

# Pre-Primary COURSE OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Title</b>	<b>B</b> Book of Books	<b>I</b> Incredible Impact	<b>B</b> Bedrock Base	<b>L</b> Letter of Love	<b>E</b> Exciting to Explore
<b>Treasure Point Lesson Focus</b>	The Bible is the coolest book on the planet, unique in so many ways.	The Bible's message has had an incredible impact on earth.	The Bible is the bedrock foundation to build our lives on.	The Bible has a thrilling theme running throughout its pages.	The Bible is exciting to explore! Let's learn it, love it, and live it.
<b>Bible Passages</b>	The Bible is One-of-a-Kind (Selected Verses)	Saul's Life is Transformed (Acts 9:1-22)	The Wise Man Builds His House on the Rock (Matthew 7:24-29)	The Gospel is a Message with Love (Selected Verses)	Mary Loves to Soak in God's Words (Luke 10:38-42)
<b>Bible Gem</b>	All Scripture is given by inspiration of God . . . 2 Timothy 3:16	Your word is a . . . light to my path. Psalm 119:105	. . . A wise man . . . built his house on the rock. Matthew 7:24	. . . Christ died for us. Romans 5:8	. . . Your word . . . great treasure. Psalm 119:162
<b>Animal Pal</b>	Blizzard the Polar Bear	Snowball the Arctic Hare	Spike the Narwhal	Shaggy the Musk Ox	Dash the Siberian Husky
<b>Apologetics Focus</b>	Did you know the Bible isn't like any other "religious" book?	Did you know the Bible's teachings have positively influenced cultures around the world?	Did you know science, history, and fulfilled prophecies confirm the Bible?	Did you know the earth didn't start out with polar ice caps?	Did you know we need the Holy Spirit to help us understand the Bible?
<b>Exploration Stations</b>	Discovery Center: Copy Cats Touch Table: Let it Snow! Dramatic Play: ACE Coloring Corner: 2 Timothy 3:16	Discovery Center: Caterpillar/Butterfly Touch Table: Bunny Tails Dramatic Play: ACE Coloring Corner: Psalm 119:105	Discovery Center: This Rocks! Touch Table: No Stand in the Sand Dramatic Play: ACE Coloring Corner: Matthew 7:24	Discovery Center: Letters Galore Touch Table: Ice Cold Dramatic Play: ACE Coloring Corner: Romans 5:8	Discovery Center: Dogsled Team Touch Table: Ultimate Treasure Dramatic Play: ACE Coloring Corner: Psalm 119:162
<b>Discovery Pass Science and Crafts</b>	Experiment: It's S'now Unique! Main Craft: Icebreaker Fishing	Experiment: Slip and Grip Main Craft: Northern Lightscape	Experiment: Solid Ground Main Craft: Lil' Log Cabin	Experiment: H2Ohhh!!! Main Craft: "White as Snow" Globe	Experiment: Arctic Exploration Main Craft: Amazing ACE Dogsled Race
<b>Glacier Gap Games</b>	Welcome to the Arctic Silly Snowmen	Snowball Fight Mad/Glad Game	Battle for the Base Make It or Break It	Circle Up Finding Your Way	Iditarod Race Broom Hockey
<b>Klondike Corner Snacks</b>	Scripture Scrolls Snowflake Cookies (Psalm 119:18)	Snow Ball Butterflies Tundra Transformers (Psalm 19:7)	Happy Hearts Ocean Jammers (Psalm 19:8)	Gold Nuggets Snow S'Mores (Psalm 19:10)	Treasure Treats Husky Puppy Chow (Psalm 19:11)
<b>Cool Contests</b>	Frosted Food Fun	Chilly Cheers	Polar Dress-Up Day	Bible Books Challenge	Mission Money Mania



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#### Pre-Primary Teacher Guide

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# HANDY HELPS

## LET'S WARM UP!

*Beyond thrilling! Exciting to explore! Breathtakingly beautiful! Full of treasure!* Words that describe the Arctic for sure, a fascinating region like no other in the world. But go back and read those words again—they can also be used to describe the coolest book on the planet—the Bible. It's mind-blowing to think that the God who made the universe wrote us a book—a book that is *beyond thrilling, exciting to explore, beautiful, and full of treasure*. Now if that isn't worthy of our attention, what is? We here at Answers VBS can hardly contain our excitement as we launch the newest VBS—*Operation Arctic*. Get ready for the thrill of exploring this one-of-a-kind treasure as we build on the following BIBLE acronym each day:

- B Book of Books**—The first day, we'll discover there's just no book like it, unique in so many ways!
- I Incredible Impact**—The second day, we'll explore the impact the Bible's teachings have had upon our world!
- B Bedrock Base**—The third day, we'll see there's no shifting sand here—we've got the Rock of God's Word to base our lives on!
- L Letter of Love**—The fourth day, we'll encounter the best love letter ever, written to us by God Himself!
- E Exciting to Explore**—The fifth day, we'll be challenged to learn it, love it, and live it!

Our explorers will begin warming up to the Word from the very first minute they arrive at *Operation Arctic*. The mission begins at **Snowfall Station** with the Opening Assembly, a high-energy opening with entertaining welcomes, rockin' songs, a mission moment, and prayer.

Then we're off to four fun rotation sites:

- **Treasure Point**, the Bible lesson location. Here, explorers discover what a gem God's Word is as they learn important Bible truths in fun and creative ways.
- **Klondike Corner**, the snack spot. Explorers won't want to pass up the cool treats that are waiting to melt in their mouths.
- **Glacier Gap**, the recreation location. At this spot, explorers discover that preparation is "snow" easy and games are filled with chills and thrills.
- **Discovery Pass**, the science, craft, music, mission, and memory verse spot. This location features a wide array of activities to choose from: science experiments, crafts, songs to sing, memory verse games to play, and a mission

time (for those who want to spend more time than is given during the Assembly).

After finishing the day's rotations, everyone heads back to **Snowfall Station** for the Closing Assembly 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 begins in the city with a high-powered executive who is fed up with the rat race. He decides to move to the wilderness for a quieter, simpler existence. Little does he realize all that's in store—missing treasure, goofy bad guys, unexpected visitors, and plenty of action!

Sound fun? Then let's plunge on in to this cold *world* and God's wonderful *Word*! It promises to be a flurry of fun and excitement at *Operation Arctic*! Let's go!

## OUR GOAL

It's been ten years since Answers in Genesis entered the world of VBS, and we are so thankful for how God has chosen to use these programs! 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, ten years later?

Our primary goal has remained the same all these years—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 not to hinder the children but 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, our philosophy has always been to combine a biblically rich VBS loaded with substance 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 content at the expense of fun. But it's also crucial that the most exciting Book in the world doesn't come across as irrelevant or dry. 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 to 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.

## YOUR ROLE

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

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

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

## FREQUENTLY ASKED QUESTIONS

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

## 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.

- **Explorers:** Children at VBS. Explorers will be put in teams named after animals they may see on an Arctic exploration (e.g., polar bears, beluga whales, snowy owls, harp seals, caribou).
- **Guides:** Team leaders who lead the teams from place to place during VBS. No teaching is required of this position.
- **Exploration Leaders:** Teachers at the Treasure Point Lesson Time.
- **Treasure Point:** Rotation site where Bible and apologetics teaching occurs.
- **Snowfall Station:** Spot where everyone joins together for the opening and closing assemblies.
- **Discovery Pass:** Rotation site where crafts are made, science experiments are performed, music is sung, memory verses are learned, and missions around the world are explored.
- **Klondike Corner:** Indoor or outdoor site where snacks are served.
- **Glacier Gap:** Indoor or outdoor site (outdoor is preferred) for game time.
- **Bible Gem:** Daily memory verse.
- **Animal Pals:** Friendly animal mascots used to emphasize the key point of each day's lesson.
- **Creature Feature:** Daily time during the closing assembly when we marvel together at God's design of various Arctic animals.
- **Toddlers:** Ages 2–4 years.
- **Pre-Primaries:** Ages 4–6 years, or age 4 through children who have completed Kindergarten.
- **Primaries:** Ages 6–9 years, or children who have completed grades 1–3.
- **Juniors:** Ages 9–12 years, or children who have completed grades 4–6.

