



*World-class*  
**Science & Crafts**  
LEADER GUIDE

# World-class Science and Crafts

## Choose

We have provided a variety of options for you to use to fill this rotation. Choose one or more that are appropriate for your situation.

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

## How to Customize This Rotation

**Science experiments** are for class demonstrations or small groups—two options for each day start on [page 20](#).

**Crafts** are themed for each day and are age appropriate for individual students to do. Toddler crafts start on [page 40](#). Main crafts start on [page 43](#). Extra craft ideas start on [page 57](#).

**Songs** for each day are suggested on [page 9](#). If you would like your children to spend more time each day learning the theme songs, this option is for you.

**Memory verse review games** begin on [page 10](#). For those who want a Bible memory emphasis in their VBS program, choose this option (perhaps in combination with, for example, an experiment or craft or mission moment).

**Mission moment** provides a way to either extend the time you spend on missions from the Assembly or offer a complete mission time on its own (removing it from the Assembly time). Check [page 12](#) for more information from Children's Hunger Fund.

## Recommended

Choose from the above and then be sure to include a challenge! The kids love them!

## Fun Daily Challenges

To enhance *The Incredible Race* theme, we have provided **daily challenges** for each rotation. These begin on [page 7](#).

**Option 1** uses a "Where in the World?" trivia sheet from the Digital Resources.

**Option 2** varies each day.

Read over the options and choose the one most appropriate for your VBS rotation.

## Frequently Asked Questions

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

# Top 20 Tips

## for World-class Science and Crafts

1. Pray! Study God's Word and the VBS lessons. This is your most important preparation. Give all concerns to the Lord and watch *him* do great things!
2. This guide offers main craft and science experiment suggestions, as well as ideas for extra crafts and craft kit options. Some are more involved, and some are simple and quick. Think through your time and resources, and decide which crafts and/or science experiments you will do each day.
3. This year, as part of *The Incredible Race*, racers (students) are completing challenges at every rotation spot, including this one. The challenges are written into the "Craft Time Challenges" section starting on page 7. Check them out and decide what option you will do each day, then plan and prepare accordingly.
4. Gather faithful helpers who will prepare items well before VBS. Record their names, addresses, cell phone numbers, and email addresses so you can contact them quickly and easily.
5. Make a sample of every craft before you meet with your craft team for the first time so they can visualize what you are presenting. Each helper should make a sample of every craft so everyone is familiar with all the steps. Try out each science experiment ahead of time also.
6. Host "Craft Shops." Workers can drop by and pick up something to work on at home, or they can stay for part or all of the time. Assembly lines can be set up to prep crafts quickly. Weekday or Saturday mornings from 9 a.m. to noon, complete with doughnuts and coffee, can be an enjoyable time.
7. Use an office paper cutter for pre-prep cutting of patterns or paper that need to have straight edges. It goes much faster than cutting with scissors. Make sure to remove the paper cutter from the craft rooms before the kids arrive, however! The same goes for any supplies that could be dangerous to kids, like miter saws, knives, etc. They all need to be put away in a safe place.
8. Be prepared. Organize crafts into individual kits for each child, using baggies or lunch sacks. Place the individual kits into boxes labeled for each rotation. Organize science experiment supplies as well.
9. Cover the tabletops with plastic tablecloths that are tucked under the tables and taped down.
10. Craft glue (also called tacky glue) works better than school glue. Toothpicks work well for dipping into and applying the glue.
11. Permanent markers in vibrant colors can be a good alternative to paint. They work on most surfaces—paper, wood, fabric, and plastic.
12. Decorate the room to correspond with the fun theme. See the *Director Guide* "Decorating Decisions" section for possible ideas. Play VBS music to set the mood. Display the memory verses on each table or around the room in various locations.
13. Place a sample of each craft on every craft table during VBS so children can visualize what they will be making.
14. Overhead projectors can be used to display craft and science experiment directions.
15. Use this time to engage in conversation and share God's love. Be ready to offer smiles, hugs, and laughs. (Be aware of your church's appropriate touching policies.) Also, be ready to help children who are easily frustrated. Helping with steps requiring physical dexterity does not detract from the child's creativity.
16. To reinforce the day's lesson, ask the children a few questions about what they are learning. Also, make sure to share the teaching tie-in at the beginning of each craft or science experiment time.
17. Print the daily memory verses on address labels and place on crafts or experiments, if possible.
18. Give leftover craft supplies to sick children, another VBS, or your church's resource area.
19. Always, always, always put names on crafts! Strips of masking tape work well for name labels.
20. This book is loaded with fabulous stuff—more than you'll probably be able to do—so consider incorporating unused ideas at other times during your ministry year.



