

# PRIMARY

# Course Overview

	Day 1	Day 2	Day 3	Day 4	Day 5
Title	Destination: Creation	Destination: Old Testament Locations	Destination: Visitation	Destination: Preparation	Destination: Celebration
Time Tracker	Jesus* Before and at Creation	Jesus* in the Old Testament	Jesus in the New Testament	Jesus Now	Jesus in the Future
Simulation Station Lesson Focus	Jesus <i>always has been, always will be</i> with us.	Jesus <i>always has been, always will be</i> a promise keeper, from Old Testament times to forever.	Jesus <i>always has been, always will be</i> ready to love and forgive those who truly want to become his children.	Jesus <i>always has been, always will be</i> caring for his children, even now from heaven.	Jesus <i>always has been, always will be</i> in charge, including when he reigns as King of kings in the new heaven and new earth.
Bible Passages	Genesis 1 John 1:1-3	Genesis 18 Exodus 3	Selected Verses	Acts 1 John 14:2-3	Revelation 21-22
High Voltage Verses	All things were created through him and for him. And he is before all things, and in him all things hold together. Colossians 1:16-17	Jesus Christ is the same yesterday and today and forever. Hebrews 13:8	For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life. John 3:16	In my Father's house are many rooms. If it were not so, would I have told you that I go to prepare a place for you? John 14:2	At the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue confess that Jesus Christ is Lord, to the glory of God the Father. Philippians 2:10-11
Animal Pals	Flutter the Sparrow	Lottie the Lamb	Sergeant the St. Bernard	Bucky the Beaver	King the Lion
Daily C	Creation	Christophany	Cross	Clouds	Crown
Apologetics Focus	Jesus as a member of the Trinity	Prophecies made and fulfilled about Jesus	Jesus is fully man and fully God	Evidences of the resurrection of Jesus	Jesus on the New Earth
Inventors' Science and Crafts	Experiments: A Work of Art & Rocks that Fizz Main Craft: Eternity Circlet	Experiments: Moments in Time & Time to Shine Main Craft: Burning Bush Light	Experiments: Balancing Act & Don't Lose Your Marbles! Main Craft: Criss-Cross	Experiments: The Hand is Quicker than the Eye & Blast Off! Main Craft: Time Warp Time Capsule	Experiments: This Is Nuts! & Twister Time Main Craft: Build-a-Bot Pencil Holder
Quantum Leap Games	Garden of Eden Games	Ancient Hebrew Games	Ancient Roman Games	Nowadays Games	Futuristic Games
Bits and Bytes Snacks	Beginning of Time Treats Trinity Trio	Sarah's Cakes Burning Branches	Christmas Cookies Resurrection Brownies	Mansion of Many Rooms Cotton Candy Clouds	King's Crowns Petri Critters
Cool Contests	Educated Guess Guessing Game	Backwards Day Team Cheers	Christmas in ____ (month of your VBS)	Dress-Up Day Design-the-Time Challenge	Mission Money Mania Names of Jesus Challenge

\* Jesus was given the name "Jesus" at his birth.



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### Primary Teacher Guide

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# Handy Helps

## Let's Get Charged Up!

Wouldn't it be amazing to travel back in time and witness epic events in history? Imagine the thrill of meeting great heroes of the faith like Abraham, Moses, or Gideon. Or the fun of experiencing life in ancient cultures like Rome. Or the fascination of watching famous inventors make discoveries that change the world.

Now imagine traveling through time and meeting *the* most important man ever—a man who was not just a man but who was also God. One who turned the world upside-down. One who existed outside of time.

We'll do just that as we embark on *Time Lab* from Answers VBS. We'll use words beginning with "C" to help us remember that Jesus, our forever faithful, loving, caring, promise-keeping Lord, has been with us always!

**Day 1 Creation**—Did you know the Son of God has always existed? We'll talk about his existence before time and his activity at creation.

**Day 2 Christophany**—Big, cool word the kids will love learning that teaches the Son of God didn't start as a babe in a manger but has been around forever, actively involved throughout history, including Old Testament times.

**Day 3 Cross**—Here's when Jesus comes to earth and is given the name "Jesus." And here's where he lives, dies, and comes back to life. It's the most epic historical account ever! Because of him, we can live forever, too!

**Day 4 Clouds**—After Jesus rose again, where did he go? He's actively working on our behalf as he sits at the right hand of God the Father, interceding for us, protecting his church, and preparing a place for his children! Wow!

**Day 5 Crown**—We'll end our tour through time at the new heaven and new earth, where Jesus and his children will live together in the most amazing place forever. Whatever your best day *ever* has been, this will blow it away!

Excitement will be running high from the first minute our time travelers arrive at *Time Lab*. They'll start their day at the **Atomic Assembly**, a supercharged opening complete with entertaining welcomes, rockin' songs, a mission moment, and prayer. Then we're off to four fun rotation sites:

**Simulation Station**, the teaching time. Here, time travelers discover Jesus throughout all the pages of the Bible and realize he's a joy and thrill to find.

**Bits and Bytes Snacks**, the snack spot. Time travelers will enjoy having a "byte" of yummy brain food to eat!

**Quantum Leap Games**, the recreation location. Time travelers realize every nanosecond counts as they race against time and encounter fun physical challenges and games from ancient (and not-so-ancient) time periods.

**Inventors' Science and Crafts**, the science, craft, music, mission, and memory verse spot. This location features a wide array of activities to choose from: electrifying science experiments to explore, creative crafts to invent, high-energy songs to sing, fun memory verse games to play, and mission time to investigate (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 **Atomic 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 inventor tinkering in his lab as he works on his most important invention—his time machine. Will he get it to work? Will it go back in time? Forward in time? Laughs abound and adventures await in this wacky and entertaining drama.

Time sure will fly while we're having fun. So head this way and get ready to launch into hyperdrive as we take off for *Time Lab*! Let's go!

## Our Goal

We are so thankful for how God has chosen to use the Answers VBS programs over the past decade! 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 loaded with substance with off-the-charts, irresistible fun. In a day and age when content sometimes suffers,

it's critically important to us not to sacrifice rich content. 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 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. We're praying for you!

