastest computer! There's no way our brains just evolved. God is the Maker.

Another cool thing to think about is that your memory never gets filled up, unlike the memory storage in your computer, which has limits. God is truly an amazing designer!

Even with such an amazing brain that remembers so much, we can never know *everything*, however. There's only one who can. Do you know who? *Take responses.* 1 John 3:20 tells us God knows all things. We should never get over what an amazing God he is!

In just a minute, we're going to experience how our brain might feel if we were able to touch it. But before we do, here's one more thought. Did you know that exercise is good for your brain? Exercising increases blood flow to the brain, which helps deliver more oxygen, which your brain needs. Let's stand up and do a couple exercises to benefit our brains! *Do a couple*





exercises, such as five jumping jacks, sit-ups, squats, burpees, or push-ups. Ask the kids for suggestions!

Okay, it's time to check out our samples. Are you ready?

Before mates explore the tofu, show the Brain Picture and discuss the following.

Our samples don't look just like brains. What's missing? Does anyone know? Take responses. All of the folds are missing! These folds create ridges and depressions called *gyri* and *sulci*. They increase the surface area so more neurons can fit on the surface of the brain. They're what makes a brain look wrinkled.

Now we're going to touch some tofu samples. Many doctors have said that soft tofu has a consistency very similar to the brain.

Allow everyone to have some time to touch the tofu samples.

## Tip Corner

- If you don't have enough tofu samples for every child, you can have a few larger samples per table and have mates explore the texture of the tofu in groups.
- Cut individual samples with dental floss.
- This is a quick experiment, so you will most likely have time to do another experiment.
- Science terms introduced today are *neurons*, *gyri* and *sulci*.

## DAY 2 EXPERIMENT

# Making Sense of Senses

### Materials (for every mate)

- ☐ Optical Illusions Sheets
- ☐ Two 1-in. squares each of four different textured fabrics
- ☐ Brown paper bag
- ☐ Four 1-oz. or 2-oz. condiment cups with lids
- ☐  $\frac{1}{8}$ - $\frac{1}{4}$  t. vanilla
- ☐ Pinch of salt
- ☐ Pinch of sugar
- ☐ Pinch of coffee grounds

### Pre-prep

Cut four fabrics with different textures into 1-in. squares. Place two of each type of fabric in a brown bag so each mate ends up with eight total. Prepare the four condiment cups by putting a pinch of salt in one, a pinch of sugar in one, a pinch of coffee grounds in one, and  $\frac{1}{8}$ - $\frac{1}{4}$  t. vanilla in one. Label the lid of the salt with 1 and the lid of the sugar with 2.

### Class Time Directions and Dialogue

God gave us really great gifts when he gave us our senses. Everyone, take a big sniff of our fresh, VBS air. *Do so.* When you did that, you used your sense of smell. God gave you the sense of smell as a gift so you can enjoy different scents and use them to make decisions. Think of what decision you might make if you smell smoke in your house! Or what decision might you make if you smell pizza?

Let's brainstorm at least ten good smells in the next ten seconds. Just shout them out. On your mark, get set, go! *Do so, then say, "Thank you, God, for our sense of smell!"*

Now let's rub our fingertips together. *Do so.* You just used your sense of touch. God gave you the sense of touch as a gift so you can enjoy warm hugs and handshakes, feel the pleasure of a dip in the pool, and, in this fallen world, be warned if something is hurting you. It also helps you know the temperature of cold water or a hot sidewalk.

Let's brainstorm at least ten soft or cold things to touch. On your mark, get set, go! *Do so, then say, "Thank you, God, for our sense of touch!"*



Okay, now lick your lips. *Do so.* God gave you the gift of taste so you can enjoy all kinds of flavors. Imagine what it would be like if everything you put in your mouth had no taste—it just tasted like nothing.

Let's brainstorm at least ten things that are nice to taste. On your mark, get set, go! *Do so, then say, "Thank you, God, for our sense of taste!"*

Now, look over there! *Point to an object across the room.* When you did that, you used your sense of sight. God gave us the gift of sight so we can see all kinds of interesting objects and beautiful colors in God's creation.

Let's brainstorm at least ten things to see. On your mark, get set, go! *Do so, then say, "Thank you, God, for our sense of sight!"*

And hearing is another sense God gives us. Say a sentence to a partner without speaking it out loud. Can you figure out what was just said? *Do so and take responses.* The ability to hear makes it much easier to communicate with each other.

Let's brainstorm at least ten sounds we hear. On your mark, get set, go! *Do so, then say, "Thank you, God, for our sense of hearing!"*

These are all great gifts from our great Creator.



Today we're going to test some of our *senses*. Are you ready?

1. First, let's test our sense of smell. Open and smell what's in the two cups with the dark substances. Is everyone able to smell a difference between these two things? *Take responses*. Does anyone know what the dry, grainy substance is? *Take responses*. Coffee! What about the liquid one? *Take responses*. Vanilla! Raise your hand if you think the vanilla smells good. Great job using your sense of smell. *Add more items to smell as you have time*.
2. Next, let's test your sense of taste. Take a tiny taste of the vanilla. Does it taste like you were expecting? *Take responses*. No, it tastes bitter. Now look at the two cups with the white granules. Are you able to tell what they are by using your sense of sight? *Take responses*. No, not for sure. But your sense of taste can let you know what they are. Open sample 1 and take a tiny taste, but don't say what it is until everyone's done. So what is it? *Take responses*. Right, salt. Now try sample 2. What is it? *Take responses*. Right, sugar. Great job using your sense of taste!
3. Now to our sense of touch. Without looking, reach into your brown bag and pull out only one piece of material. *Do so*. There's another piece with that same texture still in the bag. Use your sense of touch to reach back in and try to find it. If you don't get it right away, that's okay. Just keep trying. *Do so*. Great job using your sense of touch!
4. Do you think it would have been easier to match those fabrics using your sense of sight? *Take responses*. What if all the pieces were the same color and looked the same but only felt different? *Take*

*responses*. Something to think about! Any time you open your eyes and look around, you're using your sense of sight. But now we're going to trick our eyes with some optical illusions. *Show the Optical Illusion Sheets*. Great job using your sense of sight today!

Read Proverbs 20:12. God designed us with different senses so that we can glorify him and enjoy this world. Because we live in a sin-cursed world, we also use our senses to protect us from danger. So let smells and sights and sounds and tastes and touches remind you to love God and praise him! Use these great gifts for his glory.

### Tip Corner

- Remind the mates not to share their opinions of what they are smelling, tasting, seeing, and feeling until others have had their turn to try it.
- Be sensitive to students who may not be able to use one or more of these senses. God has created each person—including those who are blind or deaf—with great care and purpose and in his image. God reminded Moses that he is in control of how he creates each person for his glory and for the good of all of us (Exodus 4:11). For many people who live with the loss of one sense, their other senses are heightened in ways that a typically developing person's senses may not be. We can be friends with anyone as we look for what we have in common with others and learn from them when we can.
- If vanilla cups are being prepared more than one week in advance, add extra vanilla to compensate for evaporation.
- A science term introduced today is *senses*.

# DAY 3 EXPERIMENT

## Stellar Stethoscope

### Materials

**LATEX WARNING:** For any student with a latex allergy, prepare a kit containing a funnel and tube and keep it at a separate table. (It still works without the balloon.) If the allergy is severe, consider doing a different experiment.

- ❑ [Heart Picture](#)
- ❑ Plastic funnels, 1 per child (see Tip Corner)
- ❑ Clear plastic tubing that fits snugly onto the funnel, yet is large enough to not enter the outer ear canal, one 12-in. piece per child
- ❑ 12-in. round latex balloons, 1 per child
- ❑ Scissors (if cutting the balloons during Pre-prep, only one pair is needed, otherwise, 1 per child)
- ❑ Empty gallon container

### Pre-prep

Cut tubing into 12-inch pieces. You may want to cut the open ends off the balloons, but you can also choose to have mates do this themselves.

### Class Time Directions and Dialogue

When you go to the doctor, he listens to your chest with something. Do you know what it's called? [Take responses](#). Yes, a stethoscope. When doctors do this, they're listening to two things: your heart beating and the air going in and out of your lungs. They want to make sure both are working right.

Because God made us in his image with great care and purpose, our lives are valuable. And we should want to keep the body God gave us healthy. Your doctor listens to your heart and lungs to make sure they sound healthy because he/she also values your life.

Every life is valuable from the very moment a baby begins in his mom's tummy. When you were 5 weeks\* old inside your mom, your heart—which works like a pump—began to develop. By the time you were born (if that happened around 40 weeks\*), your heart was ready to do its job—pumping oxygen-rich blood around your body.

\* Gestational age



Now look at this gallon container. Guess how many gallons of blood your heart pumps each day. [Take guesses](#). 2,000! That's a lot of pumping!

[Hold up the Heart Picture](#). There are four busy chambers moving that blood around.

[Add this if you want](#). Otherwise, skip to the next paragraph. The blood enters the heart at the right auricle, goes to the right ventricle, then goes to the lungs to drop off the carbon dioxide and pick up more oxygen. Then the blood returns to the heart at the left auricle, then goes to the left ventricle and is sent out to the rest of the body.

As your blood moves between the chambers, it goes through *valves*, which are like little doors in your heart. The lub-dub sound your heart makes comes from the valves opening and closing as the blood is pushed from chamber to chamber.

When you listen to your heart beating, you should hear lub-dub, lub-dub. Put your hand over your heart and pat it while saying lub-dub. [Do so](#). Remember, that's your valves, the little doors, opening and closing.

We're going to make a stethoscope today. The stethoscope concentrates the sound waves that come from



your heart so that they are louder and you can hear them. But since our stethoscopes aren't going to be as sophisticated as a doctor's, we'll have to be very quiet in order to hear the sound of a heartbeat. Are you ready to make your very own stethoscope?

1. First, you need only half of your balloon. If the balloons are not already cut, have mates cut their balloon apart halfway between the open end and the widest part of the balloon. Discard the side with the open end.
2. Stretch the balloon tightly over the wide opening of the funnel.
3. Press the skinny end of the funnel into the plastic tubing.

4. To use the stethoscope, put the tubing slowly and gently into your ear, making sure to get a good seal so that it blocks out any noise. Hold the funnel against the left side of your chest and listen carefully to find your heartbeat. If you don't hear it, move your funnel around until you find your heartbeat. Remember, you have to be very still and very quiet to hear it.

### Tip Corner

- Order your funnels first and take one to the hardware store to ensure you get the correct size tubing.
- A science term introduced today is *valves*.

# DAY 3 EXPERIMENT

## Toothpick Heartbeat

### Materials

- ❑ Mini marshmallows, 1 per child
- ❑ Toothpicks, 1 per child
- ❑ Timer or stopwatch

### No Pre-prep

### Class Time Directions and Dialogue

Let's play a quick game of "Would You Rather?" Would you rather go skiing or go swimming? *Take quick responses.* Would you rather swing on a swing or kick a ball? *Take quick responses.* Would you rather run or rest? *Take quick responses.*

God designed your heart so it keeps working whether you're running or resting. From the time you are about 5 weeks old (*gestational age*) inside your mom, your heart keeps pumping, never once taking a rest. Sometimes it pumps faster and sometimes slower. The rate your heart pumps is called your *pulse*. Your pulse is the number of times your heart beats in one minute.

Do you think we all have the same pulse? *Take responses.* No, our heart rates can vary. In general, do you think men or women tend to have faster heart rates? *Take guesses: women.* How about kids or grown-ups? *Take guesses: kids.* We're going to do an experiment to measure our pulse and find out what our heart rate is. Here we go!