# Course Overview

	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Title</i>	Ready, Set, Go: Before Babel	Hitting a Roadblock: At Babel	One Race, Many Nations: After Babel	One Way—Jesus: Babel and the Gospel	Green Light—GO: Why Babel Matters Today
<i>Continent</i>	South America	Asia	Africa	Europe	North America
<i>Refueling Station Lesson Focus</i>	As the race starts, we explore the beginning of the human race and why nobody has run a perfect race through life.	On this leg of the race, we stop at the tower of Babel and check out the important and loving roadblock God provided there.	On leg three, we see how the human race developed into people groups with different languages, cultures, and physical features, but how we are still one race.	On our fourth leg, we discover the need to yield our lives to God as he reaches out to all nations, tribes, and peoples with his love.	On this final leg, we learn that because God loves all people groups, we ought to treat others with love and respect, not prejudice and judgment.
<i>Bible Passages</i>	Racing Through Genesis Genesis 1–11	The Tower of Babel Genesis 11:1–9	The Table of Nations Genesis 10 Psalm 139 Acts 17:26	The Gospel and a Glimpse of Heaven Revelation 7:9–10	The Good Samaritan Luke 10:25–37
<i>Mile Marker Memory Verses</i>	For all have sinned and fall short of the glory of God. Romans 3:23	Its name was called Babel, because there the LORD confused the language of all the earth. And from there the LORD dispersed them over the face of all the earth. Genesis 11:9	And he made from one man every nation. Acts 17:26	The Father has sent his Son to be the Savior of the world. 1 John 4:14	If God so loved us, we also ought to love one another. 1 John 4:11
<i>Apologetics Focus</i>	Sin cycle How the world was divided into continents	Ziggurats Languages	One blood, one race I've got DNA—why I look like I do	God provides just one way to be saved	Fighting prejudice and racism
<i>Animal Pals</i>	Bo the Anaconda	Jamal the Camel	Pup Patrol	Agape and Phileo the Polish Mute Swans	Racer the Roadrunner
<i>World-class Science</i>	Light It Up! Let It Rain	Flying High Full of Hot Air	DNA Spot the Color	Polishing Pennies Rainbow Float	Go! All Bandaged Up
<i>World-class Crafts</i>	Table Top Fútbol Tie Snake	Mini Globe Let's Face It	Mud Hut Missions Bank Pipe Cleaner People	Mosaic Cross Backpack Zipper Pull	Kindness Cards Traveler's Tic-Tac-Toe
<i>Globe-trotting Games</i>	South American Games	Asian Games	African Games	European Games	North American Games
<i>Runway Café</i>	Circles and Salsa Brazilian Brigadeiros	Tower Treats Pita Chips and Dip	Shades of Cake Chapatitis	Leaning Tower of Chees-a English Scones	Global Cheese Balls Big Apple Mini Pies
<i>Cool Contests</i>	Guessing Game	Team Cheers	Dress-Up Day	Bible Verse Challenge	Mission Money Mania



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#### *World-class Science and Crafts*

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# Handy Helps

## On Your Mark, Get Set, Go!

A race. But not just any race. A race filled with fun clues to find. A race loaded with interesting challenges to attempt. A race around the world that's a global scavenger hunt like you've never seen.

At the same time, it's about another race. A race that began at the garden of Eden and continues until this day. A race made up of all people from all time. What race? The human race.

As we move from continent to continent in *The Incredible Race* from Answers VBS, we'll make stops at various times before, at, and after the hugely important tower of Babel incident and see how it matters greatly today.

**Day 1 Before Babel**—As the race starts, we explore the beginning of the human race and why nobody has run a perfect race through life.

**Day 2 At Babel**—On this leg of the race, we stop at the tower of Babel and check out the important and loving roadblock God provided there.

**Day 3 After Babel**—On leg three, we see how the human race developed into people groups with different languages, cultures, and physical features, but how we are still one race.

**Day 4 Babel and the Gospel**—On our fourth leg, we discover the need to yield our lives to God as he reaches out to all nations, tribes, and peoples with his love.

**Day 5 Why Babel Matters Today**—On the final leg, we learn from Babel that because God loves us, we also ought to treat others with love and respect, not prejudice and judgment.