For multi-age K–6th teams, we recommend using the material for the Primaries.



# TOP 20 TEACHING TIPS FOR EXPLORATION LEADERS

1. Pray and study God's Word. This is your most important preparation. "We will give ourselves continually to prayer and to the ministry of the Word" (Acts 6:4). God has entrusted you with the awesome privilege of opening His Word and sharing it daily with the children. Walk worthy!
2. Read through all your lesson plans well in advance. Become familiar with the Pre-Primary section of the Resource DVD-ROM. Begin to pray and plan, and continue to pray during and after VBS.
3. In this guide:
  - » Teaching Tips are marked with a ❄️.
  - » Materials for each activity are listed next to the activity.
  - » The "teacher says" portion is bolded.
4. Ask guides to help man the exploration stations each day. Post the directions and teaching tie-ins at each station every day as an easy reference for your helpers. (See the Resource DVD-ROM.) If possible, gather all the supplies for the exploration stations and lessons before the week begins. It's particularly helpful to organize them by station and by day so they are ready and easily switched from day to day.
5. A puppet is used each day sometime during the lesson. It may also be used to welcome the children, sing a song, or review the lesson or a memory verse. The puppet can come out of the cabin half door if there are two of you to do the puppet skit. Or, if working alone, the puppet can come up from behind a snow mound. (See Decorating Decisions.)
6. When setting up the room, you may want to clear out tables and chairs, depending on the room size and number of children expected.
7. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
8. Dress as if you are an exploration leader leading a group of explorers in the Arctic. Wear pants, an exploration leader T-shirt, and hat. (See catalog.) Depending on how cool your room is, you may want to accessorize with a scarf or boots, or begin with a parka, ski goggles and the like, then take them off after a few minutes.
9. Take on a persona to bring lessons to life. Some teachers enjoy making up a fun name, adopting an accent, etc. There are eight countries above the Arctic Circle, so there are lots of fun accent possibilities: Russia, Finland, Sweden, Norway, Greenland (which is part of Denmark), Iceland, Canada, and the US (Alaska). But if accents aren't your thing, no problem! Teach in a way that makes you feel comfortable.
10. Call the children by name as you interact with them. Name tags help with this.
11. Think safety. Read the Child Safety Precautions file on the Resource DVD-ROM for more information.
12. Children will be at various levels of spiritual comprehension. Pray for the Lord to take the message and do with it as He wills: plant seeds, bring to salvation, or strengthen and grow those who are already believers.
13. Use your Bible throughout the lessons at the appropriate times. Have the passages already bookmarked for quick access. Show through your facial expressions and your actions the importance of the Scriptures.
14. Show love. All children, regardless of age or appearance, need to be loved. Greet them warmly each day and always be ready with smiles, encouraging words, and appropriate hugs. (Make sure to be aware of your church's appropriate touching policies.)
15. Be all there. Try to leave behind whatever is currently going on in your life and focus your attention on the children under your care.
16. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive attention, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
17. Modify the Exploration Stations as your situation warrants. Set them up as suggested, or incorporate one or more ideas into the lesson time to do with the whole group at one time.
18. Children generally rise to the level expected of them, so challenge them to work on memory verses and complete their take-home student guides.
19. Use brown lunch bags labeled with the child's name to send everything home each day.
20. Have fun! Teaching should be a joy for you. "Rejoice always, pray without ceasing, in everything give thanks" (1 Thessalonians 5:16–18).

# AGE-LEVEL CHARACTERISTICS

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

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

## CHARACTERISTICS OF CHILDREN

Children have some common characteristics.

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

## CHARACTERISTICS OF PRE-PRIMARIES

### *Physical Characteristics*

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

### **Takeaways for Us**

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

### *Emotional/Social Characteristics*

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

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

### **Takeaways for Us**

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

### *Spiritual/Mental Characteristics*

Pre-Primaries talk a lot and ask a lot of questions, including questions about God. They understand that sin is disobeying God's commands. They need a lot of guidance in tasks but can also follow a simple series of directions. They have an attention span of approximately 5 minutes. They enjoy doing new things and hearing stories and songs. They're not always able to tell the difference between reality and fantasy. They're developing attitudes toward right and wrong and can do basic memory work.

### **Takeaways for Us**

- In down time, give them time to ask questions and be ready to patiently answer! But while you are teaching, be careful you don't get so wrapped up in letting them talk that the lesson doesn't happen!
- Vary activities often—every 5–10 minutes.
- When engaged in pretend activities, name them as such (e.g., "Let's pretend to be explorers!"). At the same time, point out often that God's Word is not pretend but true!
- Repetition in songs and stories works great and is enjoyed by Pre-Primaries.
- Sing the memory verse songs with them. They will be able to learn at least parts of the verses by the end of the week.
- Use visuals.
- Teach them about sin and asking God for forgiveness.
- Show interest in each child, helping them sense your care and interest in them.
- Be careful to speak accurately and truthfully.
- Show care and respect for your Bible, and help them see your love for it and for the Lord.



# SPECIAL NEEDS

The *Special Needs Teacher Supplement* (11-4-053) can help you accommodate and modify these lessons for those who need it, either in your regular classroom or in a self-contained classroom.

## TREASURE POINT LESSONS

Kids will be learning a lot as they explore God's Word at Treasure Point Lessons. This session is written as a 35–40-minute period, divided into two segments: Exploration Stations (15–20 minutes) and Lesson Time (15–20 minutes). You can either keep your team together for the stations and lesson time or divide the team in two, with each half switching places after 15–20 minutes.

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

### Exploration Station Time

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

When the children enter the stations room, you may want to have them first sit while you briefly explain each station and teaching tie-in. Then the children can rotate in small groups through each station every few minutes, or they can independently move from one to another. It's good to photocopy the directions and teaching tie-ins for each station (see Resource DVD-ROM) and leave them at the appropriate stations for guides to reinforce. The children don't need to do every station each day. Send the coloring page home daily, colored or uncolored.

See the Exploration Stations supply list on the back cover for a list of the supplies needed each day. Post the signs with

each station's name (Teacher Resource Kit). For the Touch Table, use a small wading pool or large, clear, under-the-bed storage container partially filled with water or other materials. Place it on a plastic tarp or tablecloth to catch the spills.

Check the Decorating Decisions section for more specifics on setting up the Dramatic Play area to look like an Arctic exploration company and the Coloring Corner to look like a bear's den.

### Lesson Time

The lesson time is divided into three sections:

- **Introduce It!** (5 minutes or less): This is a time to begin the lesson in an interesting way.
- **Teach It!** (10–15 minutes): This deepens the lesson, with costumed teachers sharing the Bible account.
- **Apply It!** (Remaining time): This is the memory verse review and practical application time.

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

The lesson format is written for a two-person team. One person serves as Teacher One and the other as Teacher Two or the Teaching Assistant. The format also works if teaching alone. If team teaching, decide ahead of time who will teach what. If teaching alone, either find someone to help with the daily puppet script or work the puppet yourself, having it come up from behind a snow mound.

Check the Decorating Decisions section for specifics on decorating the classroom for Treasure Point Lessons.