1. Place your marshmallow with the flat side down on the table in front of you. Gently push the toothpick into your marshmallow.
2. Place one of your arms flat on the table with your palm facing up. *Demonstrate.* Put your marshmallow toothpick on your wrist on the thumb side. *Demonstrate by showing where the pulse is found.* Be very, very still and see if your toothpick moves with each heartbeat. You might have to move your marshmallow around until you find just the right spot. The movement is going to be very small, so you need to be still to see it.
3. I will set a timer for 15 seconds and you can count how many times your heart beats. *Compare numbers among the mates.*
4. Set your marshmallow toothpick to the side and jog in place as fast as you can for one minute. Ready? Go! *Time one minute.* Now, put your marshmallow toothpick back on your pulse spot and count how many times your heart beats now in 15 seconds. *Do so.*
5. Did the numbers change after running in place? *Take responses.* Wow, think about how you were breathing. Was your breathing different the second time? *Take responses.* Your heart usually beats faster during exercise so more blood can get out to your body. God thought of everything when he made your heart to pump blood through your body.





## Tip Corner

- Lick the bottom of the marshmallow if you can't get it to stay.
- If anyone is having trouble getting theirs to move, have them watch someone else's that is working. It's really cool!
- You may want to do the resting, then running in place concept with the stethoscope experiment rather than the toothpick heartbeat experiment.
- Use toothpicks that have one pointy end and one flat end.
- A science term introduced today is *pulse*.

# DAY 4 EXPERIMENT

## Let's Get "A-Lung"

### Materials

**LATEX WARNING:** For any student with a latex allergy, prepare a model using non-latex gloves in place of balloons and place them at a latex-free table. If the allergy is severe, consider doing a different experiment.

- ❑ [Lungs Picture](#)
- ❑ Round latex balloons, 2 per child or group
- ❑ Stiff plastic bottles, like Powerade or Vitamin Water, 1 per child or group
- ❑ Scissors, 1 per child or group
- ❑ Optional: electrical tape, 1 piece per child or group



### Pre-prep

Decide if you are completely making these ahead of time, or having the students do part of the assembly. (See the Tip Corner.) Cut off the bottom of the bottle (the opposite end from the opening), about an inch from its base. Lower one balloon into the inside of the mouth of the bottle and fold the opening of the balloon over the rim so the balloon hangs on its own. If the seal around the rim of the bottle isn't tight, seal it with electrical tape.

Tie off the open end of the other balloon (the bottom) and cut off the top quarter. Stretch the cut end of the balloon around the cut end of the bottle and pull it tight so it has a good seal. Secure it with electrical tape if needed. Note: If the cut edge of the bottle is sharp or rough, cover with tape to protect the balloon.

### Class Time Directions and Dialogue

On the count of three, let's all take a deep breath. Ready? 1-2-3. **Do so.**

Why do we need to breathe? **Take responses.** We have to breathe because we need to get the oxygen that's in the air to the trillions of cells that are in our bodies.

**Read Genesis 2:7.** So right from the start, we needed to breathe.

God is the one who gives us breath. We can thank him for each breath and for each day he gives us. Each one is a gift *from* him and *for* him. Someday, we'll get to our last breath. I hope you have received the gift of eternal life with our Creator by repenting of your sin and putting your faith in Jesus!

**Hold up the Lungs Picture.** Okay, so here's how God created our lungs to operate. When we breathe, air goes in through our mouth or nose. Let's breathe to try it! **Do so.** Then it goes down through our larynx, trachea (have them gently touch their throat), and into our lungs. Have them feel their rib cage, which protects their lungs. The tubes that go into our lungs are called *bronchi*. Not broccoli, but bronchi. Just like a piece of broccoli branches into different limbs, our lungs have little tubes (bronchi) that keep branching out inside the lung. At the ends of the smallest tubes (*bronchioles*) are tiny balloon-like sacs called *alveoli*. Isn't that fun to



think God put little balloon sacs in your body? This is where the lungs give oxygen to the blood and the blood gives carbon dioxide to the lungs. The blood then takes that oxygen to cells throughout the rest of the body and the carbon dioxide is breathed out.

To breathe in, we use a muscle that's between the chest cavity and the abdominal cavity called the *diaphragm*. Have kids try to feel their diaphragm as they take a deep breath. That pulls the diaphragm down, which increases the amount of space in the lungs so air can rush in. Then when the diaphragm relaxes, pressure from your organs and rib cage push the air out of your lungs. Let's check it out with this model!

The model will allow you to see how the diaphragm pulls air into your lungs. The lung is represented by the balloon on the inside of the bottle and the diaphragm is represented by the balloon at the bottom of the bottle.

Take turns carefully pulling down on the diaphragm balloon and watching what happens to the lung inside. Hold on to the bottom balloon so it doesn't come off. Make sure to gently pull on the balloon.

When you pulled the diaphragm down, what happened to the lung inside? Take responses. Was everyone

able to see the lung expand a little? Pause. Now you know how and why you breathe: to get oxygen from the air to all the cells in your body. If you weren't able to breathe for an extended time, your body would die.

Now before we're done, let me leave you with the answer to a question people often wonder about. Have you ever wondered if you could die from holding your breath? Well, don't worry, you can't die by holding your own breath. You would pass out and start breathing again long before you would do any damage.

### Tip Corner

- Be aware of latex allergies before attempting this.
- This can be created ahead of time. (Make as written and use as a model.) Or you can have the mates create their own by allowing them to put the balloons in place on the already cut bottles. It's a little hard to do and may require some adult help.
- If the cut edge of the bottle is jagged, cover it with electrical tape before attaching the balloon.
- Science terms introduced today are *bronchi*, *bronchioles*, *alveoli*, and *diaphragm*.

# DAY 4 EXPERIMENT

## Blood Sample

### Materials

- ☐ Heavy duty, leakproof plastic bags, 1 per child (see Tip Corner)
- ☐ Clear corn syrup, such as Karo,  $\frac{1}{4}$  c. per child
- ☐ Cinnamon imperials, such as Red Hots,  $\frac{1}{4}$  c. per child
- ☐ Large bowls, 1 per table
- ☐ Medium bowls, 2 per table
- ☐ Spoons, 2 per table
- ☐  $\frac{1}{4}$  c. measuring cups, 1 per table
- ☐ Dry lima beans, 2 per child
- ☐ Sprinkles or nonpareils, a pinch per child
- ☐ Optional: three 2-liter bottles (see Tip Corner)

### Pre-prep

Put the clear corn syrup in each bag and seal, squeezing out as much air as possible. Store the bags upright in a storage container so they don't lay flat. Before the activity, set one bag at each child's spot, keeping it upright.



For each table, place one large bowl with cinnamon imperials and a  $\frac{1}{4}$  c. measuring cup. Also place two medium bowls, one with sprinkles and one with beans, along with two spoons.

### Class Time Directions and Dialogue

Take a look at the back of your hands and at your wrists. Do you see any bluish lines under your skin? What do you think those are? *Take responses.* Today, we're learning a little about our blood. Blood is very important in the Bible! Before Jesus came to earth, God required his chosen people, the Israelites, to sacrifice animals as a payment for their sins. We no longer need to do that. Do you know who died on a cross and shed his blood once and for all so we can be forgiven of our sins? *Take responses.* Yes, Jesus! So blood has a lot of meaning to us spiritually. *You may want to go on to share the gospel here.*

But blood is also very important to us physically. The Bible tells us the life of a person is in their blood (*Leviticus 17:11*). So we need our physical blood to live life here, and we need Jesus' blood and to believe in him to live for eternity.

Our blood moves around in our body through little tubes. It's kind of like how water moves around in our house through pipes. Blood moves oxygen and nutrients to all parts of our body. It also fights infections, and it even carries waste to our lungs, kidneys, and digestive system to be taken out of our bodies.

Take a guess at how much blood we have in our bodies. *Take guesses.* Newborn babies only have about a cup, but grown-ups have about 5 liters! That's equivalent to 2  $\frac{1}{2}$  two-liter soda bottles. *Show them if you have them.* Clearly, a lot of oxygen can be carried around inside our bodies by the blood and can get to the cells that need it.

Let's find out more about our blood as we make our own blood samples. This sample will show us what blood might look like if we were to zoom in so we could see the actual cells. Let's get started!

1. The liquid part of blood is called *plasma*. It's like the swimming pool that your blood cells swim in. The corn syrup in your baggie represents plasma.



2. Next, open your bag and pour the cinnamon imperials in the corn syrup. These represent the *red blood cells* we talked about. Red blood cells carry oxygen all around our body.
3. Now, take 2 beans out of the bowl in the middle of the table and put them in. These represent the *white blood cells*, which are important for fighting off infections. They're like the good soldiers of your blood, looking out for foreign invaders.
4. Next, take a pinch of sprinkles and add them to the bag. These represent the *platelets*, which help to stop us from bleeding when we have a cut. God thought of everything when he made our blood!
5. After all the ingredients are in the bag, remove the excess air and seal it. Double check to make sure it is well sealed.
6. Gently massage the bag to mix the ingredients.

### Tip Corner

- Whirl-Pak bags work great and don't leak! We highly suggest using them. Find them online.
- Leakproof bags are necessary. Or double bag the blood sample so it will not leak at the corners.
- If you prefer not having bowls in the middle of the table for kids to share, portion out individual kits with needed items.
- Give kids a cup or bowl to place the plasma bag in while it is open so it won't tip over and spill.
- To represent 5 liters of blood, fill 2 two-liter bottles all the way and a third bottle halfway. If desired, color the water red to make it look like blood.
- Science terms introduced today are *red and white blood cells*, *plasma*, and *platelets*.

# DAY 5 EXPERIMENT

## Mining Cereal

### Materials

- ❑ Heavy duty zippered baggies, 1 per child
- ❑ Cereal with high iron content, such as Total, 1 c. per child
- ❑ Styrofoam or paper bowls, 1 per child
- ❑ Spoons (heavy duty plastic or metal), 1 per child
- ❑ Paper towels, 1 per child
- ❑ Coffee cups with lids holding 1 c. warm water, 2 per child (one for mixing and one for rinsing)
- ❑ Neodymium magnets (remain at the table), 1 per child
- ❑ Clear tape, 3–4 in. per child
- ❑ White paper or cardstock, one 2x4-in. piece per child

### Pre-prep

Put one serving of cereal into a heavy duty zippered baggie for each child. Cut the white paper or cardstock into 2x4-inch strips.

### Class Time Directions and Dialogue

Today, we're learning how God makes everything on purpose—from a blade of grass, to the stars in the sky, to fish in the sea, to *you*! God made everything *on purpose for a purpose*.

In Australia, there is a precious gemstone that's found in the outback town of Coober Pedy. Do you remember what that stone is? [Take answers](#). Yes, an opal! Opals are used in abrasive soaps, fertilizers, cosmetics, medicines, and beautiful jewelry. Most of the world's opals are mined in Australia, especially in Coober Pedy.

Did you know it doesn't take opals millions of years to form, as you may have heard? It takes the right conditions, which would have happened during the later stages of the flood of Noah's day. In fact, laboratories can "grow" them within weeks using the right ingredients! And, here's a fun fact: miners discovered a plesiosaur (sea creature) whose bones had turned to opal!

But Coober Pedy isn't the only place to mine for gems and ore. People mine all over the world.

Does anybody know what *ore* is? And I don't mean the kind you use with a rowboat! [Take answers](#). Ores are rocks that have metals or minerals in them.





God used the worldwide flood of Noah's day to provide all kinds of treasures under the surface of the earth that we need and can use, like metals and minerals. Did you know that our bodies need metals and minerals? *Pause.* Take iron, for instance. Our bodies don't make iron on their own, so we need to eat iron-rich foods to get what our bodies need. Some vegetables, such as broccoli, kale, spinach, and potatoes, naturally have iron in them. Other types of processed food have iron added to them during the manufacturing process.