## Your Role

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

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

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

## Frequently Asked Questions

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

## 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.

- **Time Travelers:** The kids at VBS. Time travelers are put in teams named after elements in the periodic table (e.g., Team Beryllium, Team Cobalt, Team Copper, Team Silver, Team Gold).
- **Time Keepers:** Team leaders who guide the time travelers from place to place during VBS. No teaching is required for this position.
- **Scientists (Dr. Slimestein or Dr. Slime, Professor Timely or Professor Time, etc.):** Teachers at the Simulation Station lesson time.
- **Simulation Station:** Rotation site where Bible and apologetics teaching occurs.
- **Atomic Assembly:** Spot where everyone joins together for the opening and closing assemblies.
- **Inventors' Science and Crafts:** Rotation site where kids make crafts, perform science experiments, sing songs, learn memory verses, and explore missions around the world.
- **Bits and Bytes Snacks:** Indoor or outdoor site where yummy snacks are served.
- **Quantum Leap Games:** Indoor or outdoor site (outdoor is preferred) for game time.
- **High Voltage Verses:** Daily memory verses.
- **Animal Pals:** Friendly animal mascots used to emphasize the key point of each day's lesson.
- **Creature Feature:** Daily time during the opening or closing assembly when we marvel together at God's design of various thematic 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 Teachers

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).
2. God has entrusted you with the awesome privilege of opening his Word and sharing it daily with the children. Walk worthy!
3. Read through all your lesson plans well in advance. Become familiar with the Primary section of the Resource DVD-ROM. Begin to pray and plan, and continue to pray during and after VBS.
4. In this guide:
  - » Teaching Tips are marked with a ⌚.
  - » Materials for each activity are listed next to the activity.
  - » The "teacher says" portion is bolded.
5. You may want to assign the task of gathering supplies for all the teachers to one person, or have the teachers divide up the lesson time supply list, with each being responsible for multiples of certain items. It's also helpful to get all the supplies ready in a box or bag ahead of time rather than gathering them day-by-day the week of VBS.
6. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
7. Dress as if you are an inventor working in a time simulation lab. Wear a *Time Lab* t-shirt, goggles, and a top level security clearance badge (see catalog), along with a lab coat left unbuttoned.
8. See Decorating Decisions for a picture and description of the teaching set. Also, when setting up the room, you may want to clear away tables and chairs completely or move them to the back, depending on the room size and number of children expected.
9. Take on a persona to bring lessons to life. Dress in character and talk in first person. Some teachers enjoy making up a fun name, adopting an accent, etc. But if accents aren't your thing, no problem! Teach in a way that makes you feel comfortable.
10. Call the children by name. Name tags help with this.
11. Make sure to keep eye contact as you share the lessons, helping each child sense your warmth and caring.
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. Ahead of time, bookmark the Bible passages you will be teaching from, and use your Bible throughout the lessons at the appropriate times. Through your facial expressions and your actions, show the importance of the Scriptures.
14. Show love. All children, regardless of age or appearance, need to be loved. Greet them warmly each day and always be ready with smiles, encouraging words, and appropriate hugs. (Make sure to be aware of your church's appropriate touching policies.)
15. Be all there. Try to leave behind whatever is currently going on in your life and focus your attention on the children under your care.
16. When kids are sitting on the floor for drawing or writing activities, give them a firm surface (clipboards, old magazines or books) to use underneath the papers. (A corrugated box cut into a 9 x 12 rectangle with a binder clip at the top makes a good clipboard.)
17. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive attention, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
18. Children like order. Think through potential trouble spots in your day and decide on a firm, loving discipline strategy. Ask for help from experienced individuals.
19. Children generally rise to the level expected of them, so challenge them to work on memory verses and their take-home student guides. Some may even want to try the bonus memory verse passage, which is John 1:1-4, 14, a wonderful passage about Jesus, the Word.
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 so we can be more effective in teaching and interacting with them.

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

## Characteristics of Children

Children have some common characteristics.

- They are all 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 Primaries

### Physical Characteristics

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

### Takeaways for Us

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

## Emotional/Social Characteristics

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

### Takeaways for Us

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

## Spiritual/Mental Characteristics

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

### Takeaways for Us

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

# Special Needs

The *Special Needs Teacher Supplement* (11-6-053) can help you accommodate and modify these lessons for those who need it, either in your regular classroom or in a self-contained classroom.

## Simulation Station Lessons

Kids will be learning a lot as they discover Jesus at the Simulation Station Lessons. This session is written as a 35–40-minute period, divided into three sections.

- **Introduce It!** (5–10 minutes): Each day, the kids will be greeted with something interesting that captures their attention and begins the teaching of the day's lesson.
- **Teach It!** (25–30 minutes): The Bible teaching and apologetics content is presented during this time by costumed teachers.
- **Apply It!** (Remaining class time): This is the memory verse review and practical application time.

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

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

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

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

## Sample Schedule

Time	Group One	Group Two	Group Three
9:00–9:15	Atomic Assembly—Opening: Large Meeting Area (Everyone together)		
9:20–10:00	Simulation Station Lessons	Inventors' Science and Crafts	Quantum Leap Games and Bits and Bytes Snacks
10:05–10:45	Quantum Leap Games and Bits and Bytes Snacks	Simulation Station Lessons	Inventors' Science and Crafts
10:50–11:30	Inventors' Science and Crafts	Quantum Leap Games and Bits and Bytes Snacks	Simulation Station Lessons
11:35–Noon	Atomic Assembly—Closing: Large Meeting Area (Everyone together)		

## Memory Verse Songs

We have partnered with Seeds Family Worship (contemporary, ESV, 11-6-069) and Majesty Music (traditional, KJV, 11-6-063) 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 learn their Bible verses easily. You can use the songs (either video or audio) during the memory verse time in each lesson. The Leader Pack (DVD-ROM, Music CD) comes with the

purchase of a Super Starter Kit and can also be purchased separately. You can also purchase and download the songs individually from our online store for use on a handheld device (answersbookstore.com). Student CDs in packs of 10 are available if you would like each student to have a copy of the songs (11-6-061 or 11-6-062). The option you choose will determine which type of media device you use to play it.

# 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).

**Student Guides:** These age-appropriate guides feature a lesson review on the front of each daily take-home paper, as well as the memory verse, verse review game suggestion, and “Go and Do” section on the back that parallels the Apply It! part of the lesson. You can either go over these during class time or send them home with the students to be completed with a parent or caretaker, 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 team leaders (time keepers) to pass out at the end of the day. Then have the leaders 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.