## MEMORY VERSE SONGS

We have partnered with JumpStart3 (contemporary, NKJV, 11-4-069) and Majesty Music (traditional, KJV, 11-4-063) to create songs for each of the memory verses. They feature the full verses. (Pre-Primaries and Toddlers are taught condensed versions of these verses.) Singing Scripture is an excellent way for children to easily learn their Bible verses. If you choose to use these songs, we suggest using them (either video or audio) during the memory verse time

in each lesson. The Leader Pack comes with the purchase of a Super Starter Kit and can also be purchased separately. You can also purchase and download the songs individually from our online store for use on a handheld device (answers-bookstore.com). Student CDs in packs of 10 are available if you would like each student to have a copy of the songs (11-4-070 or 11-4-064). The option you choose will determine which type of media device you use to play it.

# SAMPLE SCHEDULE

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

Time	Group One	Group Two	Group Three
9:00–9:15	Snowfall Station Opening Assembly: Large Meeting Area (Everyone together)		
9:20–10:00	Treasure Point Lessons	Discovery Pass Science and Crafts	Glacier Gap Games and Klondike Corner Snacks
10:05–10:45	Glacier Gap Games and Klondike Corner Snacks	Treasure Point Lessons	Discovery Pass Science and Crafts
10:50–11:30	Discovery Pass Science and Crafts	Glacier Gap Games and Klondike Corner Snacks	Treasure Point Lessons
11:35–Noon	Snowfall Station Closing Assembly: Large Meeting Area (Everyone together)		

## STUDENT EXTRAS

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

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

**Simple Songs:** The songs referenced throughout this guide that are just for Pre-Primaries and Toddlers are available on the Resource DVD-ROM (you'll need to upload them to an MP3 player) and on a separate *Simple Songs for Kids* CD (11-5-141) that you can play in a CD player. You may want to purchase one of the CDs for each child.

**Student Guides:** These age-appropriate guides feature a lesson review on the front of each daily take-home paper, and the memory verse, verse review game suggestion, and "Go and Do" section on the back that parallels the Apply It! part of the lesson. You can either go over these during class time or send them home with the students to be completed with a parent or caretaker, depending on your time constraints. If you send the guides home, motivate the kids to do them because they are full of good stuff! Give them to the guides to pass out at the end of the day. Then have the guides check with the kids the following day to see how they did and consider asking your VBS director to give contest bonus points to the individuals and groups for their hard work. The student guides are available in packs of 10.

- Pre-Primary NKJV (11-5-073)

- Pre-Primary KJV (11-5-134)

**Explorer Guides:** These fun interactive booklets feature the daily memory verse, fun phrase, stickers, and a place to stamp (11-5-093) for attendance. Check with your VBS director to find out when he would like to first give these to the kids. They can receive them at any time during the first day. You can review them with the kids during the Apply It! section of the lesson, if you have time, or guides can go over them during snack time. These are available in packs of 10.

- Pre-Primary/Toddler NKJV (11-5-090)
- Pre-Primary/Toddler KJV (11-5-138)

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

- Animal Pals series—one for each day (NKJV 11-5-078; KJV 11-5-140)—Days 1–5
- Gospel (11-5-076)—Day 4
- Books of the Bible (11-5-077)—Day 5

**Exploring God's Word:** This little booklet encourages your students to continue studying God's Word for weeks after VBS has finished. It features a daily question and answer found in the Scripture verse. You or the guides can pass out one of these to each student on the last day of class. Available in packs of 10 (11-5-075).

**Books of the Bible Cards:** Encourage your kids to get to know the books of the Bible with this set of cards. Available in trading-card size (26-1-679) or as 5x7 cards (recommended for teacher use, 26-1-675).



# DECORATING DECISIONS

The Arctic is a vast and intriguing wilderness with breathtaking scenery and fascinating creatures. Be creative and use the tools and ideas in this section to capture the

imagination of the kids with your classroom decorations. Remember that a fun and exciting environment helps children learn better, remember more, and leave with happy memories.



## KEY DECORATING ELEMENTS

Your *Operation Arctic* classroom design features an Arctic exploration company outpost as the focal point for the teaching. The set consists of a small log cabin along with some snow-covered pine trees, snow mounds, a few animals, and various props to enhance the surroundings and bring it to life. On one wall, display the daily teaching posters and on the other wall, the fun phrase and memory verse posters.

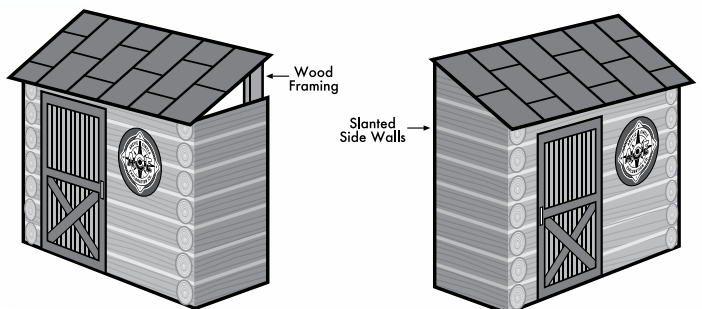
### Wall Covering

You'll need a backdrop for your set, so after you've decided in which corner to place the cabin, cover the two adjacent walls with light blue (or white) roll paper or plastic tablecloths to create a wintry background.

### Log Cabin

Use corrugated cardboard sheets or large appliance boxes to make a small, three-sided cabin. The side walls of the cabin don't need to be very deep, but to support the angled roof, the tops should slant upward. Another way to support the roof is to add some wood framing to the back of the cabin.

To paint the logs for the cabin, use a standard sized roller and apply medium brown paint using straight, horizontal strokes, leaving a 2-in. gap between the logs for the "chinking" (the broad, light colored bands that you see between the timbers). And don't forget to leave an area designated for the front door of the cabin. After the logs are painted, apply a band of light tan paint to the gaps between them using a small 2 to 3-in. roller or paintbrush. Then, after the logs are dry, add some texture and definition, using a "dry brush" technique (see next page) with 2 or 3 other shades of brown (darker brown and lighter brown).



### “DRY BRUSH” TECHNIQUE

The “dry brush” technique requires very little paint on the brush with any excess paint brushed off onto scrap cardboard or a test surface before applying paint to the cardboard. With what little paint remains on the brush, apply textured strokes sparingly and intermittently for the desired effect.

The door should resemble a rustic barn door and should be painted with a base color that contrasts with the rest of the log cabin, like brick red. Then, after the base coat has dried, add thin black lines to define the door planks and use the “dry brush” technique with white paint to add some texture.

Finally, add a cardboard roof of appropriate size. You can shingle the roof with rectangular pieces of dark brown or black poster board or add a shingled texture using a concrete texture roller (available at home improvement stores) and a two-color painting technique. For the two-color technique, start with a base coat of medium brown. Then, pour two colors of paint (tan and black) into a paint tray side-by-side. Pick up the tan paint with one end of the roller and the black paint with the other end of the roller so both colors are on the roller at the same time. Some minor mixing of the two colors may occur, but this is not a problem. Then, in a repetitive fashion, roll the paint onto the cardboard with long vertical strokes, one column of paint beside the next, until you’ve moved from one side to the other. The result will be a tan/black, tan/black, tan/black textured pattern on top of the brown base coat, giving the roof a shingled appearance. Whichever method you use, don’t forget to add some “snow” to the roof by sponging on some white paint.

### ACE logo

The ACE (Arctic Circle Exploration Co.) logo should be mounted to the front of the cabin. Find the image on the Resource DVD-ROM and print large using a color printer. Then cut out the logo and mount it onto a round piece of cardboard or poster board for added stability. Or, a set of decorating posters, including the ACE logo, is available for purchase. This just needs to be mounted.