Today, we're going to get a chance to do some "mining" like the folks in Coober Pedy—except we'll be mining cereal and finding some iron!

1. Look at your bag of cereal. If there's a lot of air in it, open a corner of the seal, press out the air, and then seal it again.
2. Use the back of a spoon to crush the cereal into a fine powder. It works best if you push on the scoop part of the spoon rather than the handle. *If using plastic spoons, be sure to warn that the handle may break if the mates push too hard on the handle.*
3. Transfer your powdered cereal into your bowl and add one cup of warm water to it. Gently stir the water and cereal with your spoon for one minute.

Now take a short break and do the Fabulous Fingerprints experiment or something else in this guide for a few minutes. The longer the cereal sits the better. Then pick up with the next step.

4. **Start stirring the cereal mixture with a magnet.** Warn the kids not to put magnets together as they won't come

*apart.* Be sure your magnet touches the bottom of the bowl and goes all through the cereal mixture. Keep stirring with the magnet for about one minute.

5. Take the magnet out of the cereal mixture and dip it into your remaining cup of water to rinse off the cereal. Very gently pat the magnet with your paper towel to remove the water. Don't wipe it or the iron may be removed, too. *It will be hard to see the iron because there's not a lot of it in cereal and the pieces are really tiny.*
6. Take the piece of tape and hold it very securely on the table with the sticky side up. Push your magnet onto the tape and lift it off carefully over and over until you have "cleaned" all the areas of the magnet that were in the cereal. Once finished, stick the tape to the white paper. Do you see any dark specs? If you do, those specs are iron. Congratulations, you just mined cereal!

### Tip Corner

- Make sure to use neodymium magnets as they are extra strong. You can buy them online through suppliers like Amazon.
- The magnets can be reused for each rotation.
- Be sure to choose a cereal that has high iron content.
- If you have a second group of students coming to science, extra helpers may be needed to reset the tables. This goes for any day.
- A science word that was introduced today is *ore*.

# DAY 5 EXPERIMENT

## Fabulous Fingerprints

### Materials

- ❑ [Fingerprint Pictures](#)
- ❑ 2-in. square piece of black cardstock, 1 per child
- ❑ 2-in. strip of clear shipping tape, 1 per child
- ❑ Lotion (on plate or bowl for each table)
- ❑ Baby powder (on plate or bowl for each table)
- ❑ Fuzzy material (e.g., blush brush or soft faux fur)
- ❑ Optional: nonbreakable magnifying glasses

### Pre-prep

Cut the black cardstock and tape to the size indicated. Put the lotion and baby powder in small containers per table or group of mates. Place fuzzy material at the tables.

### Class Time Directions and Dialogue

Take a close look at your fingerprint for a few seconds. *Do so.* Have you ever wondered why you have a fingerprint? Why do you need those tiny ridges in your skin? *Take responses.* Remember—God makes everything for a reason, including those tiny ridges! One reason is to provide grip and traction, helping our hands and feet easily grasp surfaces such as a pencil or pool ladder.

Did you know you develop your fingerprints when you're a baby inside your mom between 11 and 16 weeks old? Yep, God put great detail into you all along! And if he put all that detail into you, then don't you think he knows and cares about your daily life now? He sure does!

Now, fingerprints fall into several main categories: *arch*, *loop*, and *whorl*. *Show the Fingerprint Pictures.* I wonder which one you have.

Within these categories, there are never-ending varieties. In fact, God created every person with 20 unique patterns, including the 10 patterns on your fingers (fingerprints) and the 10 patterns on your toes (toeprints). Isn't that wild to think that nobody



has the same prints as you—not even if you have an identical twin—and that your own fingers are all different fingerprints, too? These fingerprint patterns will remain unchanged for your lifetime and will stay with you until after death. Pretty amazing, huh? Let's say Psalm 139:14 together. *Do so.*

Now, let's see if we can capture our own fingerprints.

1. Rub some lotion on the fingertip of your choice until it is rubbed in. Pat the lotioned finger onto some baby powder. *Lightly (emphasize lightly)* sweep the finger across fuzzy material in a circular motion to remove the excess, but not all of, the baby powder.
2. Gently press the finger onto the tape. Make sure to do this gently and slowly. *Emphasize gently and slowly.*
3. Stick the tape to your piece of black cardstock and marvel at the unique fingerprint God has given you!

### Tip Corner

Science terms introduced today are *arch*, *loop*, and *whorl*.



# Toddler Crafts

Simple. Simple. Simple. Young children need simple crafts that are fun to touch and explore. More pre-prep needs to take place so the children are left with simply decorating, attaching stickers, and gluing. This hands-on fun time helps kids really connect with what they're learning.

As with all other items used with the toddlers and young preschoolers, watch carefully that items are not choking hazards and that all items are nontoxic. Use chunky

crayons. Remember to put names on all crafts as children work on them.

Plan two craft times a day, but be prepared to skip one or both if the children need more rest time. Some of the crafts follow the “big kids” craft time but are simplified for this level.

Decide who will be in charge of preparing the craft materials (craft leaders, toddler teachers, or someone else). Whatever ideas you choose, have fun and use the crafts to reinforce the big themes of the week.

## Thematic Craft Ideas

*Several of these crafts require simple materials for the craft volunteers to use ahead of time, such as an office paper cutter, scissors, and a pen or pencil. These items will not be listed in the supply lists below.*

### Day 1

#### Session 1—Dot Art

*Gather the following supplies:* Dot Art Pattern, white cardstock, and washable dot markers.

*Ahead of time,* photocopy the Dot Art Pattern (one copy per child). Tarp the area.

*During class,* the toddlers will dot art their pictures.



#### TEACHING TIE-IN

Did you know some of the people who first settled in Australia made beautiful dot art pictures? God made those people smart and creative, didn't he? I'm glad they made dot art. Let's create our own version of dot art!

#### Session 2—Mirror, Mirror

*Gather the following supplies for each child:* one square of flexible mirror sheet sticker paper, one square of white cardstock, one tongue depressor, piece of tape, stickers, and washable markers.

*Ahead of time,* buy the flexible mirror sheets (we used Q-BICS Flexible Mirror Sheets from Amazon) and cut into 3-inch squares with an office paper cutter. (You can get 18 squares out of a pack of three 6x9-inch



sheets.) Cut the white cardstock into 4½-inch squares, one per child. Make a sample mirror.

*During class,* toddlers color and sticker all over their white cardstock square. When they are done, press the mirror square in the middle of the cardstock square and tape the tongue depressor onto the back.

#### TEACHING TIE-IN

Hold up a sample mirror. What is this called? Take responses. Yes, a mirror. When you look in a mirror, you see yourself. Who made you? Take responses. Yes, God did, and you are wonderfully made! When you look in the mirror, think of our wonderful God who made you.

### Day 2

#### Session 1—Fingerprint Fun

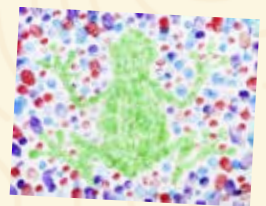
*Gather the following supplies:* white copy paper (one piece per child), washable, non-toxic ink pads (stamp pads), and wet wipes for cleanup.

*Ahead of time,* gather some sample fingerprint art to show. (Search online for “fingerprint art.”)

*During class,* toddlers have fun pressing their fingers into the ink pads and then onto the paper. For more structured possibilities, if interested, they can check out the sample fingerprint art.

#### TEACHING TIE-IN

Everybody, hold up your finger. Do so. Now look at the tip of it. Can you see little lines on it? Pause. Those are called fingerprints. God made your fingerprints, and nobody in the world has the same fingerprints as





you. You're special! Let's use our fingerprints to make some fingerprint art.

You may want to use a phone flashlight to shine light on each child's fingertip so they can see it better.

## Session 2—Trace It!

*Gather the following:* white copy paper (one piece per child) and washable markers.

*During class,* trace the toddlers' handprints onto a piece of paper. Toddlers enjoy coloring it with washable markers.



### TEACHING TIE-IN

Let's wave our hands. *Do so.* Now let's close our hands. *Do so.* Now let's put up our fingers one at a time. *Do so.* Now flex our fingers. *Do so.* Wow, isn't it fun to see how our hands move? *Pause.* God made our hands, and he made our arms, our feet, our heads, our hearts, and all of us! God is our wonderful Creator, and the Bible tells us we're wonderfully made. Let's trace our wonderful hands!

## Day 3

### Session 1—Life Is Precious Photo Frame

For this craft, follow the directions for the Pre-Primary Day 3 main craft, substituting stickers for the fun foam.

*Ahead of time,* bring in a few photos of people. You could even take photos of each child on the first day and bring them in today.

### TEACHING TIE-IN

Let's look at some photos. *Show each one.* Isn't it fun to see different people God made? God doesn't make any mistakes. Each person is made just the way God wants him to be.

Let's make a picture frame today and remember that every single person, small ones and tall ones, young ones and old ones, healthy ones and sick ones, are all special to God, and they should be special to us, too.

### Session 2—Mini Flannelboard Nativity Set

*Gather the following:* [Mini Nativity Pattern](#), 9x12-inch manila envelopes (one per child), Velcro sticky dots (5 per child), white cardstock, flannel (8x11-inch piece per child), glue sticks, and markers.



*Ahead of time,* for each child, photocopy the Mini Nativity Pattern and cut out the pieces along the dotted lines. Put a

Velcro sticky dot on the back of each figure and place the set in a manila folder. Cut the flannel into 8x11-inch rectangles and glue each one to the front of a manila envelope.

*During class,* kids color the figures from the Mini Nativity Pattern. Once they finish decorating, they can play with the figures on the mini flannelboards.

### TEACHING TIE-IN

Look at these little people. Does anyone know who they are? *Take responses.* Right, it's baby Jesus, Mary, Joseph, and the shepherds. Baby Jesus was the most special baby ever born because he is God. He left heaven and was born as a baby! That's what we celebrate at Christmas. Let's make a set of people to help us remember what the Bible says about this most special birth.

## Day 4

### Session 1—Heart Art

*Gather the following:* white copy paper, washable paints and paintbrushes (or washable dot markers), and removable heart stickers, stencils, or vinyl decals.



*Ahead of time,* tarp the area.

*During class,* toddlers first put their heart stickers, stencils, or vinyl decals all over their papers. Then they paint their whole paper however they want. Then it's time to peel off the stickers and see the heart impressions left behind!

### TEACHING TIE-IN

What shape is this? *Hold up a heart sticker.* Today, you're going to make some heart art. Hearts remind us of love, and love reminds us of God. Let's all say, "God loves me!" together. *Do so.*

### Session 2—SMYLE! Cameras

*Gather the following:* corrugated cardboard (one 3x4-inch piece per child plus two circles—see below), scrapbook paper (one 1½ x 4-inch strip per child), black markers and glue sticks (one of each per child). You will also need 2 lids for tracing (approximately 1-inch and slightly larger) and an X-Acto knife (adult use only) to cut the cardboard.



*Ahead of time,* cut the corrugated cardboard into 3x4-inch rectangles. Trace the two lids onto cardboard and cut out a pair of circles for each child. Cut the scrapbook paper into 1½ x 4-inch strips with a paper cutter. Assemble the supplies into craft kits so each child has a cardboard



rectangle and two circles of different sizes, a strip of scrapbook paper, a glue stick, and a black marker.

*During class*, kids glue the scrapbook paper across the cardboard rectangle, then attach the two cardboard circles in the middle. Glue the bigger circle down first, then the smaller one on top of it. Draw a black rectangle in the corner for the viewfinder.

Note: You can also cut out the viewfinder with the X-Acto knife for kids to peek through.