- Primary ESV (11-6-072)
- Primary KJV (11-6-133)

**Time Traveler Guides:** These fun interactive booklets feature the daily memory verses, animal pals, stickers, and a place to stamp (11-6-093) for attendance. Check with your VBS director to find out when he would like to give these to the kids first. 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 team leaders (time keepers) can go over them during snack time. These are available in packs of 10.

- Junior/Primary ESV (11-6-091)
- Junior/Primary KJV (11-6-137)

**Bookmarks:** These are available in packs of 10 and can be passed out at the end of each class or at the end of each day. The Animal Pals series can be used as rewards for those who learn their verses each day.

- Animal Pals series—one for each day (ESV 11-6-078; KJV 11-6-140)—Days 1–5
- Gospel (11-6-076)—Day 3
- Names of Jesus (11-6-077)—Day 5

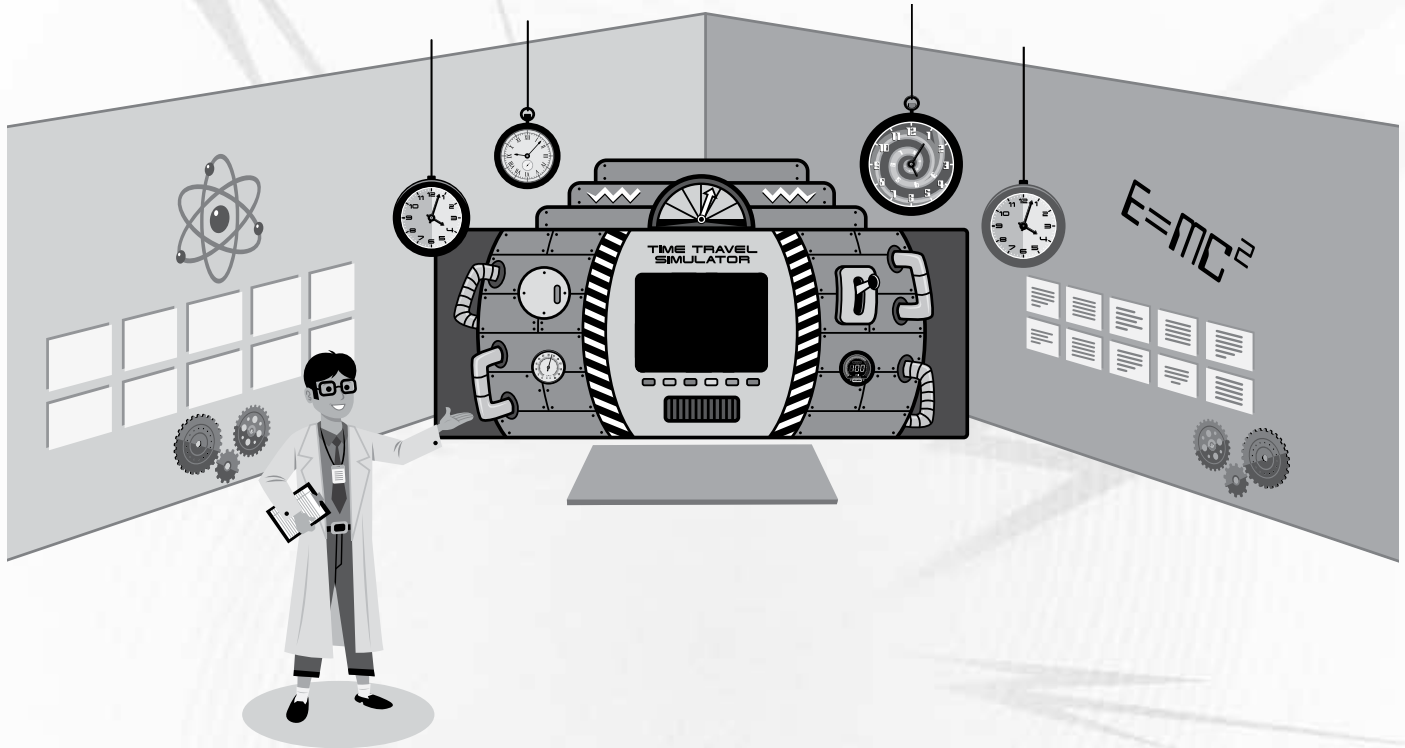
**Exploring God’s Word:** This little booklet encourages your students to continue studying God’s Word for weeks after VBS has finished. It features a daily question and answer found in the Scripture verse. You or the leaders can pass out one of these to each student on the last day of class at dismissal. Available in packs of 10 (11-6-075).



# Decorating Decisions

Although make believe, the prospect of time travel rouses everyone's curiosity! Who wouldn't like to travel back in time to see a famous person or witness an event in history? So use your creativity with your classroom decorations,

along with the ideas in this section, to capture the imaginations of the kids. Remember that a colorful and engaging environment helps children learn better, remember more, and leave with happy memories.



## Key Decorating Elements

Your *Time Lab* classroom features a simulation station ("Sim Station") with a Time Travel Simulator backdrop as the focal point for the teaching. The daily Sim Station posters are mounted on a black screen in the center of the simulator (covered at first, then uncovered as noted in the daily lessons), while the teaching, memory verse, and animal pal posters are displayed on the adjacent walls.

### Time Travel Simulator

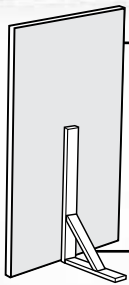
Your Time Travel Simulator can be constructed with sheets of corrugated cardboard or foam insulation. First, decide how large you want your simulator to be, then draw an outline on the cardboard or insulation sheets. You'll need to maintain some excess area on both sides of the simulator for pipes that'll protrude from the machine. Use a base color of steel blue for the simulator and black for the excess areas.

In the center of the simulator and at least 18 inches below the top, create a display area. Paint a large area of

light gray bordered with yellow and black striped caution strips. Then add a black screen in the center. The black screen can be painted directly onto the gray, or a separate piece of cardboard can be painted black and mounted with plastic nylon screws and wing nuts. To accommodate the daily Sim Station posters, the screen should be 2½ feet high x 3½ feet wide.

Next, use a straight edge and a small brush to add horizontal and vertical lines to the steel blue areas to resemble metal plating. Then add dots in the corners for rivets.