From the minute our racers arrive at *The Incredible Race*, they'll find fun waiting to happen! The day begins at the **Checkpoint Assembly**, a supercharged opening complete with entertaining welcomes, rockin' songs, a mission moment, and prayer. Then we're off to four fun rotation sites:

**Refueling Station**, the teaching time. Here, as racers receive and accept challenges, they'll discover the tower of Babel account isn't just ancient history, but incredibly important to how we live today.

**Runway Café**, the snack spot. Racers will enjoy global goodies at this yummy spot while completing food-related challenges.

**Globe-trotting Games**, the recreation location. At this spot, racers attempt fun physical challenges of international proportions.

**World-class 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 **Checkpoint 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 a team on *The Incredible Race* that is flying to the next race location, only to crash in the jungles of Central America at an ancient step pyramid (ziggurat). Many funny adventures and epic lessons occur at this unexpected roadblock.

So grab your gear and get ready for the race of a lifetime as we embark on *The Incredible Race*. On your mark, get set, go!

### Our Goal

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

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

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

- Planning crafts, experiments, mission moment, music, or memory verse memorization for all age levels
- Overseeing others who help
- Organizing sign-up for donations of materials
- Buying all extra supplies that have not been donated
- Enlisting help and preparing necessary supplies

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

## 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.

**Racers:** The kids at VBS. Racers are put in teams named after countries (e.g., Team Brazil, Team Kenya, Team Japan, Team Germany).

**Team Leaders:** Adults who guide the racers from place to place during VBS. No teaching is required for this position.

**Trainers:** Teachers at the Refueling Station lesson time.

**Refueling Station:** Rotation site where Bible and apologetics teaching occurs.

**Checkpoint Assembly:** Spot where everyone joins together for the opening and closing assemblies.

**World-class Science and Crafts:** Rotation site where kids make crafts, perform science experiments, sing songs, learn memory verses, and explore missions around the world.

**Runway Café:** Indoor or outdoor site where global goodies are served.

**Globe-trotting Games:** Indoor or outdoor site (outdoor is preferred) for international games to be played.

**Mile Marker Memory 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.

# Craft Time Challenges

Each day at *The Incredible Race*, teams will be facing various challenges at different rotation stops along the race, including during Science and Craft time. Team leaders will keep track of the daily score cards, but you are responsible to choose each day's challenge (see below) and prepare for it. You will explain the details of the challenge to the kids during craft time. Each challenge is designed to take just a minute or two but is an important part of this rotation time.

Two daily options are given, or you can make up your own. Prepare one option and have the teams try to successfully complete it during this rotation to receive a

score. If a challenge is completed, team leaders mark a score on their daily score card. (Team leaders know how to mark the scores on the score card. It involves circling a country on the map of the continent of the day.)

Option 1 each day is a sheet to run off and place at each craft/science table. (Check Digital Resources for the sheet of the day.) Option 2 involves different ideas each day.

It works well for the racers to attempt the chosen challenge either when they first arrive or at the end of the rotation time. They can also work on it while making their crafts.

## Day 1

**Option 1—Where in the World?:** Show the pictures of landmarks, animals, and natural wonders from South America. Racers have 1–2 minutes to figure out which picture *does not* belong in South America. (Answers are on the bottom of the sheet. Leaders may want to check the answers ahead of time, then black them out so the kids can't see them.) Team leaders circle a country on the score card if successfully completed.

**Option 2—Hide and Seek:** Hide an item or a picture from South America somewhere in the room where everyone is able to see it from where he is standing. It likely will need to be hidden up high. Possibilities could be a picture of a capybara, a flag of Brazil, or the Christ the Redeemer statue. Hide it so it is at least partially visible to all participants, but try not to make it too easy. If someone finds it in less than a minute, tell the team leaders to circle a country on the score card for their team.

Note: This idea can be repeated any day using pictures or items from the continent of the day.

## Day 2

**Option 1—Where in the World?:** Show the pictures of landmarks, animals, and natural wonders from Asia. They have 1–2 minutes to figure out which picture *does not* belong in Asia. Team leaders circle a country on the score card if successfully completed.

**Option 2—"Jesus" in Many Languages:** Have the kids attempt to write the beloved name "Jesus" in different languages. See the *"Jesus" in Many Languages* chart on the Digital Resources and print copies for the kids to have at each table. See if at least half of them can get three written (besides "Jesus" in their own language) in two minutes. Team leaders circle a country on the score card if successfully completed.