#### TEACHING TIE-IN

Have you ever had your picture taken? *Pause*. Did you smile? *Pause*. Let's take a picture now! Everyone, smile! *Quickly take a picture*. Today we're going to make a SMYLE! camera to remind us that it makes us smile to know God loves us and wants us to be his child.

Depending on the age of the kids, you may want to review the SMYLE! acronym: S=sin, MY=my sin, L=love, E=eternal life.

## Day 5

### Session 1—Sunny Sun Visor

For this craft, follow the directions for the Pre-Primary Day 5 main craft. Everything will be prepped and the toddlers will color it.

#### TEACHING TIE-IN

Look at this awesome hat we're going to make! On what part of your body do you wear a hat? *Take responses*. Right, your head! And who made your head? *Pause for responses*. God did! Who made your legs? *Pause*. God did! Who made your arms? *Pause*. God did! God wants us to use our bodies to take care of each other.

### Session 2—Hope Hanger

*Gather the following supplies:* Hope Hanger Pattern, white or pastel-colored cardstock, and washable markers.

*Ahead of time*, photocopy the Hope Hanger Pattern onto cardstock (one per child) and cut out the hangers using a paper cutter for the straight cuts and scissors for the doorknob hole. Cut out either just the "X" or the entire circle.

*During class*, have the kids color the hangers with markers.



#### TEACHING TIE-IN

Sometimes people get sick, don't they? Do you know anybody who has been in the hospital or in a nursing home? *Take responses*. When people are sick, they need to know someone cares about them. Let's use our hands to make a door hanger for someone. It can cheer them up and remind them that we care! *Read the text on the hanger*.



# DAY 1 CRAFT

## Rockin' Dot Art

### JUNIOR, PRIMARY, & PRE-PRIMARY

#### Materials

- Mexican beach pebbles or river rocks, 1 per child

#### Tools and Basic Supplies

- Metallic Sharpies

#### Pre-prep

1. Wash and dry rocks so they are clean for decorating.
2. Prepare a few finished rocks as samples for each table.

#### Teaching Tie-In

Show the sample craft and say:

Today's craft is Rockin' Dot Art. We'll be making a cool dot pattern on these rocks to remind us of the beautiful dot paintings the Aboriginal people have been creating for thousands of years. They're master craftsmen, and art and decoration have been important as they've painted on cave walls, wood, rocks, boomerangs, and their own bodies. Rock painting, in particular, is one of the oldest forms of art for the Aboriginal people.

Aboriginal art is not only beautiful, it has also been a way to pass down stories and history. It's fascinating to see paintings on cave walls done thousands of years ago by these creative and intelligent people. And it will be fun to create our own version today—not using the exact techniques they used but to honor their cool idea.

Any time we create, it's fun to remember that we can create all kinds of things, but our gift of creativity is most importantly used for the Lord. He's the one who gave us the gift of creativity because we're made in the awesome Creator's image. Let's thank God for creativity as we make our rock creations!

#### Class Time Directions

Use different color Sharpies to create your own dot art design on your rock.



#### Tip Corner

- Have the kids make one rock for themselves and one to give away.
- Provide a visual list of steps for all the mates to see. Verbally explain each step. This applies to every craft.
- You may want to discuss how you can be creative in many different ways, besides art and music.
- Mexican beach pebbles or river rocks can be found at hardware stores.
- Younger kids can use the Toddler craft, "Dot Art," as an alternative. (See Toddler Crafts on p. 35.)

#### Super Simple Idea

Each day, at least one super simple option is included, which is a pre-made craft kit from Oriental Trading Company (call 1-800-875-8480 or visit [orientaltrading.com](http://orientaltrading.com)) that goes along with the main concepts of the day.

As an alternative to the Day 1 main crafts, try one of the following craft kits. Note that these are available at the time of printing and may not be available later.

- Adam & Eve Pop-Up Craft Kit (Item Number: #13766946)—Manufacturer does not recommend for children under three years of age.
- Binoculars Craft Kit (Item Number: #13693404)



## DAY 2 CRAFT

# Crocs & Kangaroos Fitness Game

## JUNIOR, PRIMARY, & PRE-PRIMARY

### Materials

- ☐ Slim, black, single DVD cases, 1 per child
- ☐ 20 gauge beading wire, 5-in. per child
- ☐ Large glue dots, 11 per child
- ☐ [Spinner Space 1 Pattern](#)
- ☐ Yellow cardstock, 1 sheet for every 12 children
- ☐ [Spinner Space 2 Pattern](#)
- ☐ Lime green cardstock, 1 sheet for every 12 children
- ☐ [Spinner Space 3 Pattern](#)
- ☐ Bright blue cardstock, 1 sheet for every 12 children
- ☐ [Spinner Space 4 Pattern](#)
- ☐ Red cardstock, 1 sheet for every 12 children
- ☐ [Gameboard Pattern](#) (Junior and Primary version)
- ☐ [Gameboard Pattern](#) (Pre-Primary version)
- ☐ [Cover Pattern](#)
- ☐ Yellow cardstock, 1½ sheets per child
- ☐ [Game Directions Pattern](#)
- ☐ Bright blue cardstock, 1 sheet for every 6 children
- ☐ Black cardstock, approximately 1 sheet for every 24 children
- ☐ Small (½-in.) Velcro dots, 2 per child
- ☐ Small (12mm) plastic craft jewels, 2 per child

### Tools and Basic Supplies

- ☐ Paper cutter (adult use only)
- ☐ Wire cutters
- ☐ Scissors
- ☐ Large (1¾-in.) hole punch
- ☐ Markers, crayons, or colored pencils



### Pre-prep

1. Print the Spinner Space 1 Pattern onto yellow cardstock, Spinner Space 2 Pattern onto lime green cardstock, Spinner Space 3 Pattern onto bright blue cardstock, and Spinner Space 4 Pattern onto red cardstock—all 1 sheet for every 12 children.

(IMPORTANT NOTE: Because the center circles of DVD cases are not uniform, you may FIRST need to adjust the size of the spinner patterns to fit your particular cases.)

2. JUNIOR AND PRIMARY: Quick cut the colored spinner spaces and collate sets for each child. The kids will do the finish cutting.

PRE-PRIMARY: Cut out the colored spinner spaces and collate sets for each child.

3. Print the Gameboard Pattern (Junior and Primary version) and the Gameboard Pattern (Pre-Primary version) onto yellow cardstock, one per child.
4. Print the Cover Pattern onto yellow cardstock. Then cut out one per child.
5. Print the Game Directions Pattern onto bright cardstock. Then cut out one set of directions per child.



6. Use wire cutters to cut the beading wire into 5-inch lengths, one per child.
7. Use the hole punch and black cardstock to make large circles, one per child.
8. Make one or more samples to either demo or put on each table.

## Teaching Tie-In

Show the sample craft and say:

God wants us to love him with everything we've got—our physical bodies, our emotions, our minds, and everything in us. Read [Luke 10:27](#). Part of loving God is loving him with our strength—our bodies. Taking care of our bodies so we can be strong for the Lord is a great goal. Of course, things can happen because we live in a broken world due to sin. But as far as it rests on us, we should take good care of ourselves so we can serve the Lord faithfully. With that in mind, we're going to make a fun game today called the "Crocs and Kangaroos Fitness Game." I think you're going to love it! Let's get started.

## Class Time Directions

1. Use scissors to cut out the yellow 1, green 2, blue 3, and red 4 pieces.
2. On the right side of your open DVD case is a circle where a 4-color game spinner will be. Use 2 glue dots to attach the yellow 1 in the upper right quadrant of the circle.
3. Use the same procedure with the other three colors, placing the green 2 in the lower right quadrant, the blue 3 in the lower left, and the red 4 in the upper left.
4. Gently bring the ends of the wire together to find the mid-point without bending it too much. Then place

the wire around the center hub and twist the ends together until you've created a single, long spinner arm. The wire should wrap the center hub, but not too tightly so it will spin freely.

5. Then attach a black cardstock circle to the top of the hub with a glue dot to keep the wire spinner in place.
6. Below the spinner circle attach the 2 jewel game pieces with Velcro dots.
7. On the left side of the open DVD case, attach the game directions with 2 glue dots.
8. Use scissors to cut the borders off of the gameboard. Then fold in half and slide it under the 2 clips on the left side of the open DVD case.
9. Close the case and slide the Cover Pattern into place behind the clear plastic.

## Tip Corner

- Some kids may want to color the cover sheet before it is inserted.

## Super Simple Idea

Try one of the following Oriental Trading Company craft kits. (Call 1-800-875-8480 or visit [orientaltrading.com](http://orientaltrading.com).) Note that these are available at the time of printing and may not be available later.

- Fingerprint Heart Ornament Craft Kit (Item Number: #13962614)—Manufacturer does not recommend for children under three years of age.
- Under the Sea Coral Craft Kit (Item Number: #13943751)—Manufacturer does not recommend for children under three years of age.
- Precious in His Sight Handprint Craft (Item Number: #13971038)—Manufacturer does not recommend for children under three years of age.



# DAY 3 CRAFT

# Life Is Precious Photo Frame (V.1)

## JUNIOR & PRIMARY

### Materials

- ☐ Slim (5mm) CD jewel cases, 1 per child
- ☐ Black cardstock, one 4¾ x 5-in. piece per child
- ☐ “Every” Pattern
- ☐ Hot pink cardstock, 1 sheet for every 60 children
- ☐ “Life” Pattern
- ☐ Lime green cardstock, 1 sheet for every 84 children
- ☐ “Is” Pattern
- ☐ Bright orange cardstock, 1 sheet for every 120 children
- ☐ “Created by God” Pattern
- ☐ Bright blue cardstock, 1 sheet for every 36 children
- ☐ “Unique” Pattern
- ☐ Bright purple cardstock, 1 sheet for every 36 children
- ☐ “Precious” Pattern
- ☐ Bright yellow cardstock, 1 sheet for every 24 children
- ☐ Jumbo paper clips, 1 per child
- ☐ Sticky-back craft foam, one 2-in. square per child

### Tools and Basic Supplies

- ☐ Paper cutter
- ☐ Glue sticks
- ☐ Scissors

### Pre-prep

1. Cut the black cardstock into 4¾ x 5-inch pieces, 1 per child.
2. Print the “Every” Pattern onto hot pink cardstock, the “Life” Pattern onto lime green cardstock, the “Is” Pattern onto bright orange cardstock, the “Created by God” Pattern onto bright blue cardstock, the “Unique” Pattern onto bright purple cardstock, and the “Precious” Pattern onto bright yellow cardstock. Cut out the words so that each child has one set.



3. Bend open the jumbo paper clips to an angle a little less than 90 degrees, making a V-shape. These modified paper clips will serve as picture stands.
4. Cut the sticky-back craft foam into 2-inch squares, 1 per child.

### Teaching Tie-In

Show the sample craft and say:

When Jesus lived on earth as a human, he went out of his way to care for the weak, the sick, the orphans, and the widows. He told the little children to come; he talked to a woman from Samaria (which wasn't done back then); he touched people with incurable diseases; and he gave his life for sinners. Jesus showed how to value others. This is because Jesus made each of those people, and he made each of us, too (John 1:3)! He's given us great value, not because of anything we can do or how we look, but because it pleased him to do so.



If Jesus considers your life and every person's life precious, then we should, too. And that should impact how we treat each other. Think about this question: Do I treat people who are different than I am—maybe someone who is old or sick or who lives with disability or who has a different skin shade—with respect and kindness? It's a good question to think about as we make our Life Is Precious Photo Frame.