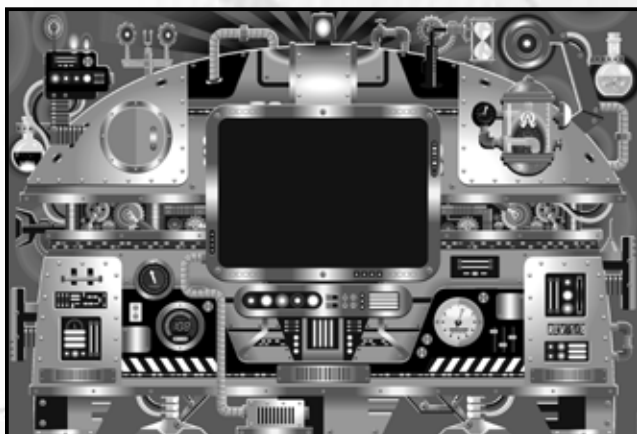
Now it's time to add the accessories. Find the Time Tracker poster in your VBS kit and cut out, as directed. Then mount it directly above the display area. Add a portal for puppets to the upper left or upper right side. Also, check the Resource DVD-ROM for clip art images of pressure gauges, pipes, lightning bolts, etc. You can print color versions to mount directly to the simulator or print black line versions and use an overhead projector to transfer the images onto the cardboard or insulation. For



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

the pipes and lightning bolts, use bright or neon colors, then add highlights and shadows with a “dry” brush to create dimension, where necessary. (The dry brush technique requires very little paint on the brush with any excess brushed off before applying paint to the image. With what little paint remains on the brush, apply sparingly until the desired effect is created.) Finally, consider adding LED rope lighting or Christmas lights around the perimeter of the black screen to enhance the simulation.

## Classroom Scene Setter



As a quick and easy alternative to creating your own classroom backdrop, a scene setter is available for purchase (11-6-126) from the *Resource Catalog*. Simply mount it to cardboard or foam insulation 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. Mavalus® tape also works well.

## Puppet Stage

Because puppets are used daily in the Primary classrooms, you will need a puppet stage. Paint a portal on the upper left or upper right side of the Time Travel Simulator for this purpose and then cut it so it will open. If you are

### HOW TO ENLARGE AND TRANSFER CLIP ART

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

using the scene setter that is attached directly to a wall, then make a puppet stage out of a large cardboard box or a tri-fold display board. Cut out a rectangular hole in the box or display board, cover the hole with fabric, and then decorate the outside as desired.

## Resource Posters

Contained in the Teacher Resource Kit are the daily Sim Station posters for the Time Travel Simulator. Also included are the teaching, memory verse, and animal pal posters. These are important visuals for the time travelers and should be displayed in an organized fashion. Large display areas can be created on one or both sides of the simulator for the teaching, memory verse, and animal pal posters. The Sim Station posters go in the middle of the simulator on the black screen. These posters change each day as we simulate traveling to a new destination daily. When the students arrive, the Sim Station posters should be covered with black poster board, foam core board, plastic tablecloth, or roll paper. When the time simulation occurs as noted in the lessons, the black cover should be taken off so the students can see the Sim Station posters.

## Other Props, Tips, and Miscellaneous Ideas

- Hang a variety of clock images from the ceiling. See the Resource DVD-ROM for clip art.
- Decorate the walls with gears, atom symbols, and scientific formulas. See the Resource DVD-ROM for clip art images.
- Place a rug in front of your Time Travel Simulator to create a stage effect.
- Add a thin (½-inch) black border to your props. This helps them stand out better and makes the colors appear more vibrant.
- Because corrugated cardboard tends to curl when only one side is painted, first apply a quick, single coat of paint to the back.

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

## DAY 1 DESTINATION:

# Creation

### TIME TRACKER

Jesus Before and at Creation  
(Eternity Past to c. 4000 BC)

### BIBLE PASSAGES

Genesis 1; John 1:1–3

### ANIMAL PAL

Flutter the Sparrow

### HIGH VOLTAGE VERSE

“All things were created through him and for him. And he is before all things, and in him all things hold together.” Colossians 1:16–17

### TODAY'S C

Creation

### APOLOGETICS FOCUS

Jesus as a member of the Trinity

### LESSON FOCUS

Jesus *always has been, always will be* with us.



### Today's Lesson at a Glance

- Introduce It!  
Inventions to Mention
- Teach It!  
Part 1: Time Tracker Stop 1—The Beginning  
Part 2: Puppet Pal—Always and Forever  
Part 3: Small Group Time
- Apply It!  
Part 1: High Voltage Verses  
Part 2: Go and Do  
Part 3: Creation Crunch Review Game

### Preparing for the Lesson

- Read Genesis 1 and John 1:1–3 several times.
- Read this lesson several times and prepare the materials.
- For more information on the Son of God, the Trinity, and creation, visit [answersvbs.com/tlfaq](http://answersvbs.com/tlfaq).
- Pray.

### Lesson Materials

#### FROM TEACHER RESOURCE KIT

- ☐ Theme Verse poster
- ☐ Day 1 Memory Verse poster
- ☐ Day 1 Animal Pal poster
- ☐ Invention Collage poster
- ☐ Time Tracker poster
- ☐ Day 1 Sim Station posters
- ☐ Day 1 Timeline posters

#### FROM RESOURCE DVD-ROM

- ☐ Big Questions sheets
- ☐ How Many Days Old sheets
- ☐ Sim Station sound effect (and player)
- ☐ Genesis 1 sheet
- ☐ Creation cue cards
- ☐ 2 copies of today's puppet script
- ☐ Day 1 discussion sheets, 1 per small group leader

#### OTHER MATERIALS

- ☐ Bible or children's Bible (plus extras for small group time)
- ☐ Costumes for scientists (teachers)
- ☐ Optional: flashlight (for daily time simulation)
- ☐ Cover for Sim Station posters
- ☐ Light-colored rope, string, yarn, or cord, 2 very long pieces per rotation, plus 1 marker
- ☐ Boy or girl puppet (in costume) and puppet stage
- ☐ Clipboard
- ☐ For review game: hand sanitizer, small baggies with 11 fish-shaped crackers in each, 1 baggie per child
- ☐ Mounting putty or tape
- ☐ Apply It! section supplies for Part 1 and Part 2 (see text)
- ☐ Memory Verse music CD and player

#### STUDENT EXTRAS

- ☐ Student guides (11-6-071, 11-6-132), 1 per child
- ☐ Time Traveler Guides (11-6-091, 11-6-137), 1 per child
- ☐ Stamp for Time Traveler Guides (11-6-093)
- ☐ Flutter bookmarks (11-6-078, 11-6-140), 1 per child

# Staff Devotions

## Devotion 1 Destination: Creation

*In the beginning was the Word, and the Word was with God, and the Word was God. John 1:1*

Imagine meeting a man who claimed to be God. What would you think? Crazy nut?