## Day 3

**Option 1—Where in the World?:** Show the pictures of landmarks, animals, and natural wonders from Africa. Racers have 1–2 minutes to figure out which picture *does not* belong in Africa. Team leaders circle a country on the score card if successfully completed.

**Option 2—It's Shade Time:** Ahead of time, gather numerous shades of one color (preferably brown, but it can also be shades of blue or shades of green or whatever you have available). Find as many different shades of one color as possible. One way to do this is to cut up paint chip sample cards found at hardware store paint departments. Another way to do it is to color cards with different shades of one color, one shade per card. Give the racers 1 minute to arrange the shades from lightest to darkest. Remind them that we're talking today about us all having different *shades* of skin color, not different skin *colors*. Team leaders circle a country on the score card if successfully completed.



## Day 4

**Option 1—Where in the World?:** Show the pictures of landmarks, animals, and natural wonders from Europe. They have 1–2 minutes to figure out which picture *does not* belong in Europe. Team leaders circle a country on the score card if successfully completed.

**Option 2—Things Are Looking Up:** Ahead of time, gather large appliance boxes and cut the ends off them. Tape sheets of copy paper inside on the "ceiling" of each box, along with several simple clip art shapes. (See Digital Resources for clip art possibilities.) Give each child a marker and explain how a famous European painter named Michelangelo painted the ceiling of a famous building called the Sistine Chapel while on his back. Have them take turns trying to draw a simple clip art shape while on their backs. Give them two minutes to do so. (Adjust timing to your situation.) Team leaders circle a country on the score card if successfully completed.

## Day 5

**Option 1—Where in the World?:** Show the pictures of landmarks, animals, and natural wonders from North America. They have 1–2 minutes to figure out which picture *does not* belong in North America. Team leaders circle a country on the score card if successfully completed.

**Option 2—Find the Flag:** Place international flag pictures or an international flag banner somewhere in the room where everyone is able to see it from his spot in the room. It likely will need to be up high. Racers have 2 minutes to figure out at least three flags that are from North American countries. (You may need to adjust the amount of time given or the number of countries' flags they are looking for, depending on your situation.) Team leaders circle a country on the score card if successfully completed.

# Ready, Set, Sing!

This section is for those who may want to add a music rotation to their schedule. A Music Leader Set (either contemporary or traditional) is included with the purchase of a Super Starter Kit or is available to purchase separately. Check with your director for the set.

To help the children learn the VBS songs, spend some time singing them during this rotation. The theme song is fun to sing every day, along with several other songs.

## Materials

- ☐ Music Leader Set (available with the purchase of a Super Starter Kit or at [AnswersBookstore.com](http://AnswersBookstore.com) [contemporary: 11-7-059; traditional: 11-7-060])
- ☐ Ready, Set, Sing! Station Poster (11-7-034)
- ☐ Device to play the songs on

## Day 1

"The Incredible Race" (theme song)

Contemporary: "Gonna Lift You Up"

C: "Jesus Saves"

Traditional: "God Made All"

T: "Jesus Saves"

## Day 2

C: "Build Your Life"

C: "We're One Blood"

C: "LOVE"

T: "Babel, Babel, Babel"

T: "I Need a Savior"

T: "LOVE"

Choose the songs your kids will enjoy and repeat them throughout the week or use the suggestions given below. You may also want to include the day's memory verse song. (See the Mile Marker Memory Verse Review section.) The Memory Verse Leader Set includes hand motion videos (contemporary only), song lyric videos, and audio files for you to choose from.

## Day 3

C: "All Across the World"

C: "Gonna Lift You Up"

C: "Incredible Grace"

T: "Only One"

T: "Jesus Saves"

T: "God Made All"

## Day 4

C: "All Across the World"

C: "Build Your Life"

C: "We're One Blood"

T: "God Made All"

T: "Babel, Babel, Babel"

T: "I Need a Savior"

## Day 5

C: "LOVE"

C: "Build Your Life"

C: "All Across the World"

T: "Jesus Saves"

T: "LOVE"

T: "Babel, Babel, Babel"

# Mile Marker Memory Verse Review

This section is for those who want to add a memory verse rotation to their schedule. A Memory Verse Songs Leader Set (either contemporary or traditional) is included with the purchase of a Super Starter Kit or is available to purchase separately. Check with your director for the set. Display the memory verse posters in your area.