### HOW TO ENLARGE AND TRANSFER CLIP ART

1. Photocopy the clip art onto transparencies.
2. Place roll paper or a rigid material against a wall.
3. Using an overhead projector to enlarge the clip art, shine the image onto the paper or rigid material, adjusting it as necessary for the size desired.
4. Trace the image outlines onto the paper or rigid material.
5. Paint the image, if necessary, and cut out.

### Evergreen Trees

To supplement the landscape, add a few evergreen trees. Use artificial trees lightly spray-painted white or make your own two-dimensional trees out of roll paper, poster board, or corrugated cardboard. See the Resource DVD-ROM for pine tree clip art images.

### Snow Drifts

Snow drifts of various shapes and sizes can really add to the frosty look of your classroom decorations. Make simple, two-dimensional drifts from white roll paper or poster board. Or, make freestanding drifts from corrugated cardboard propped from behind with wood supports. Paint them all white or light blue with white texture using a sponge or paintbrush.

### Resource Posters

Contained in the Teacher Resource Kit are the daily teaching, fun phrase, and memory verse posters. These are important visuals for the explorers and should be displayed in an organized fashion. Large display areas can be created on one or both sides of the cabin.

### Explorer Crossing Sign

Next to the cabin, add an “Explorer Crossing” sign. Find the image on the Resource DVD-ROM and print large using a color printer. (Or, a set of decorating posters, including the Explorer Crossing Sign, is available for purchase.) Then cut out the sign and mount it onto a piece of cardboard or poster board for added stability.

Assemble a wooden post and base for the sign using a 2x2-in. board for the post and a 1x12-in. board for the base. Simply cut the 2x2-in. board to a height of 42-in. to 48-in. and the 1x12-in. board so it forms a square base. Attach the post to the base, paint it black, then attach the Explorer Crossing sign.



Prop up your freestanding decorations with wooden jacks made from 2x4, 2x3, 2x2, or 1x2 boards. Smaller decorations will need smaller jacks and larger decorations will need larger ones.

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



## Other Props, Tips, and Miscellaneous Ideas

- Check the Resource DVD-ROM for numerous clip art images, including a snowy owl and Arctic fox. Use an overhead projector to enlarge and transfer the images onto paper, poster board, or corrugated cardboard.
- Hang snowflakes of various sizes, shapes, and textures from the ceiling.
- Make paper or foil icicles and hang them throughout your classroom. Icicle templates are readily available online.
- String white or blue Christmas lights and/or icicle and snowflake lights from the ceiling to enhance the Arctic feel.
- Add “snow” to the ground and all your decorations using batting, gossamer, white sheets, white plastic tablecloths, white roll paper, white paint, snow spray, etc.
- Display props that explorers would need to have on their trek through the Arctic. Items might include boots, hats, gloves, goggles, snowshoes, parkas, duffle bags, backpacks, skis, ski poles, sled, etc.
- Add a thin (½-in.) black border to your painted props (trees, snow drifts, animals, signs, etc.). This helps them stand out better and makes the colors appear more vibrant.
- Because corrugated cardboard tends to curl when only one side is painted, first apply a quick, single coat of paint to the back.

## Puppet Stage

Because puppets are used daily in the Pre-Primary rooms, you will need a puppet stage. Use the top half of the cabin door for this purpose by cutting a small puppet door that opens. However, if you are using a scene setter that’s attached directly to the back wall, then make a puppet stage out of a large snow mound that’s mounted on a jack. The puppet can come up from behind the mound. Or, for a more generic approach, use a large cardboard box or tri-fold presentation board. Just cut a rectangular hole and cover the opening with fabric. Then decorate the outside as desired.

## Classroom Scene Setter



As a quick and easy alternative to making your own classroom backdrop, a scene setter is available for purchase (11-5-126) from the Resource Catalog. Simply mount it to cardboard or foam sheets using clear packing tape or staples, or attach it directly to the wall with sticky tack or mounting putty. Another alternative for easy cleanup and wall protection is to apply strips of painter’s tape to the wall, then put double-sided tape over the painter’s tape, and attach the scene setter to the double-sided tape.

To add dimension to your cabin scene, we recommend placing the mountain scene behind your cabin (11-5-123).

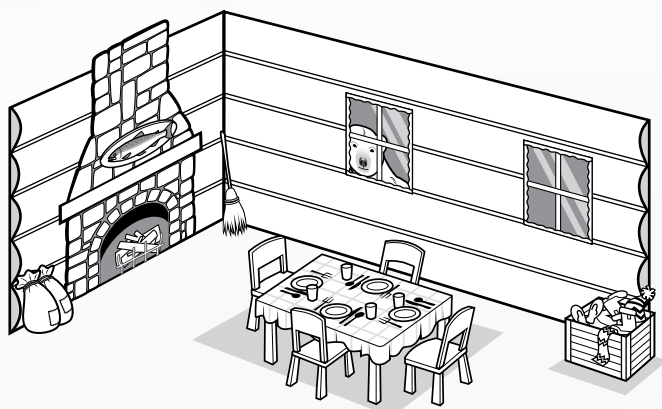


# EXPLORATION STATIONS

Pre-Primary classes will also enjoy Exploration Stations, which will include a dramatic play area, a touch table, a discovery center, and a coloring corner. Further information about these stations can be found on p. 7, but check below for details on how to make the dramatic play area and coloring corner.

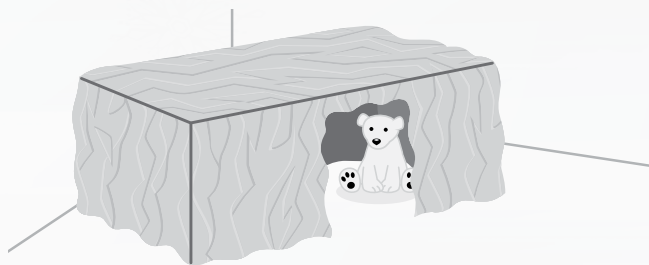
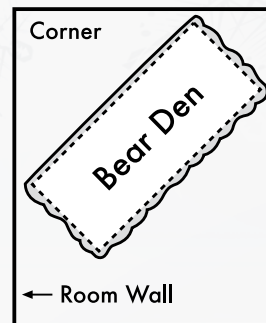
## Dramatic Play Area

Your dramatic play area should resemble the inside of the ACE (Arctic Circle Exploration Co.) cabin. First, designate a corner of your room for the play area. Then cover the walls with 12-in. wide horizontal strips of brown roll paper. Be sure to leave a 2-in. gap between the strips to simulate the timbers of a log cabin. Add a fireplace to one wall and a window or two to the other wall. See the Resource DVD-ROM for clip art of a fireplace and a polar bear peering in the window. Windows can be made easily by hanging squares of blue roll paper or poster board and adding window frames and grids made from strips of white, brown, or black poster board. Then add a child's play table and chairs with place settings and play food. Finish the room with other props, including a broom, a play lantern, sleeping bags, play binoculars, and a good supply of winter dress-up clothes and accessories.



## Coloring Corner

In another corner of your room, set up a bear den coloring corner. Starting with a standard 8-ft. table, wrap both ends and the front—from the table top to the floor—with corrugated cardboard, leaving about a 2-ft. opening in the center for a doorway. The back of the table should remain open and uncovered. Tape the cardboard in place with clear packing tape. Then cover the table, top-to-bottom and side-to-side with crumpled white roll paper to make it look “cave-like.” Cover the floor of the den with white sheets or blankets. Then finish it off by placing one or more large plush bears at the front of and/or inside the bear den, along with some bear paw prints. (See Resource DVD-ROM.)