Now imagine this man claimed to be the fulfillment of statements written hundreds of years before. Sure, sure, weirdo.

Now imagine the little boy down the street who had died was running around again. The man who claimed to be God had raised him from the dead. It was no trick—you had seen the boy after he died, and he was now playing with your kids.

The more you hear him teach, the more you realize this *man* is claiming to be the I Am—the eternally existent one. The man standing before you made the trees in the beginning? He made the dinosaurs and . . . you?

Makes you think, doesn't it? Could this man really be who he claimed to be?

This is Jesus.

Even though today we would (and should) scoff at someone staking a claim to deity, Jesus Christ was the real deal. He was the Creator incarnate, the God-Man, the one who came to save his people from their sins, fulfilling the promises God had made since the beginning of time. In fact, he is the creator of time itself and exists outside of time from all eternity. He didn't begin as a babe in a manger—he has existed from all eternity, calling the worlds into being, fashioning the planets and stars, speaking life into a lump of dust, and planning his entrance into time and his subsequent death from the very beginning.

For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things were created through him and for him. And he is before all things, and in him all things hold together. And he is the head of the body, the church. He is the beginning, the firstborn from the dead, that in everything he might be preeminent. For in him all the fullness of God was pleased to dwell, and through

him to reconcile to himself all things, whether on earth or in heaven, making peace by the blood of his cross. Colossians 1:16–20

As you study your Bible, focus your attention on Genesis 1 and John 1. Of all the people who have ever lived, ever led a religion, ever claimed to be a deity, only Jesus has the credentials to deserve our worship and devotion. And the only way we can know the truth about him is through his inspired Word, the Bible.

As you prepare to meet Jesus the Creator with your students today, let's meditate on this Puritan prayer about our eternal God and Savior Jesus Christ.

O Lord God, who inhabits eternity  
The heavens declare thy glory,  
The earth thy riches,  
The universe is thy temple;  
Thy presence fills immensity,  
Yet thou hast of thy pleasure created life,  
and communicated happiness;  
Thou hast made me what I am,  
and given me  
what I have;  
In thee I live and move and have my being;  
Thy providence has set the bounds of my habitation,  
and wisely administers all my affairs.  
I thank thee for thy riches to me in Jesus,  
for the unclouded revelation of him in thy Word,  
where I behold his Person, character, grace, glory,  
humiliation, sufferings, death, and resurrection;  
Impress me deeply with a sense  
of thine  
omnipresence, that thou art about my path,  
my ways, my lying down, my end.

—Arthur Bennet, *The Valley of Vision*  
(The Banner of Truth Trust: 2005), "God the Source of All Good."



# Introduce It!

IMPORTANT NOTE: Although the gospel is presented in detail during Day 3, each lesson provides opportunities to share the gospel. Pray and ask the Holy Spirit to guide you as to which of these opportunities to use.

Also, this lesson is particularly packed as we set the stage for the week, so you'll need to keep it moving!

## Inventions to Mention (3-5 minutes)

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

**Teacher One:** Welcome, time travelers! Are you ready to blast off on a super fun time here in the Simulation Station at the *Time Lab*? I'm Dr. \_\_\_\_ and this is my assistant, \_\_\_\_\_. You may want to make up fun names like Dr. Slimestein and Professor Timely.

**Teacher Two or Teaching Assistant:** Hey! We like inventions here. They're fascinating! Show Invention Collage poster. Some inventions have changed the world, like the printing press, computers, and smart phones. Some will just make you smile. For instance, someone invented this anti-theft lunch bag so nobody would steal their lunch. Or how about a knitted beard hat? Or a dogbrella? Or a baby shower cap? Or LED slippers?

**Teacher One:** If you could invent something, what would you like to invent? Take answers.

**Teacher Two:** Do you think it could ever be possible to invent a time machine that would allow people to travel through time? Take answers. Well, here at the *Time Lab*, we ask ourselves a lot of questions about time machines and time. Let's see if you can help us with these questions!

# Teach It!

## Part 1: Time Tracker Stop 1—The Beginning (20–25 minutes)

This section is divided into four big questions, with Teacher One doing #1 and #3, and Teacher Two doing #2 and #4. This helps to divide the responsibilities; however, feel free with this, and any day's teaching, to change who is doing what. Each question should average about five minutes.

### Big Question 1—Do you know the year you were born? (Teacher One)

Take a few responses. Briefly share something that was happening at the time of your birth—a new invention that just came on the scene, an historical event, somebody famous who was born that year, a new food, etc.

I was alive when that was happening, but you weren't because you haven't always been around, right? But you did begin at some point—as a baby in your mom's tummy! Let's see if we can figure out approximately how many days you've been alive since your birth.

Poll the class and have them raise their hands if they are 6, 7, 8, or 9 (or whatever ages you have). Use the How Many Days Old sheets from the Resource DVD-ROM and tell them that according to your calculations, that means they've been alive \_\_\_\_ days since their birth. Hold up the correct number(s).

You may need to skip the How Many Days Old activity if you need more time. Some kids may not know the year they were born, so don't have everyone share.

So, we agree that we all started at some point. Now, let's move on to the next question.

- ☐ Bible or children's Bible
- ☐ Costumes for scientists (teachers)
- ☐ Mounting putty or tape (for hanging posters)
- ☐ Invention Collage poster (Teacher Resource Kit)

### PRE-PREP

1. Prepare your costumes. Dr. Slimestein may want to have slime for a prop (see craft guide for recipe) and Professor Timely may want to wear an armful of watches.

⌚ Be familiar with the lesson, but don't memorize it. Place it on a clipboard to use as a reference. You can decorate the back of your clipboard (the side the kids see) with science and/or clock stickers.