## Materials

- ☐ Memory Verse Songs Leader Set (available with the purchase of a Super Starter Kit or at Answers-Bookstore.com [contemporary: 11-7-069; traditional: 11-6-063])
- ☐ Mile Marker Memory Verse Station Poster (11-7-035)
- ☐ Memory Verse Posters
- ☐ Device on which to play songs

## Day 1

To review today's verse, use your arm as a tempo indicator. Hold your arm in front of you with your elbow bent at a 90 degree angle to the floor. Move your forearm to the left for "slow" and to the right for "fast" with variations on the tempo throughout. Children say the verse based on the tempo you indicate with your arm. Change the tempo before the kids say the verse or as they're saying it. Choose one or two children to also control the tempo while the others say the verse.

## Theme Verse

After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb. Revelation 7:9 (ESV)

After this I beheld, and, lo, a great multitude, which no man could number, of all nations, and kindreds, and people, and tongues, stood before the throne, and before the Lamb. Revelation 7:9 (KJV)

## Juniors and Primaries

For all have sinned and fall short of the glory of God. Romans 3:23 (ESV)

For all have sinned, and come short of the glory of God. Romans 3:23 (KJV)

To review the memory verse, play the appropriate song from the Memory Verse Leader Set (either video or audio) several times and encourage children to sing along. Then play a game to review the verse.

You may want to combine this with the Ready, Set, Sing! time.

## Pre-Primaries and Toddlers

All have sinned. Romans 3:23 (ESV)

All have sinned. Romans 3:23 (KJV)

## Day 2

To review today's verse, write words that have to do with traveling around the world (fast, slow, airplane, boat, car, race car, walking, jogging, hot air balloon, submarine, swimming) on individual pieces of paper and place in a paper bag. Kids can take turns drawing a piece of paper out of the bag. Everyone says the verse while doing the action.

## Juniors and Primaries

Its name was called Babel, because there the LORD confused the language of all the earth. And from there the LORD dispersed them over the face of all the earth. Genesis 11:9 (ESV)

Therefore is the name of it called Babel; because the LORD did there confound the language of all the earth: and from thence did the LORD scatter them abroad upon the face of all the earth. Genesis 11:9 (KJV)

## Pre-Primaries and Toddlers

Its name was called Babel. Genesis 11:9 (ESV)

Therefore is the name of it called Babel. Genesis 11:9 (KJV)

## Day 3

To review today's verse, children sit in a circle and pass around a non-breakable mode of travel toy (plane, boat, car), each child saying a word of the verse as she gets the item.

## All Ages

And he made from one man every nation.  
Acts 17:26 (ESV)

And hath made of one blood all nations of men.  
Acts 17:26 (KJV)

## Day 4

### Juniors and Primaries

Before class, divide the verse below into phrases and write each phrase on a different strip of paper. Make as many verse sets as you'll need for your teams. (Consider having 3–4 kids on a team.) Divide into teams, with each team getting a set of the paper strips that have the verse on them. Each team has to get their phrases into the correct order. This can be done as a relay race or with them getting their paper strips out of a manila envelope and working to get them in order. The first team to have them together and say the verse correctly wins.

The Father has sent his Son to be the Savior of the world. 1 John 4:14 (ESV)

The Father sent the Son to be the Saviour of the world. 1 John 4:14 (KJV)

## Pre-Primaries and Toddlers

Pass out color cards to each child—some get blue, some get red, some yellow, etc. Place one of each color card in a bag. Pull out a color card and all those who have that color stand and say the verse.

The Father has sent his Son. 1 John 4:14 (ESV)

The Father sent the Son. 1 John 4:14 (KJV)

## Day 5

Tape a large circle on the floor to represent the world. Kids walk on the tape as they say the verse. Then, kids stand on the tape in a circle and toss a small plush globe or globe beach ball back and forth as they say the verse.

### Juniors and Primaries

If God so loved us, we also ought to love one another. 1 John 4:11 (ESV)

If God so loved us, we ought also to love one another. 1 John 4:11 (KJV)

## Pre-Primaries and Toddlers

Love one another. 1 John 4:11 (ESV)

Love one another. 1 John 4:11 (KJV)



# Mission Moment

The VBS mission emphasis provides a unique and practical opportunity for children to learn about and participate in the work of gospel-centered ministries that serve the poor.

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

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

Each day's segment will take 15–20 minutes.

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

## Hope Explorers

God cares about the entire human race—no matter where they live, how they look, or what language they speak. During the week, we'll explore five different continents, discovering that we are different in some ways, but the same in many ways.