## Class Time Directions

1. With the CD case closed, position it in front of you so that the hinge section is at the top. Then lay the piece of black cardstock on top of the CD case, just below the hinge section. It's not a perfect square, so it must be positioned to fit the space.
2. Lay out the words to the phrase, "Every LIFE Is" across the top of the black square with a little black space above and in between each word.
3. Lay the word, "PRECIOUS" across the bottom of the square, with a little black space below it.
4. Lay the phrase, "CREATED BY GOD" vertically along the left side of the square and the word, "UNIQUE" vertically along the right side, leaving some black edge showing.
5. When you are satisfied with the position of all the words, glue stick them into place. (IMPORTANT: There should be a blank area (approx. 3x3-inches) in the center of the square where the photo of your choice will go.)
6. Open the CD case and insert the black cardstock so that the decorated side is facing out and held in place with the 4 tabs.
7. Flip the CD case over, then take the V-shaped paper clip and place the smaller side of the "V" against the case, centered and perpendicular to the bottom edge. Then attach it to the case with the 2-inch square of sticky-back craft foam. The photo frame will now stand on its own.
8. To complete your photo frame, take it home and place a 3x3-inch photo in the center area.

## Tip Corner

- Place a few 3-inch squares on the tables for the kids to use as guides to make sure they reserve a large enough space in the center for a photo.
- If you want to decorate the hinge section at the top of the CD case, draw a long horizontal DNA helix across a 4¾ x ½-inch strip of black cardstock. Then glue stick the strip directly onto the plastic case.

## Super Simple Idea

Try one of the following Oriental Trading Company craft kits. (Call 1-800-875-8480 or visit [orientaltrading.com](http://orientaltrading.com).) Note that these are available at the time of printing and may not be available later.

- Fabulous Foam Summer Fun Frames (Item Number: #57/2027)—Manufacturer does not recommend for children under three years of age.
- This Is How Much God Loves You Sign (Item Number: #13911797)—Manufacturer does not recommend for children under three years of age.



# DAY 3 CRAFT

# Life Is Precious Photo Frame (V.2)

## PRE-PRIMARY

### Materials

- ☐ Slim (5mm) CD jewel cases, 1 per child
- ☐ Black cardstock, one 4¾ x 5-in. piece per child
- ☐ “Every Life” Label Pattern
- ☐ Full sheet clear labels, 1 sheet for every 52 children
- ☐ Brightly colored craft foam (8 colors), four 1-in. squares and four 1x2-in. pieces per child
- ☐ Jumbo paper clips, 1 per child
- ☐ Sticky-back craft foam, one 2-in. square per child

### Tools and Basic Supplies

- ☐ Paper cutter
- ☐ Glue sticks
- ☐ Scissors

### Pre-prep

1. Cut the black cardstock into 4¾ x 5-inch pieces, 1 per child.
2. Cut the brightly colored craft foam into 1-inch squares and 1x2-inch pieces so that each child will have 4 of each size in 8 different colors.
3. Print the “Every Life” Label Pattern onto clear labels and cut out one per child.
4. Bend open the jumbo paper clips to an angle a little less than 90 degrees, making a V-shape. These modified paper clips will serve as picture stands.
5. Cut the sticky-back craft foam into 2-inch squares, 1 per child.

### Teaching Tie-In

Hold up the sample craft and say:

**When Jesus lived on earth as a man, he went out of his way to take care of the weak, the sick, the orphans, and the widows. He touched people with**



bad diseases; he told the little children to come; and he gave his life for sinners. Jesus showed how to value others.

If Jesus considers everyone's life to have great value, including yours, then we should, too. Do you treat everyone with kindness? It's a good question to think about as we make our Life Is Precious Photo Frame.

### Class Time Directions

1. With the CD case closed, position it in front of you so that the hinge section is at the top. Then lay the piece of black cardstock on top of the CD case, just below the hinge section. It's not a perfect square, so it must be positioned to fit the space.

2. Place a craft foam square in each corner of the black cardstock with a little of the black edge showing.
3. Place the craft foam rectangles between the squares to form a frame. There should be a little black space between all the pieces of craft foam.
4. Once you are satisfied with your arrangement, glue stick the foam pieces into place.
5. Attach the “Every Life” label to the bottom foam rectangle.
6. Open the CD case and insert the black cardstock so that the decorated side is facing out and held in place with the 4 tabs.
7. Flip the CD case over, then take the V-shaped paper clip and place the smaller side of the “V” against the case, centered and perpendicular to the bottom edge. Then attach it to the case with the 2-inch square of sticky-back craft foam. The photo frame will now stand on its own.

8. To complete your photo frame, take it home and place a small photo in the center area.

### Tip Corner

- You may want to take pictures of the mates a day or two earlier and get them developed so they can put them in their frames.

### Super Simple Idea

Try one of the following Oriental Trading Company craft kits. (Call 1-800-875-8480 or visit [orientaltrading.com](http://orientaltrading.com).) Note that these are available at the time of printing and may not be available later.

- Fabulous Foam Summer Fun Frames (Item Number: #57/2027)—Manufacturer does not recommend for children under three years of age.
- Printed God’s Love Sign Craft Kit (Item Number: 13820393)—Manufacturer does not recommend for children under three years of age.



# DAY 4 CRAFT

# Southern Cross Ornament (V.1)

## JUNIOR & PRIMARY

### Materials

- ☐ Large “wide mouth” canning jar lids, 1 per child
- ☐ Silver tinsel chenille stems, 1 per child
- ☐ [Constellation Circle Pattern](#)
- ☐ Dark blue cardstock, 1 sheet for every 6 children
- ☐ [Bow Pattern](#)
- ☐ Red cardstock, 1 sheet for every 32 children
- ☐ [Constellation Label Pattern](#)
- ☐ Gray cardstock, 1 sheet for every 90 children
- ☐ Glue dots, 2 per child
- ☐ Thin (24 gauge) silver wire, 3-in. per child

### Tools and Basic Supplies

- ☐ Craft glue
- ☐ Scissors
- ☐ Silver metallic markers
- ☐ Straight edges (rulers)
- ☐ 4d common nails
- ☐ Corrugated cardboard
- ☐ Wire cutter

### Pre-prep

1. Print the Constellation Circle Pattern onto dark blue cardstock, then quick cut the circles, one per child. The kids will do the finish cutting.
2. Print the Bow Pattern onto red cardstock, then quick cut the bows, one per child. The kids will do the finish cutting.
3. Print the Constellation Label Pattern onto gray cardstock, then quick cut the labels, one per child. The kids will do the finish cutting.
4. Use a wire cutter to cut the silver wire into 3-inch lengths, one per child.



5. Prepare a few 4-inch squares of corrugated cardboard for each table.

### Teaching Tie-In

Show the sample craft and say:

Have you ever looked up in the sky and seen a constellation—a group of stars that form a shape? Can you think of any constellations? *Big Dipper, Little Dipper, etc.* Some of the constellations seen in the southern hemisphere are different or more visible than those seen in the northern hemisphere. The Southern Cross is one such constellation. You can easily see it at any time of the year if you live in Australia. It actually resembles a cross in the sky! Isn't that cool?



Today, we talked about Jesus dying on a cross and coming back to life, which is called the resurrection. Let's say our memory verse together. Do so—John 11:25. Jesus calls himself “the life” here. What do you think that means? Take responses. We know he's given us physical life, but he also gives eternal life with God. You can receive this gift of eternal life if you repent of your sins and trust that Jesus is your Savior from sin. This is the most important thing you can ever do. At any time, please let us know if you have any questions about becoming a follower of Jesus.

Now, let's enjoy making this Christmas ornament to remind us that Jesus came to earth as a baby, died on a cross, and rose from the dead to offer us eternal life.

### Class Time Directions

1. Use scissors to cut out the dark blue circle.
2. Take a silver metallic marker and a straight edge and draw over the black lines so they're more visible.
3. Place your circle on top of a piece of corrugated cardboard. Then take a nail and punch holes where the 5 dots are.
4. Add a bead of craft glue to the inside rim of the canning jar lid. Then press the dark blue circle into the glue, face down.
5. While you're waiting for the glue to set a little, cut out the red bow and the gray label.
6. Make a loop in the silver wire by wrapping it closely around a marker or pencil several times. Slide the wire off to make one thick loop.
7. Wrap the silver tinsel stem around the outside of the canning jar lid and twist the ends together twice.
8. Thread the wire loop onto one of the ends of the silver tinsel stem, then twist the ends together a few more times to secure the loop.
9. Adjust the position of the tinsel stem so that the wire loop is directly above the top of the cross.
10. Attach the red bow to the rim of the canning jar lid with a glue dot, directly above the cross.
11. Attach the gray label to the rim of the canning jar lid with a glue dot, directly below the cross.

### Tip Corner

- Choose between version 1 and version 2 of this craft, depending on the age of your students.
- When putting this on a Christmas tree, position a light behind it (but not touching it) so it shines through.

### Super Simple Idea

Try one of the following Oriental Trading Company craft kits. (Call 1-800-875-8480 or visit [orientaltrading.com](http://orientaltrading.com).) Note that these are available at the time of printing and may not be available later.

- Cross String Art Craft (Item Number: #48/3124)—Manufacturer does not recommend for children under three years of age.
- God Saves Pony Bead Craft Kit (Item Number: #13798213)—Manufacturer recommends for children ages 8 and up.



# DAY 4 CRAFT

## Southern Cross Ornament (V.2)

### PRE-PRIMARY

#### Materials

- ☐ CDs, 1 per child
- ☐ Silver star stickers, 5 per child
- ☐ [Constellation Circle Pattern](#)
- ☐ Dark blue cardstock, 1 sheet for every 2 children
- ☐ [Bow Pattern](#)
- ☐ Red cardstock, 1 sheet for every 15 children
- ☐ [Constellation Label Pattern](#)
- ☐ Gray cardstock, 1 sheet for every 90 children
- ☐ Glue dots, 1 per child
- ☐ Silver tinsel chenille stems, 1 per child
- ☐ Sticky-back craft foam, one 2-in. square per child

#### Tools and Basic Supplies

- ☐ Craft glue
- ☐ Scissors
- ☐ Silver metallic markers

#### Pre-Prep

1. Print the Constellation Circle Pattern onto navy cardstock and cut out the circles, one per child.
2. Print the Bow Pattern onto red cardstock and cut out the bows, one per child.
3. Print the Constellation Label Pattern onto gray cardstock and cut out the labels, one per child.

#### Teaching Tie-In

Show the sample craft and say:

**What shape do you see here?** Take answers. **Yes, a cross.**  
**What does a cross remind you of?** Take answers, and remind students of God's great love for them.



**Let's say today's Bible verse together.** Do so, reciting John 11:25 and explaining that Jesus gives us physical life and offers us eternal life.

**Let's make our cross Christmas ornament to remind us of that great news.**

#### Class Time Directions

1. Glue stick the dark blue circle onto the CD. Make sure it is centered, so that the shiny rim of the CD shows all the way around.
2. Use a metallic marker to draw over the black lines of the cross so that they're more visible.
3. Place a star sticker on each of the 5 black dots.
4. Use a glue dot to attach the red bow to the top edge of the CD, directly above the cross.

5. Glue stick the gray label to the bottom of the dark blue circle, directly below the cross.
6. Make a hanger for your ornament with the tinsel chenille stem. Twist the ends of the stem together to make a circle, then twist the circle to make a figure “8.” Flip the ornament over and position the center of the “8” directly behind the red bow on the edge of the CD. Attach it with the square of sticky-back craft foam.

### Tip Corner

- As an alternative to sticky-back craft foam, use duct tape to secure the tinsel hanger.

### Super Simple Idea

Try one of the following Oriental Trading Company craft kits. (Call 1-800-875-8480 or visit [orientaltrading.com](http://orientaltrading.com).) Note that these are available at the time of printing and may not be available later.

- This is How Much God Loves You Sign Craft Kit (Item Number: 13911797)—Manufacturer does not recommend for children under three years of age.
- Magic Color Scratch Cross Ornaments (Item Number: 48/3538)—Manufacturer does not recommend for children under three years of age.