From Resource DVD-ROM:

- ☐ Big Questions sheets
- ☐ How Many Days Old sheets

### PRE-PREP

1. Photocopy the Big Questions sheets and How Many Days Old sheets.



- ☐ Optional: flashlight (for daily time simulation)
- From Teacher Resource Kit:
  - ☐ Time Tracker poster
  - ☐ Day 1 Sim Station posters (and cover)
- From Resource DVD-ROM:
  - ☐ Sim Station sound effect (and player)
  - ☐ Genesis 1 sheet
  - ☐ Creation cue cards

#### Pre-Prep

1. Photocopy the Genesis 1 sheet, and Creation cue cards.
2. Prepare the Time Tracker poster (see Decorating Decisions), then point the arrow to 4000 BC.
3. Mount and cover the Sim Station posters.
4. Cue the Sim Station sound effect.

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

⌚ One test church teacher came out from behind the time machine each day as if she had just arrived from that time period. ("I was stuck in time!")



⌚ If short on time, speed up the activity about what was made on each day of creation.

- ☐ Day 1 Timeline posters (Teacher Resource Kit), cut apart



## Big Question 2— When did time begin? (Teacher Two)

Take a few responses, then remind them that every good scientist always begins his work with the Bible because it's the only perfect and completely trustworthy book. Then say:

**Let's travel on our simulator and check out what the Bible says! Everybody ready? Let's strap on our seat belts, put on our goggles, and take off!**

There are a couple of ways to do your "time travel" effect each day. A simple way is to flick the lights (or turn off the lights and use a flashlight that you shine around) while you tell the kids to stomp their feet and make time machine noises.

A more involved way is to turn off the lights, play the Sim Station sound effect provided, and turn on the rope lighting or Christmas lights that are around your screen. (See Decorating Decisions for specifics.) Now have them close their eyes and pretend to be heading back in time.

Remove the black cover to reveal the Sim Station scene on the simulator screen. Have them open their eyes. Ask what year they are in (check the Time Tracker—4000 BC) and where they think that would be (the Garden of Eden).

Hold up the Genesis 1 sheet and have someone (or everyone) read it.

**In the beginning . . . a beginning suggests *time*, so the Bible shows us when time began. It may surprise you that the beginning was not millions of years ago, as you may have heard, but only thousands. By carefully studying the various dates given in the Bible, which is supported by scientific evidence, we see our timeline begins about 6,000 years ago (4000 BC). At that point, nothing had yet been created, but let's see what happened in the first six days of creation.**

Go through the six days of creation. Divide into six groups and give each group a cue card that tells what God made on that day of creation. When you say the day, that group will shout in unison what God made that day. For example, when you say, "Day 1!" the Day 1 group jumps up and shouts out together what's on their card. After going through the six days once or twice you may want to switch the cue cards and try it again. After a few tries, tell them you're going to take away the cue cards one group at a time. Take away the Day 1 cue card and see if the whole class together can now say what was made on all six days as you say each day's number. Try again, this time taking away the Day 2 cue card so they have to remember Days 1 and 2 without cue cards, but will still have Days 3–6 cue cards as helps. Continue until all cue cards have been taken away and the class can remember together what was made on each day.

Okay, so we see there were lots of things created (invented!). Now, let's move on to the next big question.

## Big Question 3— Who was doing the creating? (Teacher One)

Take answers, then read Genesis 1:1–2 and Genesis 1:26–27 and have them raise their hands any time they hear you say "us" or "our."

**"Us" and "our" mean more than one, so to whom does "us" and "our" refer? Take answers and show them the Day 1 Trinity Timeline poster. Yes, God is three persons in one God—God the Father, God the Son, and God the Holy Spirit. It's not three gods but one God in three persons. These three persons, called the Trinity, were all involved in creation.**

Optional: you may want to sing "The Trinity" together at this point to the tune of "Are You Sleeping?"

Have everyone stand. As they sing each line, they should go to three different spots in the room to make a triangle—all move to spot one, then to spot two, then to spot three. On the fourth line, go the middle of the room. Or assign a fourth of the kids to each spot and have them sing their line at the right time. Sing a couple times through to get the idea.

God the Father, God the Father

(Go to triangle spot one.)

God the Son, God the Son

(Go to triangle spot two.)

Sit back down.

God the Holy Spirit, God the Holy Spirit

(Go to triangle spot three.)

Three in one, three in one

(Go to the middle of the room.)

In the beginning, God the Son, whom we usually refer to as Jesus, was not actually called "Jesus" yet. We'll learn when he's given the name "Jesus" later! But just to make it a little easier, we'll refer to him as Jesus all week.

Show the Day 1 Timeline poster—the leaf. Explain that each day, we'll have a new C word to help us remember something about Jesus. Today's C word is *creation*. There's a leaf pictured to remember Jesus was there at creation, creating. Have them make a jumbo C in the air with their finger and say *creation*.

Okay, so we know God the Father, God the Son, and God the Holy Spirit were all there at creation. Now, let's move on to the last big question.

### Big Question 4— When did the Trinity (Father, Son, Holy Spirit) begin? (Teacher Two)

Take answers, then use the Memory Verse poster as a reference and read today's verse (Colossians 1:16–17) together to highlight that Jesus was before all things and is eternal. He didn't begin at Christmas! Then say:

The Trinity has been around forever! They never had a beginning, which means they're eternal, or everlasting. What's super cool is that they live outside of time! As far back as you can think, they were there. And farther back than that, they were there! And farther back than that, they were there! Doesn't that blow your mind? Let's try this little demo to try to picture it.

First, I need three volunteers. Choose and have them come up. Two of you please hold an end of this rope. Do so. Now, let's pretend this rope is your life. Volunteer 3, put a teeny, tiny dot at the end here to represent the day you began. Do so, starting just a little way from where the volunteer is holding it. Now, let's color it in about this much (about a fourth of an inch) to represent all the years you've lived so far. Do so. Next, let's color it in some more to represent all the years of your life until you're old. How far do you think you should go? Let them try it and then discuss, or first discuss and then have them color it. Discuss that if a fourth of an inch equals 6–9 years, 2 or 3 inches equals their whole life.

This colored-in area represents you and your life. But notice how the rope goes on and on in one direction. Imagine that it never ends. That represents eternity. We talked about how every person has a beginning (where you put your dot), but did you know, we don't have an end? Sure, we have an end on earth when we die. But then we go on living forever, either with God in heaven, which is filled with all of God's goodness, or in a terrible place called hell, separated from God's goodness.