As your students explore Ecuador, the Philippines, Kenya, Romania, and the US, they'll hear the stories of boys and girls whose lives have been touched by poverty. These children have no guarantee of meals, shelter, or an education. And worst of all, they are living apart from the hope that only comes from salvation in Jesus Christ.

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

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

### *Hope Explorers!*

During the Mission Moment, you and your kids will travel by hot air balloon with Thurston (an anthropologist) and his best friend, Nathan. Together, you will learn about the different cultures of different countries—the food, music, games, and natural habitats that make each one unique. You'll also join in the Great Commission, making disciples of all nations. Your mission is to collect coins for meals that will be delivered in Children's Hunger Fund Food Paks. As each Food Pak is delivered to a family in need, relationships are built and the gospel is shared.

A Food Pak is a 20-pound box of nutritious food that is hand-delivered to the home of a needy family by a trained volunteer from a local church in their community.

Rally your kids to raise funds for the meals that go in every Food Pak. Each meal costs only 25 cents! So, every dollar that's raised provides four meals for hungry

kids—and each meal represents an opportunity to proclaim the gospel!

**EVANGELISM OPPORTUNITY:** Answers in Genesis, Slavic Gospel Association, and Children's Hunger Fund have joined forces to create gospel tracts—available in English, Thai, Russian, Spanish, and French—which are included with each Food Pak! Samples of these colorful, kid-friendly tracts are in your Starter Kit. Purchasing the English versions of these tracts in bulk helps to fund the distribution of these tracts. See the VBS Resource Catalog for ordering information.

The following items are available on the Digital Resources or for download from [AnswersVBS.com/CHF2019](http://AnswersVBS.com/CHF2019).

- Printable Child Profiles—Five days of true stories about hungry kids in the US and other countries. These exciting and educational prayer briefings will help your kids connect with the real needs of suffering children.
- Printable "Map of the World" activity sheet, featuring locations of the children from the daily stories
- Printable banner artwork
- Printable artwork to help your kids track their fundraising progress
- Printable fold-up Coin Pak bank for collecting coins
- Daily videos

### *Purchasing Items*

Included in your starter kit is a sample of the sturdy pop-up Coin Pak bank made for your kids to use as they collect quarters for meals. Check with your director for this sample. After VBS, these will be fun souvenirs that can be kept as reminders to always care for the needs of others. Coin Paks are available for purchase from Children's Hunger Fund. (See below.)

Also available for purchase are beautiful handmade bracelets from Uganda. The beads on these bracelets are rolled by hand out of magazine paper by Ugandan men and women who have been trained and given fair-wage employment through one of our trusted ministry partners in Africa. A limited number of these bracelets are available for purchase to give as prizes and souvenirs for your kids or thank-you gifts for your volunteers.

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

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

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

### Collecting Donations

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

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

Children's Hunger Fund

Attn: Hope Explorers

DEPT LA 24373

Pasadena, CA 91185-4373

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

### Tracking Your Progress

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

Here are two fun ways to help your kids see their progress as they fundraise.

1. Make your own goal tracker and update it throughout the week. Create or print an empty road and put equally spaced marks along it with designated dollar amounts that progress toward your goal. Each day, fill in the road up to the next dollar amount using a marker and write the total number of meals raised so far next to it.
2. Show progress with the *Hope Explorers* PowerPoint slides. Update the slides with the total number of meals raised so far.

Consider having a contest between boys and girls, or between teams, to see which group can bring in the most money. Printable artwork and PowerPoint slides for your own goal tracker are on the Digital Resources.

## Materials Needed

### EVERY DAY

- ☐ Glue
- ☐ Child safety scissors

### FROM DIGITAL RESOURCES

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

### DAY 1

- ☐ Coin bank, 1 per child
- ☐ A small item to pass around (potato, bean bag, etc.)
- ☐ Music and player
- ☐ Small squares of construction paper in 2 different colors
- ☐ Small container (to hold the paper squares)

### DAY 2

- ☐ Backpack or duffel bag

- ☐ Images of items from each of the following categories; include images of small and large items within each category:

- » Things kids love and enjoy (teddy bear, pillow, pet in a cage, bike, ball, blanket, favorite book)
- » Things we need (food, medicine, items of clothing, jackets, shoes, diapers, water bottles)
- » Things that can't be replaced (baby picture, award certificate, photo album, something handmade)

### DAY 3

- ☐ Paper lunch bags
- ☐ Food items (bananas, potatoes, carrots, bread, graham crackers)

### DAY 4

- ☐ 2 bowls of snacks
  - » Bowl 1 should contain something kids find especially good, like a selection of candies (chocolate kisses, gummy worms, etc.)