# DAY 5 CRAFT

## Straya Sun Pillow

### JUNIOR & PRIMARY

#### Materials

- ☐ Yellow fleece, two 12-in. squares per child
- ☐ Pillow stuffing, 1½ oz. per child
- ☐ White poster board, 1 sheet total
- ☐ Safety pins, 1 per child

#### Tools and Basic Supplies

- ☐ ¼-in. hole punch
- ☐ Fabric scissors
- ☐ Ruler
- ☐ Marker
- ☐ Masking tape

#### Pre-prep

1. Make one 11-inch and one 8½-inch diameter circle patterns from the poster board.
2. Use the hole punch to make 16 evenly spaced notches around the edge of the 11-inch circle. As on a clock face, notch the 12, 3, 6, and 9 positions first. Then add three notches between each of those points for a total of 16.
3. Cut the fleece fabric into 12-inch squares, two pieces at a time.
4. Attach a safety pin through the center of the two fabric squares to keep them together. The pin should remain until time to insert the stuffing.
5. Using a marker, lightly trace the 11-inch circle onto the top piece of fabric and place a dot at each of the 16 notches. Cut the circle out through both pieces of fleece.
6. Tape the 8½-inch circle pattern onto the center of the pinned fleece circles. Then make 16 sets of flaps by cutting straight into the fabric from each dot to the edge of the 8½ inch circle.



7. Divide the pillow stuffing into 1½ oz. portions. (A 16 oz. bag should make about 11 portions.)

#### Teaching Tie-In

Show the sample craft and say:

**Australia is considered one of the sunniest countries in the world, and Coober Pedy is one of the sunniest spots in the outback. It's hot and bright.**

**We're going to make a Straya Sun Pillow. (Straya is an Aussie term for Australia.) When you use your pillow, let it remind you to be a light for Jesus, pointing others to our amazing God. That's your main mission on earth.**

**Also, like the sun, we should reflect God to others. Use your words, your talents, and your attitudes to show others that God is loving, kind, truthful, good, and faithful.**



And remember—God has things for you to do, whether it be a small act of kindness that reflects God’s love, or a big job that takes the rest of your life. If you want to serve God, then serve others. If you want to love God, then love others. Let everything be done for God. Read 1 Corinthians 10:31.

## Class Time Directions

1. With the two fleece circles still pinned together and the 16 sets of flaps properly lined up, tie one of the sets of the flaps together. Use a simple overhand knot.
2. Continue tying each set of flaps together until just 3 sets remain untied.
3. Carefully remove the safety pin.
4. Insert the stuffing into the opening.
5. Tie the last three sets of flaps together to complete the pillow.

## Tip Corner

- Use quilt cutting tools to cut the 12-inch fabric squares.
- To save money, use coupons for fabric and donated pillows for fiber fill.
- Primary students may need help tying their knots.

## Super Simple Idea

Try one of the following Oriental Trading Company craft kits. (Call 1-800-875-8480 or visit [orientaltrading.com](http://orientaltrading.com).) Note that these are available at the time of printing and may not be available later.

- Treasure Hunt VBS Magnet Craft Kit (Item Number: 13972112)—Manufacturer does not recommend for children under three years of age.
- Spread the Good News Ornament Craft Kit (Item Number: 13971741)—Manufacturer does not recommend for children under three years of age.



# DAY 5 CRAFT

## Sunny Sun Visor

### PRE-PRIMARY

#### Materials

- ☐ Visor Pattern
- ☐ Yellow cardstock, 1 sheet for every 2 children
- ☐ Elastic string, 14-in. per child
- ☐ Hole reinforcement labels, 2 per child

#### Tools and Basic Supplies

- ☐ Orange and red crayons/markers
- ☐ Scissors
- ☐ ¼-in hole punch

#### Pre-prep

1. Print the Visor Pattern onto yellow cardstock and cut out.
2. Punch a small hole in the upper left and upper right corners of the visor.
3. Add hole reinforcement labels to the underside of each hole.
4. Cut the elastic string into 14-inch pieces.

#### Teaching Tie-In

Show the sample craft and say:

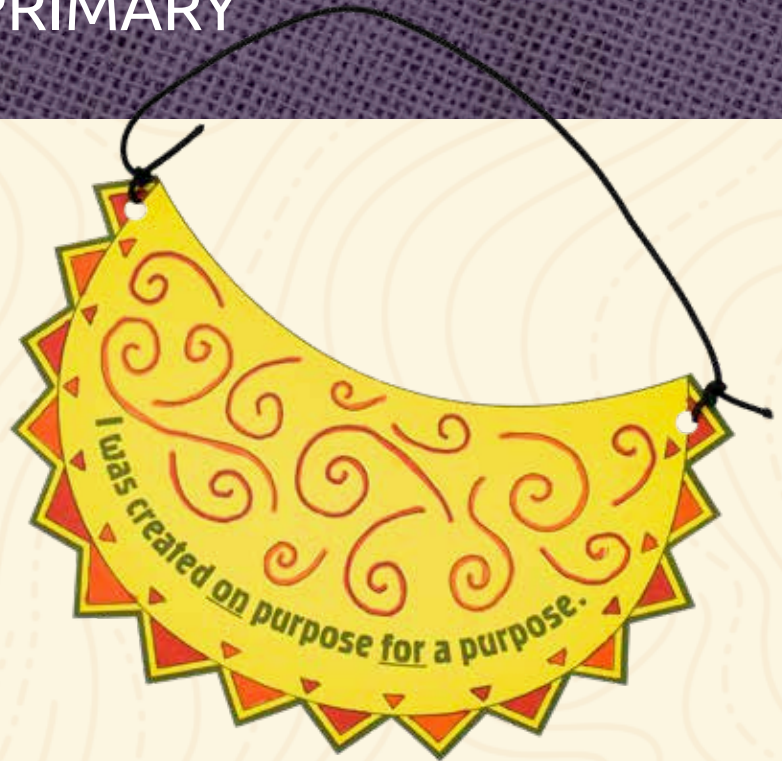
Australia is one of the sunniest countries in the world. It's hot and bright.

We're going to make a Sunny Sun Visor. When you wear your visor, let it remind you to be a light for Jesus, pointing others to our amazing God. That's your main mission on earth.

And remember—God has things for you to do. If you want to serve God, then serve others. If you want to love God, then love others. Let everything be done for God. Read 1 Corinthians 10:31.

#### Class Time Directions

1. Color the visor, using crayons or markers.



2. ADULT HELPER ONLY: Insert the elastic through the holes and tie one end. Then adjust the elastic to the child's head and tie the other end.

#### Tip Corner

- Craft foam visor kits can be purchased at craft stores and decorated with sun stickers.

#### Super Simple Idea

Try one of the following Oriental Trading Company craft kits. (Call 1-800-875-8480 or visit [orientaltrading.com](http://orientaltrading.com).) Note that these are available at the time of printing and may not be available later.

- Paw Print Picture Frame Magnet Kit (Item Number: 13688120)—Manufacturer does not recommend for children under three years of age.
- Compass Beaded Necklace Craft Kit (Item Number: 13769084)—Manufacturer does not recommend for children under three years of age.



# DAY 1 EXTRA CRAFT

# Hop-a-Shot

## JUNIOR, PRIMARY, & PRE-PRIMARY

### Materials

- ☐ [Kangaroo Pattern](#)
- ☐ Tan cardstock, 1 sheet for every 2 children
- ☐ [Parts Pattern](#)
- ☐ White cardstock, 1 sheet for every 4 children
- ☐ White 3oz. bathroom cups, 1 per child
- ☐ Jumbo paper clips, 1 per child
- ☐ Glue dots, 2 per child
- ☐ 1-in. pom-poms, 1 or 2 per child

### Tools and Basic Supplies

- ☐ Scissors
- ☐ Highlighters
- ☐ Transparent tape
- ☐ Glue sticks

### Pre-prep

1. Print the Kangaroo Pattern onto tan cardstock and quick cut. The kids will do the finish cutting.
2. Print the Parts Pattern onto white cardstock and quick cut. The kids will do the finish cutting.
3. Bend open the jumbo paper clips to an angle slightly less than 90 degrees, making a V-shape. These modified paper clips will serve as stands to prop the cups and keep them from falling over.

### Class Time Directions

1. Cut out the kangaroo. Cut along the 2 dashed lines also.
2. Cut out the shirt with the long white tab. Then color the shirt only (not the long white tab) with a highlighter.
3. Cut out the eyes and ears.
4. Glue stick the eyes, ears, and shirt with the long white tab onto the kangaroo.



5. Place the V-shaped paper clip perpendicular to the bottom of the cup with the smaller side of the clip against the side of the cup. Then attach it with a couple pieces of tape.
6. Where the paper clip is attached, slide the kangaroo onto the cup so that the long white tab is inside the cup, and the legs are on the outside. Then secure the long white tab to the inside of the cup with 2 glue dots.
7. Now you're ready to play! Take a pom-pom and test your skill at making baskets. How many can you make in 30 seconds?

### Tip Corner

- Share with the mates that today's animal pal is Jumpin' Jack the kangaroo. Jumpin' Jack is hopping by to remind them that they are made in God's image.



## DAY 2 EXTRA CRAFT

# Manta Ray Bookmark

JUNIOR, PRIMARY, & PRE-PRIMARY

### Materials

- ☐ Bluish-gray copy paper, one sheet for every 2 children
- ☐ Small wiggle eyes, 2 per child
- ☐ Small glue dots, 2 per child

### Tools and Basic Supplies

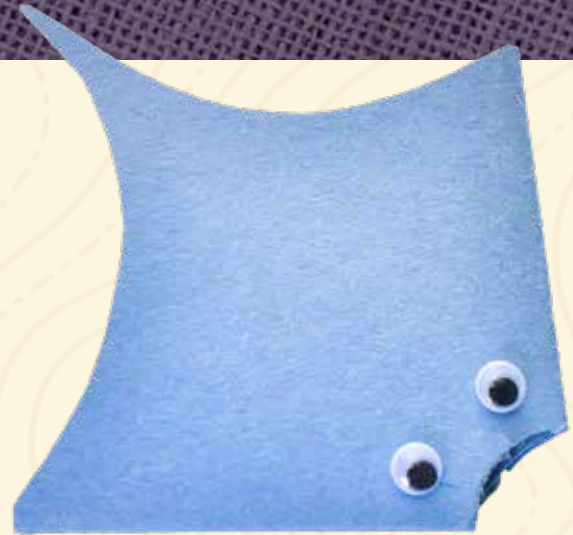
- ☐ Paper cutter
- ☐ Pencils
- ☐ Scissors

### Pre-prep

1. Cut the copy paper into 5½-inch squares, one for each child.

### Class Time Directions

1. Position the square piece of paper in front of you like a diamond.
2. Bring the bottom corner up to the top corner and fold the paper in half. The paper should now look like a triangle.
3. Fold the right corner up to the top corner.
4. Fold the left corner up to the top corner.
5. Bring the right and left corners back down, forming a triangle shape again.
6. Then, from the top corner, take the top flap only (leaving the flap behind it alone) and fold it toward you so that the point meets the middle of the bottom of the triangle.
7. Take the right corner and fold it into the “pocket.” Do the same with the left corner.



8. Now, with the piece still positioned in front of you like a diamond, with the “pocket” being the bottom half of the diamond, take a pencil and draw an arc (curved line) from the right corner to the top corner. Then draw a similar arc from the left corner to the top corner.
9. Cut out the two arcs forming the tail of the manta ray. Then snip off (straight across) the bottom corner to form its mouth.
10. Turn it over and add 2 eyes near its mouth. Use glue dots to glue them on.