# Day 1

# BOOK OF BOOKS

## BIBLE PASSAGES

The Bible is One-of-a-Kind  
(Selected Scriptures)

## BIBLE GEM

"All Scripture is given  
by inspiration of God  
..." 2 Timothy 3:16

## TREASURE POINT LESSON FOCUS

The Bible is the coolest book  
on the planet! It's completely  
unique in many ways, including  
being written by God Himself.

## ANIMAL PAL

Blizzard the Polar Bear

## APOLOGETICS FOCUS

Did you know the Bible isn't like  
any other "religious" book?

## Today's Exploration Stations

- Discovery Center: Copy Cats
- Touch Table: Let it Snow!
- Dramatic Play: ACE (Arctic Circle Exploration) Company
- Coloring Corner: 2 Timothy 3:16

## Today's Lesson at a Glance

- Introduce It!  
That's Unique!
- Teach It!  
Part 1: Puppet Pal—It's a Superstar!  
Part 2: How the Bible Came to Be
- Apply It!  
Part 1: Bible Gems  
Part 2: Go and Do  
Optional Song 1: "Book of Books"  
Optional Song 2: "The B-I-B-L-E"  
Review Time: BIBLE Handshake

## Preparing for the Lesson

- Read Psalm 19 and Psalm 119 several times. Marvel at this one-of-a-kind book.
- Read this lesson several times and prepare the materials.
- For more information on how the Bible is unique and how it came to be, visit [answersvbs.com/oafaq](http://answersvbs.com/oafaq).
- Pray.

## Lesson Materials

### FROM TEACHER RESOURCE KIT

- ☐ Theme Verse poster
- ☐ Day 1 Memory Verse poster

- ☐ Day 1 Fun Phrase poster
- ☐ Arctic Circle poster
- ☐ Coolest Book poster

### FROM RESOURCE DVD-ROM

- ☐ Exploration Station Names signs
- ☐ Day 1 memory verse coloring sheet (Expl. Station)
- ☐ 2 copies of today's puppet script
- ☐ Optional: photocopies of How the Bible Came to Be drawings
- ☐ "The B-I-B-L-E" and "Book of Books" songs (also available on a separate CD, 11-5-141)

### OTHER MATERIALS

- ☐ Exploration Station supplies (see back cover)
- ☐ Bible or children's Bible
- ☐ Costumes for exploration leaders (teachers)
- ☐ Treasure chest
- ☐ Any children's picture book
- ☐ Boy or girl puppet (in costume) and puppet stage
- ☐ Clipboard
- ☐ Star stickers
- ☐ Large whiteboard and dry erase marker (or chalkboard and chalk)
- ☐ Paper
- ☐ Mounting putty or tape
- ☐ Apply It! section supplies
- ☐ Memory verse music CD and player

### STUDENT EXTRAS

- ☐ Student guides (11-5-073, 11-5-134), 1 per child
- ☐ Explorer Guides (11-5-090, 11-5-138), 1 per child
- ☐ Stamp for Explorer Guides (11-5-093)
- ☐ Blizzard bookmarks (11-5-078, 11-5-140), 1 per child

# DEVOTION 1

## BOOK OF BOOKS

*"I will speak of Your testimonies also before kings and will not be ashamed." Psalm 119:46*

During the early spring of 1524, a young priest slipped away from London and, without the king's leave, made his way to the European continent. He was never to see his homeland again, and for the next eleven years his life was an elaborate hide-and-seek as he was pursued, at one time, by four government agents. His crime and his life's ambition were one and the same: to translate the Bible from the original Hebrew and Greek and present it, printed and bound, so that even the boy who drove the plough could understand God's Word.

By the constitutions of Oxford of 1408, it was illegal—on pain of death—to read the scriptures in English without a bishop's license. To reinforce this, in April 1519, one woman and six men were burned to death at Coventry for teaching their children the Lord's Prayer, the Ten Commandments, and the Apostles' Creed in English.

William Tyndale was born in Gloucestershire, England, studied at Oxford, and later Cambridge, and spent two years teaching the children of Sir John and Lady Walsh in their small manor house at Little Sodbury. Here he began to translate the New Testament, and by the time he arrived on the continent it was complete. The first ever printed New Testaments in English were smuggled back into England early in 1526. Though the bishops burned the Bibles and often their owners, the Word of God became an unstoppable force across the land—England had the Bible in the vernacular at last.

(Excerpted with permission from *Travel with William Tyndale* [Day One Publications] by Brian H. Edwards. See [answersingenesis.org/articles/am/v2/n4/tyndale-and-english-bible](http://answersingenesis.org/articles/am/v2/n4/tyndale-and-english-bible).)

**What drove William Tyndale to risk life and limb so that his fellow Englishmen could read the Bible in their own language? He knew the Bible was the "Book of books." No other book—or person—held the keys to eternal life. No other book laid out the prescription for godly living. No other book contained the true history of the universe and explained why the world is the way it is. No other book was God's written revelation to mankind.**

**Sadly, however, the English-speakers of Tyndale's time lacked even a rudimentary knowledge of what the Scriptures actually said. Investigations by a reforming bishop in**

**Tyndale's hometown of Gloucestershire revealed the following about the ignorance of the ministers in the area.**

Of the unsatisfactory clergy in 1551, nine did not know how many commandments there were, 33 did not know where they appeared in the Bible (the gospel of St Matthew was a favourite guess) and 168 could not repeat them. Concerning the [Apostles'] Creed, 10 could not repeat it and 216 were unable to prove it; a large number of these said that they were perfectly satisfied that it was right because the king and Mother Church said so. Most extraordinary of all, perhaps, were the results of the Lord's Prayer part of the examination: 39 did not know where it appeared in the Bible, 34 did not know who was its author, and 10 actually proved unable to recite it. (David Daniell, *William Tyndale: A Biography* [Yale University Press, 1994], p. 78.)

**Lest we come down too harshly on these clergymen of 400 years ago, let's ask ourselves how well we know the Book of books. Are we ardent students of the Word of God, mining jewels from its depths, or do we have a more casual relationship with the life-giving book, merely admiring the sparkle from afar? Consider this: how much are you willing to risk to bring the Word of God to the children in your care?**

**Today, as we study the uniqueness of this God-breathed collection of books, let's meditate on the words of the psalmist who realized that the Bible was set apart from all other books—it is the Word of God.**

Forever, O LORD,  
Your word is settled in heaven.  
Your faithfulness endures to all generations;  
You established the earth, and it abides.  
They continue this day according to Your  
ordinances,  
For all are Your servants.  
Unless Your law had been my delight,  
I would then have perished in my affliction.  
I will never forget Your precepts,  
For by them You have given me life.  
I am Yours, save me;  
For I have sought Your precepts.  
The wicked wait for me to destroy me,  
But I will consider Your testimonies.  
I have seen the consummation of all perfection,  
But Your commandment is exceedingly broad.

Psalm 119:89–96



# EXPLORATION STATIONS

## Discovery Center: Copy Cats

### MATERIALS

Note: Use any or all of the following—whatever you want to gather. Or check the Super Simple Idea below for an alternate option.

- ☐ Small, flat rocks
- ☐ Styrofoam meat trays and craft sticks (“stylus”)
- ☐ Copy paper
- ☐ Vellum (to simulate papyrus)
- ☐ Parchment (scraps of suede) stretched/taped onto corrugated cardboard rectangles
- ☐ Quill pens (see directions below)
- ☐ Washable markers
- ☐ Index cards

### PRE-PREP

Gather whatever supplies you are using. Write the word “God” on one index card and “Bible” on another. Make a few quill pens, using inexpensive stick pens, feathers, and black masking tape.

First, take the lid off the pens. Next, starting above the point, wind the black masking tape halfway up the barrel of the pen. Place the feather against the barrel of the pen and continue winding the black tape to the top.

### DIRECTIONS

Explorers use the various writing implements to copy the words “God” and “Bible” on the various materials.