- » Bowl 2 should contain something that kids would find less appealing, like saltine crackers or small pieces of bread

☐ 16 large cards: on each card, write the name of a sub-category:

- » Hair Color: blonde, brown, black, red
- » Siblings: no brothers or sisters; sister(s) only; brother(s) only; brother(s) and sister(s)
- » Favorite color: blue, pink, green, any other color
- » Birthday month: Jan-Feb-Mar; Apr-May-Jun; Jul-Aug-Sep; Oct-Nov-Dec

## DAY 5

- ☐ Water icons, 1 for each child
- ☐ Electricity icons, 1 for each child
- ☐ Tongue depressors, 2 for each child
- ☐ Tape
- ☐ Images of household items that require electricity or water (e.g., light bulb, refrigerator, TV, computer, blow dryer, heater, ceiling fan, phone that's charging, dishwasher, sink, shower, bathtub, toilet, washing machine)

# Daily Scripts

## Day 1: Julio (Ecuador)

SHOW: "Hope Explorers" slide

This week during *The Incredible Race*, we'll be learning a lot about the human race. God made every person special in his own image. He made all of us the same in many ways. Most importantly, he loves his people!

Each day of VBS, we'll have an opportunity to show God's love to kids all over the world! We're teaming up with Children's Hunger Fund to help children whose families don't have enough food to eat and who don't know Jesus.

Each day, we'll learn about a girl or boy in a different part of the world, and we'll hear about the particular problems their family faces. And then we're going to do something to help them!

SHOW: "Hope Explorers—Julio" slide

Are you ready to get started? Today, we'll be meeting a little boy in the country of Ecuador. His name is Julio.

SHOW: Video 1—Julio

Child's Name: Julio

Country: Ecuador

Problem: Generational Poverty

Julio was about the same age as some of you, wasn't he? But in some ways, Julio's life is very different from ours. One big difference is that Julio's family has very little to eat. But as you saw in the video, people from a nearby church have been bringing Children's Hunger Fund Food Paks to his family. They've told Julio and his family about Jesus and how much he loves them. That gives Julio's family hope. That's why we're calling our mission project "Hope Explorers."

So here's what we'll be doing. This week at VBS, we are going to help get Food Paks to families like Julio's. A Children's Hunger Fund Food Pak is a box with about 20 pounds of food inside. That's enough to feed a family of four for about a week. Each meal in a Food Pak costs just 25¢!

Each of you will be given one of these Coin Paks (show collection boxes) to take home. You can show the Coin Pak to your family and friends and tell them about kids like Julio. Ask them to help you donate coins for meals. Remember, every 25¢ provides one meal for a hungry child!

Starting tomorrow, bring back any coins you've collected. Each day, we'll count how many meals you've given so far. Together, we can deliver hope to kids in need all over the world. Not only are we giving them meals, we're also helping them hear about the good news of Jesus, the Savior of the human race!

## DO MISSION ACTIVITY: PASS IT AROUND

1. Have students sit in a circle. As the music plays, they pass the potato around. When the music stops, the child holding the potato sits in the middle of the circle. Continue the game.
2. After about four children are sitting in the middle, have them each pick a colored square out of the container. Those who pick color 1 must stay in the middle. Those who pick color 2 are free to rejoin the circle and continue playing the game.
3. Keep playing until everyone has had a turn going to the middle and picking a color. Note to teacher: you control when the music stops, so it's easy to make sure everyone gets a turn.

## DISCUSS THE FOLLOWING WITH THE CHILDREN AFTER THE ACTIVITY

- Julio, the little boy from Ecuador, was born into poverty. His parents and grandparents also lived in poverty. This is called generational poverty.
- Without the opportunity for an education and without skills to get a job, it's hard for parents to make things better for their children. So the cycle of poverty continues from generation to generation. Why do you think education is important? What keeps people who live in poverty from getting a complete education?
- For the students who chose color 1, how did it feel to have to be stuck in the middle while others got to play? Did you have a choice to get back in the game? How is that like generational poverty?
- For students who chose color 2, how did it feel to get back in the game? How is that like a person who is not born into poverty?