### Tip Corner

- Tell the mates that manta rays live in abundance in the Great Barrier Reef. It's one of the best places in the world to swim with them.
- As we use the Manta Ray Bookmark, it can remind us to love the Lord with not only all our strength but also with all our minds.



# DAY 3 EXTRA CRAFT

# Playful Platypus

## JUNIOR, PRIMARY, & PRE-PRIMARY

### Materials

- ☐ Mini craft sticks, 1 per child
- ☐ Tan or brown chenille stems, 2 per child
- ☐ Small wiggle eyes, 2 per child
- ☐ Small glue dots, 2 per child

### Tools and Basic Supplies

- ☐ Black markers
- ☐ Brown markers
- ☐ Black stick pens

### No Pre-prep

### Class Time Directions

1. Use the black marker to color half of the craft stick—top, bottom, and sides.
2. Use the brown marker to color the other half of the craft stick—top, bottom, and sides.
3. Fold one chenille stem in half to find its center point. Place the center point of the stem over the middle of the mini craft stick and hold it in place with your thumb.
4. Begin wrapping the two halves of the chenille stem around the craft stick, one side and then the other, back and forth, squishing the loops tightly together as you go.
5. When you get to about half an inch left on each end, stop wrapping and fold the ends down to make feet.



6. Do the same with the other chenille stem, but go in the opposite direction on the craft stick.
7. Press both wrapped stems tightly toward the middle of the craft stick so the black beak and the brown tail are showing as much as possible.
8. Add small glue dots to the 2 small eyes, then press them into place where the chenille stem and the black bill meet.
9. Add some texture to the brown tail by taking a black stick pen and drawing a criss-cross pattern on it.

### Tip Corner

- Share with the mates that the platypus lives only in Australia. It's a unique animal—with a bill like a duck, a tail like a beaver, claws like a reptile, and poison like a snake. Plus, it lays eggs like a turtle! As unique as a platypus is, though, it is not made in God's image. No animal is. Only people are.
- If desired, add a magnet to the back.



## DAY 4 EXTRA CRAFT

# Koala Pen

JUNIOR, PRIMARY, & PRE-PRIMARY

### Materials

- ☐ Black or gray stick pens, 1 per child
- ☐ 3x5 index cards, 1 per child
- ☐ Duct tape, approximately 13 inches per child
- ☐ Black sticky-back craft foam, one  $\frac{3}{4}$  x  $\frac{1}{4}$ -in. piece per child
- ☐ Small wiggle eyes, 2 per child
- ☐ Small glue dots, 7 per child

### Tools and Basic Supplies

- ☐  $\frac{1}{4}$ -in. washers
- ☐ 1-in. washers
- ☐ Scissors

### Pre-prep

1. Cut craft foam into  $\frac{3}{4}$  x  $\frac{1}{2}$ -in. pieces, one per child.

### Class Time Directions

1. Take an index card and position it horizontally in front of you. Lay a 5-in. strip of duct tape across the index card horizontally and press it into place.
2. Flip the card over and do the same thing with another strip of duct tape, making sure that the 2 strips are directly over each other.
3. Take your pen and trace 2 large and 2 small washers on the duct tape. Then cut out the 2 large and 2 small circles. The large circles will be for the head of the koala and the small circles will be its ears.
4. Attach the 2 small circles with glue dots onto the back of one large circle to look like ears.

5. Take the other large circle and 2 glue dots and cover the back of the head circle where the ears are attached.
6. Cut out a large oval from the piece of black craft foam for the koala's nose. Peel off the backing and press it into place.
7. Add 2 eyes on either side of its nose. Use glue dots to glue them on.
8. Wrap the end of the pen with a 3-inch strip of duct tape. Then attach the koala head onto the pen with a glue dot.

### Tip Corner

- Share with the mates that the eucalypt forests of Australia are the home of koalas. They eat a lot of gum—gum leaves, that is—also known as eucalyptus leaves. These are toxic to other animals, but not to koalas. God gave the koalas a liver that can break down all the toxins in the eucalyptus leaves. He also gave them cheek pouches where they store leaves to eat later. God gave koalas in the colder parts of Australia thicker fur, and those in the warmer areas less thick fur. God thought of everything when he made koalas.





# DAY 5 EXTRA CRAFT

# Clay Echidna

## JUNIOR, PRIMARY, AND PRE-PRIMARY

### Materials

- ☐ Brown Model Magic, ½ oz. per child
- ☐ Small wiggle eyes, 2 per child
- ☐ Small glue dots, 2 per child
- ☐ Brown chenille stems, 1 for every 3 children
- ☐ Toothpicks, 14 per child

### Tools and Basic Supplies

- ☐ Scissors
- ☐ Black marker

### Pre-prep

1. Separate Model Magic into ½ oz. balls and wrap air tight in plastic wrap to keep them from drying out.\*
2. Cut chenille stems into 1-inch pieces, 4 per child.
3. Cut toothpicks in half, 28 pieces per child.

\* IMPORTANT NOTE: Because Model Magic dries quickly when exposed to air, don't pre-prep it until just before VBS.

### Class Time Directions

1. To create your echidna, take the modeling compound and form it into an egg shape. Then form a long pointy snout on one end.
2. Use one of the toothpick pieces to poke nostrils at the tip of the snout.
3. Add glue dots to the back of the 2 eyes. Then, at the base of the snout, gently press the 2 eyes into the compound.
4. Add legs by bending the brown chenille stem pieces into "L" shapes and then pressing them into the bottom of your echidna.



5. Add "spines" by pressing the toothpick pieces into the top, sides, and back, angling them backward in the same direction.
6. Use a black marker to color the end of the snout.

### Tip Corner

- As a more economical alternative to brown, you can convert white Model Magic to brown with a mixture of red, yellow, and blue food coloring.
- Share info about the amazing echidna with the mates. Baby echidnas are called puggles. God gave the echidna nerves in its snout that detect electrical impulses and a long, sticky tongue. These features make it easy to capture food, like ants, termites, and earthworms. The echidna has strong claws and can dig up the equivalent of 100 full refrigerators of dirt a year! God even gave the echidna special holes in its ears to keep dirt out as it digs. God thought of everything when he made echidnas.



# ANY DAY

# More Crafts

## FOR ALL AGES

### Fingerprint Fun Station

#### Materials (Amounts Vary)

- ☐ Non-toxic, washable stamp pads in a variety of colors
- ☐ White copy paper
- ☐ Fine line washable markers
- ☐ Samples of fingerprint art (check online)

#### Tools and Basic Supplies

- ☐ Wet wipes for cleanup

#### Pre-prep

Search “fingerprint art” online and print off numerous samples of fingerprint art animals, plants, and objects.

#### Class Time Directions

This station can stay up all week. Use your own unique fingerprints to create fun fingerprint art.

#### Tip Corner

- Use this area as a fun place for the kids to go after they've finished their main craft or science experiment.

### Concentration

#### Materials

- ☐ White or yellow cardstock, 2 sheets per child
- ☐ [Concentration Cards Pattern](#)
- ☐ Snack-size zippered baggies, 1 per child

#### Tools and Basic Supplies

- ☐ Office paper cutter
- ☐ Crayons or colored pencils

#### Pre-prep

1. Print the Concentration Cards Pattern onto cardstock, 2 sheets per child.
2. Cut out the squares with the paper cutter.
3. Place the squares into zippered baggies. You should have 12 sets of pictures (24 squares) per baggie.

#### Class Time Directions

1. Color the pictures with light-colored crayons or colored pencils, being careful not to press too hard so an impression isn't made on the blank side.
2. To play, lay the squares out on a table with the pictures facing down.
3. Take turns flipping cards over two at a time, trying to find a match. If a match is found, the player keeps those cards. If a match is not found, flip them back over.
4. Continue playing until all matches have been found. The player with the most matches wins.

#### Tip Corner

- Use fewer sets of pictures for younger children.
- This game can also be played by one person, finding all matches in a designated time period.

### Memory Verse Posters

#### Materials

- ☐ White cardstock
- ☐ Daily memory verses (see Digital Resources)

#### Tools and Basic Supplies

- ☐ Markers

## Pre-prep

1. Prepare a reference sheet of the daily memory verses from the Digital Resources list.
2. Make one or more sample posters as examples of incorporating a memory verse into a design.

## Class Time Directions

Design and color your own posters. The more creative, the better!

## Tip Corner

- Place these in a prominent location during the week for all to enjoy. Send them home on the last day of VBS or after the closing program.
- Use these posters to reinforce the memory verse of the day.

## Step-by-Step Drawings

### Materials

- ☐ [Step-by-Step Drawings Pattern](#)
- ☐ White copy paper

### Tools and Basic Supplies

- ☐ Markers, crayons, or colored pencils

## Pre-prep

Photocopy the Step-by-Step Drawings Pattern onto white copy paper.

## Class Time Directions

When the kids have extra time, they can work on the Step-by-Step Drawings.

## Tip Corner

- The finished drawings can be cut out and added to the Wall Mural.

## Wall Mural

### Materials

- ☐ Tan or bright blue roll paper
- ☐ Variety of colored copy paper
- ☐ Optional: A variety of [Clip Art Images](#)

### Tools and Basic Supplies

- ☐ Markers, scissors, glue sticks

## Pre-prep

1. Hang a large piece of roll paper on an empty wall.
2. Photocopy a variety of Clip Art Images from the Digital Resources and place at this station. If using tan roll paper, they can be Australian land animals. If using blue paper, they can be Great Barrier Reef animals.

## Class Time Directions

1. Use your imagination or the clip art images on display to draw and color an image that matches the theme for the day.
2. Cut out the artwork and glue it to the roll paper.

## Tip Corner

- Hang the completed mural in a prominent location on the last day of VBS or show it during the closing program for all to see.





# Experiments Supply List

## DAY 1

### BONZER BOOMERANG

- ☐ [Boomerang Pattern](#)
- ☐ 6-in. tongue depressors, 4 per child (3 for the frame and 1 for a folding guide)
- ☐ 8 additional tongue depressors or craft sticks
- ☐ 110# cardstock, any color or colors
- ☐ Hot glue gun (adult-use only)
- ☐ Tape, several pieces per child
- ☐ Pen or pencil
- ☐ Optional: picture of an airfoil

### FOSSIL HANDPRINT

- ☐ Air-dry clay, amount varies
- ☐ Plaster of Paris, amount varies
- ☐ Petroleum jelly, amount varies
- ☐ Paper plates, 1 per child
- ☐ Wet wipes for cleanup, 1 per child
- ☐ Zippered baggies and airtight containers for clay, 1 baggie per child
- ☐ Optional: fossils or pictures of fossils

## DAY 2

### PICK YOUR BRAIN

- ☐ [Brain Picture](#)
- ☐ 1-in. cubes of soft silken tofu, 1 per child
- ☐ 2-oz. condiment cups and lids, 1 cup and lid per child
- ☐ Wet wipes, 1 per child
- ☐ Dental floss or knife

### MAKING SENSE OF SENSES

(for every mate)

- ☐ [Optical Illusions Sheets](#)
- ☐ Two 1-in. squares each of 4 different textured fabrics
- ☐ Brown paper bag
- ☐ Four 1-oz. or 2-oz. condiment cups with lids
- ☐  $\frac{1}{8}$  or  $\frac{1}{4}$  t. vanilla
- ☐ Pinch of salt

- ☐ Pinch of sugar
- ☐ Pinch of coffee grounds

## DAY 3

### STELLAR STETHOSCOPE

LATEX WARNING: Make separate kits without balloons for anyone with a latex allergy. If severe, don't use balloons in the room at all.