### TEACHING TIE-IN

**The Bible has been written or copied on many different kinds of materials over the years: rocks (think about the Ten Commandments!), clay, parchment, papyrus, and paper. The original writings were perfect! We can trust every word of the Bible because every word comes from God, who cannot lie. We know the Bible is true!**

Super Simple Idea: Use just paper and markers. Write out Bible words ahead of time and have the explorers carefully copy them, like the scribes carefully copied the books of the Bible. The youngest explorers may want to just copy the “B” for “Bible.”

## Touch Table: Let it Snow!

### MATERIALS

- ☐ Under-the-bed storage container, small wading pool, or “official” touch table
- ☐ Tarp or plastic tablecloth
- ☐ “Snow”: coarse sea salts with cut-up tinsel mixed into it

- ☐ Plastic little people (like Fisher-Price® or DUPLO® people)

### PRE-PREP

Cover the floor under the touch table with a tarp or plastic tablecloth. This will be used all week. Mix the salts and the tinsel in the touch table.

### DIRECTIONS

Explorers play with the “snow.”

### TEACHING TIE-IN

**Isn't it fun to play in our pretend snow? It's amazing to think that when snowflakes fall outside, every one is different and unique. Each is one-of-a-kind, and so is the Bible! It's the coolest, most unique book ever because it's written by God Himself and it's perfect! No other book is like it!**

Note: There are commercial instant snows you can buy that just require water. There are also tutorials online of various ways to make your own fake snow for kids. You may want to try some of them as well as this option, making sure they are nontoxic and safe.

## Dramatic Play: ACE (Arctic Circle Exploration) Company

### MATERIALS

- ☐ Exploration Company backdrop with bear looking in the window (see Decorating Decisions)
- ☐ Scarves, mittens, boots, and other cold weather dress-up clothes
- ☐ Possible Props: sleeping bags and blankets rolled up, plastic sled, skis, snowshoes, kids' table and chairs, play camera, play first aid kit, backpack on a frame, water bottles, play cell phone, play ski goggles, camping pots and pans, play binoculars, (Day 2) flashlights and/or play lanterns, (Day 3) play food, tin cups, canteens, white paper plates, (Day 4) pretend “mail”/mailbags, (Day 5) play brooms and other play cleaning supplies

### PRE-PREP

Put up the backdrop of the inside of the exploration company. This will be used all week. Gather the costumes, which will also be used all week. Gather whatever suggested props you want, which can be borrowed, made, or bought from thrift stores, garage sales, or online companies like Oriental Trading Company or Rhode Island Novelties.

Put out some but not all of the gathered props. Add something new each day. Possible suggestions for what to put out when are included in the Days 2–5 write-ups.

## DIRECTIONS

Pretend to be explorers in the Arctic getting ready to set out on an exploration.

## TEACHING TIE-IN

**Did you see the bear looking in the window—Blizzard our polar bear? Polar bears are unique Arctic animals. They don't live in the wild anywhere else in the world. But they're not the only thing that's unique. The Bible is unique, too. There's no other book like it because it's written by God!**

## Coloring Corner: 2 Timothy 3:16

### MATERIALS

- ☐ Bear den supplies (see Decorating Decisions—paw prints, stuffed animal bears, etc.)
- ☐ Day 1 memory verse coloring sheet (Resource DVD-ROM)
- ☐ Markers or crayons
- ☐ Optional for marker and crayon storage: galvanized metal pail with snowflake stickers or fun foam snowflakes on it
- ☐ Optional: Additional supplies to glue on, glue sticks, and stickers

### PRE-PREP

Photocopy the coloring sheet, 1 per child. Make or gather the decorating supplies and set them up. These will be used all week. Gather additional supplies to glue on if desired, such as cotton balls for "clouds" or blue cellophane pieces for "sky."

## DIRECTIONS

Color the sheet. Add additional supplies if desired.

## TEACHING TIE-IN

Practice saying the memory verse on the sheet. Discuss its meaning.

## Additional Exploration Station Ideas

- ☐ Super Snow—Using coffee filters and child-safe scissors, let the kids make snowflakes with which to decorate the room. They'll enjoy making it "snow!"

- ☐ Cozy Book Nook—Make a cozy reading spot by making a pretend fireplace. Put some blankets by the fireplace. Add books about people of the Arctic, animals of the Arctic, snow, ice, etc. Also make sure to have children's picture Bibles or books with individual Bible accounts in them.
- ☐ Letter of the Day—Provide activities that have to do with the letter of the day (Day 1—B; Day 2—I; Day 3—B; Day 4—L; Day 5—E). Have them trace the daily letter in trays of salt ( "snow") and say, for example, "B is for Book of Books."
- ☐ Books of the Bible—Write the names of the books of the Bible on cups or the sides of cereal boxes or the sides of empty match boxes and have the kids try to put them in order. Use the Books of the Bible poster (Teacher Resource Kit) as a help. Try to do just the New Testament books, just the Old Testament, or just another smaller category, such as the first five books, rather than all 66 at one time.
- ☐ Building Site—Provide LINCOLN LOGS™ to make mini log cabins, and/or have bigger boxes to build bigger cabins or snow forts with.
- ☐ Animal Puppets—Have a small puppet stage along with Arctic animal puppets for the kids to play with. These may include any of the following: polar bear, brown bear, Arctic fox, Arctic hare, beluga whale, humpback whale, blue whale, moose, reindeer (caribou), snowy owl, Siberian husky.
- ☐ Glittery Snow Dough—Make uncolored play dough and add iridescent or silver glitter to it. Set up a station with the glittery snow dough, cookie cutters, play rolling pins, etc. It's particularly nice to have snowflake cookie cutters if possible.

## How to Make Snow Dough

- |                 |                              |
|-----------------|------------------------------|
| 2 c. flour      | 4 t. cream of tartar         |
| ½ c. salt       | 2 t. oil                     |
| 2 c. warm water | Iridescent or silver glitter |

Mix the first five ingredients in a saucepan, blending well. Stir over low to medium heat until the dough is formed and is no longer sticky. Remove from the pan and knead until smooth, adding the glitter. After it has cooled, store in an airtight container.



# INTRODUCE IT!

IMPORTANT NOTE: As you read these lessons, you will notice many opportunities throughout the week to present the gospel. Pray and ask the Holy Spirit to guide you as to which of these opportunities to use.

## ***That's Unique!*** (5 minutes)

As the explorers come in and get settled, say something like the following:

**Exploration Leader One:** Welcome, explorers! My name is \_\_\_\_, and I'm one of your exploration leaders here at the Arctic Circle Exploration Company.

**Exploration Leader Two:** And I'm \_\_\_\_, your other exploration leader. We really enjoy taking young explorers on exciting explorations, and we're glad you signed up for the *Operation Arctic* exploration trip.

**Exploration Leader One:** Show the Arctic Circle poster. The Arctic is a cold place at the very top of the world. It's beautiful and unique, which means extra special and one-of-a-kind.

**Exploration Leader Two:** Yep, it is beautiful and super cold in the Arctic! Do you like snow? Do you like icicles? Do you like polar bears? Well, those are some of the fun things at the Arctic!

**Exploration Leader One:** Let's take a minute to get ready. Since it's cold, let's pretend to put on our winter coats. Do so.

**Exploration Leader Two:** We're going to need hats and gloves, too. Let's pretend to put them on. Do so.

**Exploration Leader One:** And we can't forget our warm boots! Put on your boots, explorers! Do so.

**Exploration Leader Two:** Now we're ready to start exploring! The Arctic is a one-of-a-kind, unique place as we said, but we're actually going to start our exploring with something else that's one-of-a-kind and unique. It's a special, special book. Does anybody know the name of the most special book in the world?