Now, I need three more volunteers. Have those three sit down and have three new ones come up. Let's get out another rope. Do so. This one's going to represent God. Where do you think we should put God's beginning? Take responses, and let the volunteer with the marker try to figure out where to put the mark, which will be nowhere. God's rope is different than our rope. It goes on and on in *both* directions. There is no beginning, so you can just throw your marker away. Have the volunteer gently toss it (safely away from people) off to the corner. Of course, there's no way to go to the hardware store and buy a rope that never ends, but let's imagine that it never, ever, ever, ever ends either way. It just keeps going and going and going and going and going. As we said before, pretty mind-blowing, huh?



- ☐ Light-colored rope, string, yarn, or cord, 2 very long pieces per rotation, plus 1 marker
- ☐ Day 1 Memory Verse poster (Teacher Resource Kit)

#### PRE-PREP

1. Cut the rope into long pieces.



- ⌚ Another way to do this is to use a strip of paper with a line marked horizontally across it instead of a rope or string. Use a marker of a different color to mark the indicated spots.




- ☐ Day 1 Animal Pal poster (Teacher Resource Kit)



- ☐ Boy or girl puppet (in costume) and puppet stage
- ☐ Clipboard
- ☐ 2 copies of today's puppet script (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 lab coat with science/time symbols. You may want to have mini goggles and a little watch as well.
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.

 The kids will love the daily puppet show, so try to fit it in each day even if you have to shorten it a little.

## Wrap up (Teacher One)

So as we travel through time this week, we're going to focus on Jesus, who is God's Son and God himself. He *made* time, he lives *outside of* time, but he came *into* time at one point. Jesus is the most unique, fascinating, wonderful person who ever has or ever will live on earth. I'm so excited to share more about him with you this week! He created everything, including all the big stuff like the stars and the planets. He also created all the small things, like Flutter the Sparrow. Show the Day 1 Animal Pal poster. The Bible tells us he knows about everything and cares about everything, even the smallest sparrow. Read Matthew 10:29–31. Yet, Jesus cares most of all about people! Jesus created *you* and loves *you* and cares very much about *you*! How does it make you feel knowing the Creator of the universe cares about you? Take responses.

Let's talk about him more with our puppet pal.

## Part 2: Puppet Pal—Always and Forever (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 team leader or other volunteer) ahead of time to work the puppet each day. Give them a copy of the script to become familiar with. If you're alone, the puppet can come up from behind a suitcase with the lid flipped up. (See *Decorating Decisions* for more info about the puppet stage.)

You can use either a boy or a girl puppet. Use a consistent voice for the puppet all week. Speak clearly and exaggerate words and expressions. For instance, draw out certain words for emphasis, or make an exaggerated action for things like groaning, turning its head, or sneezing. Use your free hand to do things with the puppet's hands or arms. For example, if the puppet is "thinking," put the puppet's hand on its chin. When the puppet is talking, make sure the mouth is open. (This is 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.

When the puppet is 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.

**Teacher:** Boys and girls, let's see if we can get our Puppet Pal, Skye, to come out. On the count of 3, let's all call to him (her). Ready? 1, 2, 3—Skye!

**Puppet:** Don't come out yet, but just call out. Just a sec! I'm packing for my trip.

**Teacher:** Ask the kids: **Where do you think he's going?** Take responses.

**Puppet:** Come out somewhat out of breath and rushed but full of excitement and energy. Hey, everybody! I'm all packed for my trip.

**Teacher:** Where are you going?

**Puppet:** Well, I want to go on an adventure back in time to when Jesus, the Son of God, began.

**Teacher:** Ummm . . . there's a little problem with what you just said.

**Puppet:** What?

**Teacher:** Boys and girls, Skye said he wants to go back in time to when the Son of God (Jesus) started. Does the Son of God have a beginning? Take responses. The Son of God never started. He's always been.

**Puppet:** But wait! You're saying the Son of God didn't begin? That's impossible! We all have a beginning.

**Teacher:** It's true that people have beginnings. But God didn't begin. He always has been and always will be. When you don't have a beginning or an ending, it's called being eternal.

**Puppet:** Eternal. So because he doesn't begin or end, God is eternal?

**Teacher:** Yep! And the Bible says he will never leave you. If you hide under your bed, in your closet, or in the basement, he will not leave you. If you travel to the highest heights, go to the deepest depths, or travel to the farthest corner of the universe, God is still with you. Anywhere you go, Jesus is with you. He always is!

**Puppet:** Look all around, up and down, etc. But I don't see him here. Where is he? Jesus! Jesus!

**Teacher:** We can't see him, but he's here. It's kind of like air. Take a deep breath, everyone. Do so.

**Puppet:** Act like you're holding it for a really long time, then squeak out: Can I let it out yet?

**Teacher:** Okay, let it out.

**Puppet:** Dramatically let it out and gasp for breath. Whew!

**Teacher:** Just like we know the air is there even though we can't see it, we can't see God. But we know he's there! We can't see Jesus standing here as a person right now, but he's still here—he's just invisible. But this week, we'll be traveling to time periods when people actually did see Jesus as a man! And we'll talk about how someday, we'll get to actually see Jesus, too! Won't that be incredible?!

**Puppet:** It sure will! I can't wait to hear more as we travel through time this week!

**Teacher:** It's gonna be fun! But just remember, Jesus always has been and always will be. He's never going away.

**Puppet:** That makes me feel good. When I feel lonely or sad or in trouble, I'll remember to talk to Jesus in prayer.

**Teacher:** Yep! He's with you, he hears you, and he cares about you.

**Puppet:** Well, I can't travel back in time to when the Son of God started since he never started but always has been, so I'm gonna think about where I want to go instead! *Arrivederci!*

**Teacher:** Wow! He just said goodbye in Italian! *Arrivederci* to you too, Skye!

### Part 3: Small Group Time (5–10 minutes)

If small groups aren't feasible in your setting, incorporate some or all of these questions into large group time or print off the discussion sheets and give them to the team leaders who can lead a discussion during snack time or whenever each day. There's a good possibility there will be days you won't have time for this during lesson time, so having team leaders cover it later is a good option.

Divide into small groups of 4–6, with a time keeper (team leader) in each group. (Adjust depending on how many leaders and kids you have.) Discuss some or all of the following questions from the discussion sheet. Help them look up the Bible passage and read it together. Or, have it bookmarked and read it to them.