- ☐ [Heart Picture](#)
- ☐ Plastic funnels, 1 per child
- ☐ Clear plastic tubing that fits snugly onto the funnel yet is large enough to not enter the outer ear canal, one 12-in. piece per child
- ☐ 12-in. round latex balloons, 1 per child
- ☐ Scissors (If cutting the balloons during Pre-prep, only one pair is needed; otherwise, 1 per child)
- ☐ Empty gallon container

### TOOTHPICK HEARTBEAT

- ☐ Mini marshmallows, 1 per child
- ☐ Toothpicks, 1 per child
- ☐ Timer

## DAY 4

### LET'S GET "A-LUNG"

LATEX WARNING: Make sure nobody has a latex allergy before deciding to do this.

- ☐ [Lungs Picture](#)
- ☐ Round latex balloons, 2 per child or group
- ☐ Stiff plastic bottles like Powerade or Vitamin Water, 1 per child or group
- ☐ Scissors, 1 per child or group
- ☐ Optional: electrical tape

### BLOOD SAMPLE

- ☐ Heavy duty, leakproof bags, 1 per child
- ☐ Clear corn syrup, such as Karo,  $\frac{1}{4}$  c. per child

- ☐ Cinnamon imperials, such as Red Hots,  $\frac{1}{4}$  c. per child
- ☐ Large bowls, 1 per table
- ☐ Medium bowls, 2 per table
- ☐ Spoons, 2 per table
- ☐  $\frac{1}{4}$  c. measuring cups, 1 per table
- ☐ Dry lima beans, 2 per child
- ☐ Sprinkles or nonpareils, a pinch per child
- ☐ Optional: three 2-liter bottles

## DAY 5

### MINING CEREAL

- ☐ Heavy duty zippered baggies, 1 per child
- ☐ Cereal with high iron content, such as Total, 1 c. per child
- ☐ Styrofoam or paper bowls, 1 per child
- ☐ Spoons (heavy duty plastic or metal), 1 per child
- ☐ Paper towels, 1 per child
- ☐ Coffee cups with lids holding 1 c. warm water, 2 per child (one for mixing and one for rinsing)
- ☐ Neodymium magnets (remain at the table), 1 per child
- ☐ Clear tape, 3-4 in. per child
- ☐ White paper or cardstock, one 2 x 4-in. piece per child

### FABULOUS FINGERPRINTS

- ☐ [Fingerprint Pictures](#)
- ☐ 2-in. square of black cardstock, 1 per child
- ☐ 2-in. strip of clear shipping tape, 1 per child
- ☐ Lotion (on plate or bowl for each table)
- ☐ Baby powder (on plate or bowl for each table)
- ☐ Fuzzy material (e.g., blush brush or soft faux fur)
- ☐ Optional: nonbreakable magnifying glasses



# Leading a Child to Christ

*“For I am not ashamed of the gospel, for it is the power of God for salvation to everyone who believes.” Romans 1:16*

VBS presents an ideal opportunity to share the life-changing gospel of Jesus Christ with all attending. Every leader and team member should be ready to clearly present the gospel and counsel those wanting to learn more. Children are usually soft-hearted toward things of the Lord, and some will be interested in becoming a follower of Christ. Be ready, because eternal matters matter most!

## Before

- **Pray.** Salvation is God’s work, not ours. We cannot bring about salvation for anyone. We need to ask God to prepare the children and open their hearts to him.
- **Be prepared.** Learn more about presenting the gospel and counseling a child about salvation.

## During

The gospel will be presented during the lesson time. Opportunities may arise, however, to share with a child one-on-one or with a small group of children. If so, keep the following in mind:

- Becoming a child of God involves repenting of one’s sin and having faith in the death and resurrection of Jesus Christ. Repentance involves understanding what sin is (disobeying God’s commands) and desiring to turn from that sin.
- You can use *How Can I Become a Child of God?* to explain the plan of salvation. Along with this, use your Bible. Children need to see and hear God’s Word, so have your Bible opened and marked ahead of time with the appropriate scriptures.
- Avoid abstract phrases like “asking Jesus into your heart.” Instead, use terminology like “becoming a child of God.” Most children still think in concrete terms and need examples that are easy to understand.
- If a child indicates an interest to know more after hearing the gospel presentation, ask questions (such as one or more of the following) that require more than a “yes” or “no” answer:
  - » What do you want to talk to me about?
  - » Do you know what sin is?
  - » Can you think of a specific sin (wrong) you have done? Are you bothered by your sin?

**These questions are important.** A child who cannot verbalize a sin or does not seem to be repentant about being a sinner may not fully understand his need for a Savior. In this situation, you might list a child-oriented example of sin and ask him to notice any time he catches himself sinning over the next few days. Give him *How Can I Become a Child of God?* Pray with him, then send him on his way. Check back a day or two later, if possible.

- » Why did Jesus come to earth? Why did Jesus need to die? Why did Jesus rise again?
- » Why do you want Jesus to be your Savior?

» Why should God let you into his family? (Make sure the child understands that salvation is not based on what he does, but is a gracious gift of God through faith in the death and resurrection of Jesus.)

- Pray for discernment while listening to a child’s answers.
- When a child seems to have a basic understanding of salvation (belief in Jesus’ death and resurrection, admission of and repentance from sin, and a desire to follow the Lord), encourage him to talk to his parents about what it means to become a child of God (if they are followers of Christ). Encourage a child who comes from a non-Christian home to verbalize his understanding to the Lord through prayer. There is no one prayer that should be prayed. Encourage him to ask the Lord to forgive him and help him know he is a child of God.
- Let him see in your words and your face that you are excited that he wants to become a child of God! Read Luke 15:10 to him.
- Some children may not want to make decisions but may want to learn more, to be assured of salvation, or to confess sin. Read Romans 10:9–10 and John 10:28–29 with children who are seeking assurance of their salvation. Encourage them to ask the Lord to help them know they are his children. If a child wants to confess sin, read 1 John 1:9 with him and encourage him to ask the Lord to help him know he is forgiven when he repents.

## After

- Review what it means to be a child of God.
  - » How long does God keep his children? (Hebrews 13:5b, John 10:28–29)
  - » Can anything separate God from his children? (Romans 8:38–39)
  - » What happens when God’s children sin? (1 John 1:9)
  - » What do children of God believe? (Romans 10:9)
- Explain that Jesus loves his children and wants to spend time with them. Discuss practical ways to grow as a child of God. Provide him with *Growing Up in God’s Family*, and share the following:
  - » Read your Bible, and obey what you read. You can start your Bible reading with the short Bible study you will receive the last day of VBS. (Make sure he has a Bible at home, and if not, provide one. Write his name, the date, and the occasion [VBS] on the presentation page.)
  - » Pray every day. Prayer is talking to God.
  - » Go to a church that believes and teaches the Bible as the Word of God.
  - » Tell others about Jesus. Tell your friends, family, and neighbors how they can become children of God.
- Fill out a Decision Card. Turn in to the VBS director.
- Stay in touch with the child through postcards, visits, or phone calls. Invite him to upcoming church events.

## SUPPLY LIST

### DAY 1 CRAFT: ROCKIN' DOT ART

- ☐ Mexican beach pebbles or river rocks, 1 per child
- ☐ Metallic Sharpies

### DAY 2 CRAFT: CROCS & KANGAROOS FITNESS GAME

- ☐ Spinner Space Patterns (1-4)
- ☐ Game Board Patterns
- ☐ Cover Pattern
- ☐ Game Directions Pattern
- ☐ Slim, black, single DVD cases, 1 per child
- ☐ 20 gauge beading wire, 5 in. per child
- ☐ Large glue dots, 11 per child
- ☐ Yellow cardstock, 1 sheet for every 12 children
- ☐ Lime green cardstock, 1 sheet for every 12 children
- ☐ Bright blue cardstock, 1 sheet for every 12 children
- ☐ Red cardstock, 1 sheet for every 12 children
- ☐ Yellow cardstock, 1½ sheets per child
- ☐ Bright blue cardstock, 1 sheet for every 6 children
- ☐ Black cardstock, 1 sheet for every 24 children
- ☐ Small (½ in.) Velcro dots, 2 per child
- ☐ Small (12 mm) plastic craft jewels, 2 per child

### DAY 3 CRAFT: LIFE IS PRECIOUS PHOTO FRAME (U.1)

- ☐ "Every," "Life," "Is," "Created by God," "Unique," "Precious" Patterns (6 pages)
- ☐ Slim (5 mm) CD jewel cases, 1 per child
- ☐ Black cardstock, one 4¾ x 5-in. piece per child
- ☐ Hot pink cardstock, 1 sheet for every 60 children
- ☐ Lime green cardstock, 1 sheet for every 84 children
- ☐ Bright orange cardstock, 1 sheet for every 120 children
- ☐ Bright blue cardstock, 1 sheet for every 36 children
- ☐ Bright purple cardstock, 1 sheet for every 36 children
- ☐ Bright yellow cardstock, 1 sheet for every 24 children
- ☐ Jumbo paper clips, 1 per child
- ☐ Sticky-back craft foam, one 2-in. square per child

### DAY 3 CRAFT: LIFE IS PRECIOUS PHOTO FRAME (U.2)

- ☐ "Every Life" Label Pattern
- ☐ Slim (5 mm) CD jewel cases, 1 per child
- ☐ Black cardstock, one 4¾ x 5-in. piece per child
- ☐ Full sheet clear labels, 1 sheet for every 52 children
- ☐ Brightly colored craft foam (8 colors), four 1-in. squares and four 1 x 2-in. pieces per child
- ☐ Jumbo paper clips, 1 per child
- ☐ Sticky-back craft foam, one 2-in. square per child

### DAY 4 CRAFT: SOUTHERN CROSS ORNAMENT (U.1)

- ☐ Constellation Circle Pattern
- ☐ Bow Pattern
- ☐ Constellation Label Pattern
- ☐ Large "wide mouth" canning jar lids, 1 per child
- ☐ Silver tinsel chenille stems, 1 per child
- ☐ Dark blue cardstock, 1 sheet for every 6 children
- ☐ Red cardstock, 1 sheet for every 32 children
- ☐ Gray cardstock, 1 sheet for every 90 children
- ☐ Glue dots, 2 per child
- ☐ Thin (24 gauge) silver wire, 3 in. per child
- ☐ Silver metallic markers

### DAY 4 CRAFT: SOUTHERN CROSS ORNAMENT (U.2)

- ☐ Constellation Circle Pattern
- ☐ Bow Pattern
- ☐ Constellation Label Pattern
- ☐ CDs, 1 per child
- ☐ Silver star stickers, 5 per child
- ☐ Dark blue cardstock, 1 sheet for every 2 children
- ☐ Red cardstock, 1 sheet for every 15 children
- ☐ Gray cardstock, 1 sheet for every 90 children
- ☐ Glue dots, 1 per child
- ☐ Silver tinsel chenille stems, 1 per child
- ☐ Sticky-back craft foam, one 2-in. square per child
- ☐ Silver metallic markers

### DAY 5 CRAFT: STRAYA SUN PILLOW

- ☐ Yellow fleece, two 12-in. squares per child
- ☐ Pillow stuffing, 1½ oz. per child
- ☐ White poster board, 1 sheet total
- ☐ Safety pins, 1 per child

### DAY 5 CRAFT: SUNNY SUN VISOR

- ☐ Visor Pattern
- ☐ Yellow cardstock, 1 sheet for every 2 children
- ☐ Elastic string, 14 in. per child
- ☐ Hole reinforcement labels, 2 per child
- ☐ Orange and red crayons or markers

### TOOLS AND BASIC SUPPLIES

Paper cutter, glue sticks, scissors, ¼-in. hole punch and 1¾-in. hole punch, fabric scissors, craft glue, straightedges (rulers), 4d common nails, corrugated cardboard, wire cutter, masking tape, markers, and crayons or colored pencils

This supply list reflects the main crafts, but there are many other crafts to choose from, so check them out in the guide.