**Exploration Leader One:** Slowly open the treasure chest and pull out the Bible. While doing so, Exploration Leader Two should get in place behind the puppet stage. **Did you say the Bible? It's the greatest treasure ever. It's not like any other book.** Pull out another book. It can be any children's story book—maybe even *Polar Bear, Polar Bear, What Do You Hear?* **Here's a different book. See the words and pictures inside? It's a nice book, but it's not the most special book like the Bible because it isn't written by God! No other book is written by God. That makes it the most special book ever. In fact, our animal pal Blizzard reminds us the Bible is the Book of books!** Show the Day 1 Fun Phrase poster. **What letter is Blizzard showing us? Take responses. Right, a B. B stands for "Bible" and "Book of books."** Let's meet our puppet pal, and he'll tell us more about this special, superstar Book!

# TEACH IT!

## ***Part 1: Puppet Pal—It's a Superstar!*** (5 minutes)

Each day, the puppet pal will be used to teach or reinforce the lesson. If you don't have a teaching assistant or co-teacher, enlist someone (a guide or other volunteer) ahead of time to work the puppet each day. If you're alone, have the puppet come up from behind a snow mound.

You can use either a boy or a girl puppet. Use a consistent voice for the puppet all week. Speak clearly and exaggerate words and expressions. For instance, draw out certain

- ☐ Bible or children's Bible
- ☐ Costumes for exploration leaders (teachers)
- ☐ Arctic Circle poster (Teacher Resource Kit)
- ☐ Treasure chest
- ☐ Any children's picture book
- ☐ Day 1 Fun Phrase poster (Teacher Resource Kit)
- ☐ Mounting putty or tape (for hanging posters)

### PRE-PREP

1. Prepare your costumes.
2. Put Bible in the treasure chest.



❄ Be familiar with the lesson, but don't memorize it. Place it on a clipboard to use as a reference. You may want to decorate the back of your clipboard (the side the kids will see as you hold it) with snowflake stickers.

❄ The Bible and mounting putty or tape are usually listed just once in each day's lesson, but plan to use them throughout.

- ☐ Boy or girl puppet (in costume) and puppet stage
- ☐ Clipboard
- ☐ Star stickers
- ☐ Coolest Book poster (Teacher Resource Kit)
- ☐ 2 copies of today's puppet script (Resource DVD-ROM)
- ☐ "The B-I-B-L-E" song (Resource DVD-ROM)

### PRE-PREP

1. Photocopy the script. Tape one inside the puppet stage and place the other one on the clipboard.
2. Dress the puppet in a mini VBS T-shirt and/or a hat and scarf.
3. One teacher should be in front of the puppet stage with the clipboard and one should be behind it ready to work the puppet.

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

Your puppet should come out of the half door on the ACE cabin. (See Decorating Decisions.) When entering, hold your arm back and down and have the puppet take three steps forward, getting higher each time, until the puppet is out and visible. When exiting, turn the puppet toward you and take three steps down until out of sight.

**Puppet:** Hey there, everybody!

**Teacher:** Hi, Kai! Boys and girls, let's say, "Hi, Kai!" to our puppet pal. Do so. Can you tell us something you like to do, Kai?

**Puppet:** Well, I like to go exploring with Dad on my dogsled with my dogs. But I also love to explore something else—my Bible!

**Teacher:** The Bible sure is a treasure!

**Puppet:** Yep. It's one-of-a-kind. That makes it extra special.

**Teacher:** It's a one-of-a-kind book all right, written by God! In fact, it deserves a star! Slap a star sticker on Kai's shirt. God wrote us a book! Let's sing about that Book. Sing "The B-I-B-L-E" song from the Resource DVD-ROM.

The B-I-B-L-E (Remain sitting, putting hands together to form a closed book.)	I stand alone on the Word of God (Stand up.)
Yes, that's the book for me (Form an open book.)	The B-I-B-L-E (Bounce on each letter.)
	The BIBLE! (Shout it enthusiastically.)

**Puppet:** But that's not all. Did you know the Bible is true? God can't tell a lie (Titus 1:2), so since He wrote the Bible, that means every word is true!

**Teacher:** Wow! Here's another star for being true. Stick a star on Kai's arm.

**Puppet:** And did you know more people have read the Bible than any other book in the whole world?

**Teacher:** Another star for being the most read book. Put a star on Kai's other arm.

**Puppet:** And guess what? God changes people's lives as they read the Bible!

**Teacher:** God sure has used the Bible to change my life! I love God's Word. Hug your Bible. That deserves a star. Put a star on Kai's forehead.

**Puppet:** And the Bible will never go away. The Bible says:

Read Matthew 24:35, which talks about heaven and earth passing away but God's words never passing away.

**Teacher:** I think we could go on and on, Kai, but at this point, I'm sure the boys and girls see that the Bible is different than every other book. It's a superstar! Place the last star on Kai's mouth.

**Puppet:** Talk in a muffled voice. It's the Book of books! Well I've gotta show my mom these stars! See you later!

**Teacher:** See you later, Kai! Let's see if we can remember some of the special things about the Bible. Pull out the Coolest Book poster and read the statements one at a time, having them say, shout, or whisper them back to you.

✿ The name "Kai" rhymes with "Hi!"





## Part 2: How the Bible Came to Be (10 minutes)

Okay, now stand up! Let's see if you can remember any of the things the Bible got a star for. Do you think the Bible got a star for being the best book ever? If you think so, jump up high! Do so.

Good! Now jump up if you think the Bible will never go away. Do so.

Jump up if you think it's completely true. Do so.

Jump up if you think God wrote it! Do so.

Wow, the Bible sure is a one-of-a-kind book! But, did you ever wonder how this unique book got to be written in the first place? I mean, did God sit up in heaven and type it on a jumbo computer? No! But it is unique in how it came to be. Let me tell you the exciting and true story of how the Bible ended up looking like it does now, as a book.

As you tell about this, Teacher Two sketches the simple drawings that go with each section.

### Drawing 1—People/Cloud

Teacher Two: Quickly sketch two stick people and a cloud with a voice coming from it (see sidebar) on the whiteboard or chalkboard at Teacher One talks.

About 6,000 years ago, at the beginning of time, we learn from the Bible that the first man and woman, Adam and Eve, lived in the Garden of Eden. At that time, God talked right to them. He talked to other people, too, like Noah and Abraham. Let's say the first two people's names. Do so.

### Drawing 2—Ten Commandments

Teacher Two: Quickly sketch the outline of the Ten Commandments.

God chose a man named Moses to write the first part of the Bible. God even wrote some of the words Himself, including the Ten Commandments, on a stone tablet. Let's count to ten for the Ten Commandments. Do so.

### Drawing 3—Scroll

Teacher Two: Quickly sketch a scroll.

Moses wrote God's words on scrolls. Scrolls weren't paper because paper as we know it wasn't around yet. Scrolls were animal skins or plants that were sewn together, written on, and rolled up.

Moses wrote God's words for the first five books of the Bible and also some of the psalms.

### Drawing 4—Clay Tablets

Teacher Two: Quickly sketch a clay tablet with a wooden stick.

After that, God chose other men to write down His words—around 40, in fact. These men had different jobs. They were fishermen, kings, shepherds, farmers, teachers, and a doctor, to name a few. Most of them didn't know each other. In fact, they lived in different places at different times and spoke different languages. They wrote on different materials. Some wrote on clay tablets with wooden sticks. Some wrote on animal skins. Some wrote on something called papyrus. Each book was God's words carefully written down.