1. What's something you learned today about the Son of God?
2. The Bible is divided into two parts called the Old Testament and the New Testament. Show them. A lot of people think the Son of God began when he came to earth as a baby, which we celebrate at Christmas. This is talked about in the New Testament. Point to it. But we saw today that he really never started and was there right

- ☐ Bible or Bibles
- ☐ Day 1 discussion sheet, 1 per small group leader (Resource DVD-ROM)

#### PRE-PREP

1. Photocopy the discussion sheets.

at the beginning of the events recorded in the Old Testament. Let's look up Genesis 1:1–2 to remind ourselves of that! Explain how you look up the book, then the chapter, then the verse. Either do together with one Bible or pass out Bibles and have them find and read Genesis 1:1–2 with partners.

3. **The Son of God has always been and always will be. He's never going away. The Bible tells us he will never, ever, ever leave his children. How does that make you feel?** Take answers. Explain that they can become a child of God when they turn from their sins (tell God they are sorry for disobeying his commands) and believe that Jesus came to earth, lived a perfect life, died on the cross, paid the penalty for their sins, and came back to life. Jesus did all this because he cares so much for them and wants them to be his forever children.
4. **Jesus is amazing! Let's praise him together! What do you think is awesome about Jesus? It can be something he made, like "I think it's cool he thought up zebras," or it can be something about him, like "He's kind."**

- ☐ Memory Verse music CD and player
  - ☐ Student guides and supplies for Part 1 and Part 2
  - ☐ Time Traveler Guides, 1 per child
  - ☐ Stamp for Time Traveler Guides
  - ☐ Flutter bookmarks, 1 per child
- From Teacher Resource Kit:
- ☐ Day 1 Memory Verse poster
  - ☐ Theme Verse poster

## 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 Flutter bookmarks, one per child, or have time keepers do so at the end of the day. Put a stamp in the Time Traveler Guides (or do so at snack time) and/or review the student guides.

Remember: Part 1 and Part 2 that follow are also on the student guides, so if you're short on time, it's great to send these guides home and encourage the kids to work on them to earn contest points.

## Part 1: High Voltage Verses

**Today's Verse:** "All things were created through him and for him. And he is before all things, and in him all things hold together." Colossians 1:16–17

Explain the following words:

**Through him and for him—"him" refers to Jesus, the Son of God.**

**And he is before all things—The Son of God existed before anything was created. He has always been here. He is eternal, which means he has no start and no end.**

Now 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 challenge.

**Challenge:** Find something that is a circle shape, like a hula hoop, a pool ring, or a jewelry ring. Circles have no beginning and no ending, like the Son of God. As you say today's verse, toss your circle up and try to catch it. Do this over and over and see how many times you can toss it without dropping it. Don't forget to say your verse as you toss your circle!

**Tomorrow's Verse:** "Jesus Christ is the same yesterday and today and forever." Hebrews 13:8

Try the challenge again, this time saying 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

- Find the New Testament. Look up Colossians 1:16 and read it to someone. Now go on a treasure hunt outside and see how many plants and animals you can find that the Son of God created!
- Talk to God (that's prayer!) and thank him for his Son, Jesus, and for the Bible that teaches us about Jesus. Talk to God about how it makes you feel knowing the Son of God has always been here and will never leave you. Thank Jesus for caring for you.
- Ask your parent or guardian about when she was born. Marvel at the fact that the Son of God never had a starting point, but has always been!
- Ask an adult who follows Jesus to tell you something he remembers learning about Jesus.
- Check [answersvbs.com/tlkids](http://answersvbs.com/tlkids) for more fun information!

Ask yourself this question: Do I know someone who needs to hear about this wonderful, caring, Creator Jesus?

## Part 3: Creation Crunch Review Game

Each day, a review game idea is given at the end of the lesson. They will all be a hit and are a great way to cement the lesson into the kids' minds. Try to end with a quick round, or use first thing the next day as a quick review.

You can mix and match these ideas and use them any day, adjusting the questions to fit the day. You can also use this in place of small group time if preferred.

Today, give each child a baggie of crackers (make sure there are no allergies) and have them use hand sanitizer. Ask a review question about this lesson, and have each child turn to his neighbor and tell him what he thinks the answer is. (Everyone answers the question at the same time—no teams.) You then share the answer, and everyone who answers correctly may eat one of his crackers. This is based on the honor system, since you will not know exactly what each child said to his neighbor. Those with the fewest crackers at the end of playing time win.

- ☐ Hand sanitizer
- ☐ Small baggies with 11 fish-shaped crackers in each, 1 baggie per child

### PRE-PREP

1. Make up the baggies of crackers.

⌚ If you don't want to count out 11 crackers, don't have winners to the game. In that case, use a 1/8 measuring cup and dump the crackers into baggies.

## Sample Questions

### 1. When did time begin?

Answer: On the first day of creation, when God started to create everything. In Genesis 1:1, we read, "In the beginning . . .," so the beginning of time was at creation.

### 2. Who are the three persons of the Trinity?

Answer: God the Father, God the Son, and God the Holy Spirit. They are three persons but only one God. It is a mystery we can never fully understand!

### 3. Which one is also known as the second person of the Trinity?

Answer: God the Son, also known as Jesus.

### 4. Did Jesus go by the name "Jesus" during creation and during Old Testament times?

Answer: No, he wasn't called "Jesus" until he was born, but he's been the same all along. Even though his name changed, he has always been perfect, loving, kind, faithful, and all things good. His character never changes.

### 5. When did Father God, the Son of God, and the Holy Spirit begin?

Answer: They never began. They have always been, and they always will be. They are eternal.

### 6. "All things were created through him and for him." Who is the "him" in this verse?

🕒 End each day's Lesson Time with prayer!

Answer: The Son of God.

7. **We've got fish crackers to eat. Which day did he create fish?**

Answer: Day 5.

8. **What day did he create people?**

Answer: Day 6.

9. **Because Jesus always *is*, he will never leave you or forsake you. How does that make you feel?**

Answers will vary. Anything works for eating a cracker!

10. **What's today's C word?**

Answer: Creation.

11. **Who is today's Animal Pal?**

Answer: Flutter the Sparrow.

Have them count their crackers now and see who has the fewest to determine the winner. Then let them eat the leftover crackers.