### Drawing 5—Quill Pen

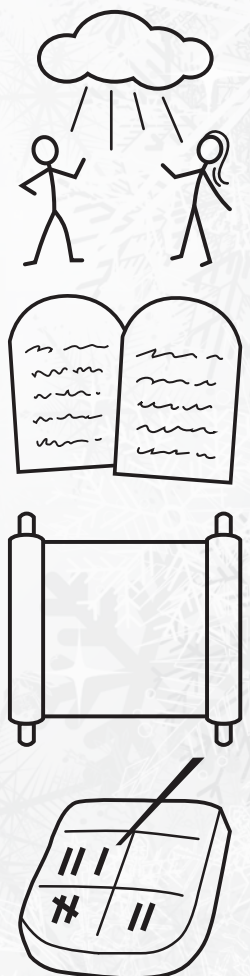
Teacher Two: Quickly sketch a quill pen.

- ☐ Large whiteboard and dry erase marker (or chalkboard and chalk)
- ☐ Paper to cover drawings at the end
- ☐ Day 1 Fun Phrase poster (again)
- ☐ Optional: photocopies of the "How the Bible Came to Be" drawings if not drawing them yourself (Resource DVD-ROM)

#### PRE-PREP

1. Ahead of time, practice making the drawings on the marker board so you will be quick at it when doing it with the kids.

✿ An alternate idea is to hold up the pictures (printed from DVD-ROM) rather than drawing them. It's not quite as engaging, but it's simpler and faster. Or partially draw each one and just complete it while the other teacher is talking.

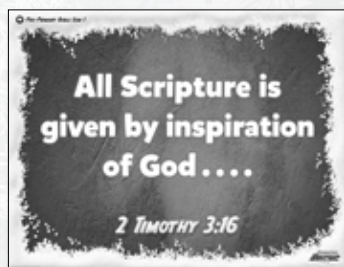




✿ Gospel presentation

- ☐ Memory verse music CD and player
- ☐ Simple songs from Resource DVD-ROM
- ☐ Student guides and supplies for Part 1 and Part 2
- ☐ Explorer Guides, 1 per child
- ☐ Stamp for Explorer Guides
- ☐ Blizzard bookmarks, 1 per child
- ☐ Day 1 Memory Verse poster (Teacher Resource Kit)
- ☐ Theme Verse poster (Teacher Resource Kit)

✿ You may want to make up motions not only today, but every day, to the key words of the verse.



Over time, 66 smaller books were collected into one larger book. Men called scribes hand-copied each book in the first part of the Bible, called the Old Testament. The Old Testament is this part right here. Show the Old Testament section of the Bible.

## Drawing 6-Bible

Teacher Two: Quickly sketch a Bible.

Then a man named Johannes Gutenberg made a great machine that allowed the Bible to be copied faster than by hand. Now people could make copies of the Bible on a machine called the printing press.

This allowed Bibles to be printed and taken to places all over the world. This was great news because people everywhere could now have Bibles to read.

When you read it, you'll find it has the most wonderful, true account in the whole world. It tells us how God created the world, how people messed up the world, and how God sent His Son, Jesus, to rescue us from our sin. It tells us how much God loves us and how we can become part of His family.

Explain that, according to the Bible, sin is disobeying God's commands. And we have all disobeyed God's commands. (We have lied, been unkind, disobeyed our parents.) This sin separates us from our holy God, and the penalty for sin is death and eternal separation from God's goodness forever. We need someone to pay the penalty for our sin. To receive the gift of eternal life with God, we must repent of our sins (admit) and believe in Jesus. Jesus came to earth, lived a perfect life, died on the Cross to pay for our sins, and then rose from the dead. We can receive the gift of eternal life.

**I love the Bible and trust it completely. I hope you do, too. Remember—it's not like any other book. It's the Book of books!** Show the Fun Phrase poster again.

Do the following to review if you have time.

**Now let's see if you can remember any of the drawings. I'm going to cover them up. I'll tell you a little about it again and see if you can remember what the drawing is under there!**

## APPLY IT!

In the remaining time, complete one or more of the following ideas in class. Supplies for this section are not included in the supply list on the back cover since they will vary depending on the activities you choose, so decide what you will do and add them to your supply list accordingly.

Pass out the Blizzard bookmarks, one per child, or have guides do so at the end of the day. Put a stamp in the Explorer Guides (or do so at snack time), and/or review the student guides.

## Part 1: Bible Gems

**Today's Verse:** "All Scripture is given by inspiration of God . . ." 2 Timothy 3:16

Explain the following words.

**All—All means all. Every single word in the Bible is from God.**

**Scripture—Scripture is another name for the Bible.**

**Inspiration—Inspiration means men wrote down the words as God put them in their minds** (2 Peter 1:21).

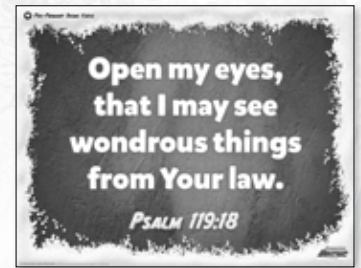
Practice the verse several times by playing the appropriate song from the memory verse CD and using the Memory Verse poster as a reference, then try the following challenge.



**Challenge:** Make up motions to key words in this verse and do them as you say it.

**Tomorrow's Verse:** "Your word is a . . . light to my path." Psalm 119:105

Try the challenge again, this time using tomorrow's verse. You may also want to practice the week's theme verse, using the Theme Verse poster as a reference.



## Part 2: Go and Do

- Every person in the Bible was a real person who lived a long time ago. Draw a picture of what you think one of them looked like.
- Talk to God (that's prayer!) and ask Him to help you love Him and love His Word more.
- Ask an adult who follows Jesus to show you her Bible and read Genesis 1 from it. What does she love about it?
- With an adult, check [answersvbs.com/oakids](http://answersvbs.com/oakids) for more fun information!

Ask yourself this question: Do I have a Bible at my home?

## Optional Song 1: "Book of Books"

Here's a fun song to incorporate into any part of your day. Sing this one to the tune of "Head, Shoulders, Knees, and Toes."

**The Bible is the Book of books**

(Make a Bible with your hands.)

**Book of books!**

(Fist pump and shout on "Book of books!")

**The Bible is the Book of books**

(Make a Bible with your hands.)

**Book of books!**

(Fist pump and shout on "Book of books!")

**Written by God, come take a look**

(Point up, then beckon to "come!")

**The Bible is the Book of books**

(Make a Bible with your hands.)

**Book of books!**

(Fist pump and shout on "Book of books!")

✿ Simple sing-along versions of the songs listed here are available on the Resource DVD-ROM. Download them to an MP3 player and use them as accompaniment to your song time. They are also available for purchase on a CD (11-5-141).

✿ You may want to use all the songs suggested this week (found at the end of each day's lesson), or just repeat the same one or two all week long. There are lots of options!

## Optional Song 2: "The B-I-B-L-E"

**The B-I-B-L-E**

(Remain sitting, putting hands together to form a closed book.)

**Yes, that's the book for me**

(Form an open book.)

**I stand alone on the Word of God**

(Stand up.)

**The B-I-B-L-E**

(Bounce on each letter.)

**The BIBLE!**

(Shout it enthusiastically.)

## Review Time: BIBLE Handshake

The BIBLE handshake will be a big hit with the kids. Some of our pilot church teachers introduced the new letter at the beginning of each lesson then reviewed them at the end.

Today, explorers learn the first letter of the BIBLE handshake, *B*. Each day, they'll add another letter. For today, form thumb and index finger into a circle and link them with another explorer's fingers, forming a *B* with the two circles together. Say, "Book of books." Remind them that we will be spelling the word "Bible" this week, and the *B* is the first letter in the word "Bible."

Check [YouTube.com/AnswersVBS](http://YouTube.com/AnswersVBS) for a video demonstration of the BIBLE handshakes!



✿ End each day's Treasure Point Lesson with prayer!