Send each child home with a "Julio" prayer journal and a pop-up Coin Pak. Sturdy pop-up Coin Paks are available for purchase from Children's Hunger Fund. Printable sheets and Paks are included on the Digital Resources.

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

### Day 2: Bonita (Philippines)

SHOW: "Hope Explorers" slide

Hey kids, as we learned yesterday, our mission project for the week is called Hope Explorers. We're working together to raise meals to help children who are hungry and hurting all over the world.

One meal costs just 25¢. That means every quarter we raise for Children's Hunger Fund will provide one meal for a kid just like you! Have you started to collect coins to raise meals already? Wait for participation. Fantastic! We're already off to an amazing start. Determine with your director when you will announce the amount of money raised each day. If you decide to do that during this time, say the following; otherwise, modify this to fit your schedule. I'm so proud of how many meals we've already raised—and we'll hear that number . . . after we travel to our next destination for the day!

Remember yesterday's video, where we learned about Julio in Ecuador? Well, today we're meeting another child, this time from a country called the Philippines. Her name is Bonita.

SHOW: "Hope Explorers—Bonita" slide

Bonita's family lost their home in a huge tropical storm. Life has been very hard for them ever since. Let's join Thurston and Nathan in their hot air balloon and find out more about Bonita and her family.

SHOW: Video 2—Bonita

Child's Name: Bonita

Country: Philippines

Problem: Disaster

When the storm hit Bonita's island, her home was destroyed. The place her father worked was destroyed, too, so he didn't have a job. When people from a church began delivering Food Paks, it really helped Bonita's family! And when her family began going to church with their new friends, she learned that she can always have hope in Jesus, no matter what happens.

There are many other kids like Bonita who need our help! That's why we're collecting coins that will give them meals and the chance to hear about the love of Jesus.

But first, did I forget something? Was I supposed to tell you something? Oh, that's right! Who's ready to hear how many meals we've provided for kids like Bonita so far? Well, we counted the coins you brought in, and so far, we've raised \_\_\_\_ Food Pak meals! Remember, every dollar provides 4 meals. To calculate your VBS meal progress, multiply the dollars raised by 4.

SHOW: Progress Tracker slide Day 2, with current meal count filled in.

Awesome! Don't forget to bring your coins tomorrow so we can keep delivering hope to hungry kids around the world!

### DO MISSION ACTIVITY: GOTTA HAVE IT

1. Place the images of the items in a place where all the kids can see them. Ask the class, "Imagine your house is in danger because of a fire or storm. Your family has to leave home quickly. Which of these things would you pick as the very most important thing to take with you?" Let each child tell his or her choice.
2. Place the backpack or duffel bag in front of the class. Say, "In many places, people have no car or truck. If a disaster hits their home, they must carry their things. If you had to quickly pack this backpack (duffel bag), what would you put in it?"
3. Have the children look at the items. Give children a chance to tell which item would be their first choice to take with them if their house was in danger.
4. After all the children have had their turn, let the group decide what things they would pick to take in the



backpack (or duffel) if they had to leave home quickly because of a sudden disaster.

### TALKING POINTS

- A tropical storm hit the Philippines. This left Bonita, along with many other families, without a home.
- What kinds of natural disasters could damage a house?
- When a disaster strikes, people's homes can be destroyed. To stay safe, people must leave their homes very quickly. They don't have time to pack up a lot of things. What do you think would be the most important things to take?
- In some places, people who have been through a disaster live in poverty because they have no house, clothing, food, electricity, or running water.
- What kinds of help do people need after a disaster? How does knowing children like Bonita are part of your family encourage you to want to help?

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

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

### Day 3: Tambo (Kenya)

SHOW: "Hope Explorers" slide

All right, Hope Explorers! It's time for another Mission Moment! In just a couple minutes, we'll join Thurston and Nathan on another day of adventure. And we'll meet our third friend.

Every day this week, we're working together to collect coins that will fund meals for children in need all over the world. These meals will be packed in Children's Hunger Fund Food Paks and delivered by local church volunteers to the homes of kids across the globe. And, every meal is a chance for a child to learn about the gospel of Jesus Christ!

SHOW: "Hope Explorers—Tambo" slide

Today, our hot air balloon takes us all the way to the other side of the world, to Africa. Let's join Thurston and Nathan. They'll introduce us to a boy named Tambo. He lives in a village in the country of Kenya.

SHOW: Video 3—Tambo

Child's Name: Tambo

Country: Kenya

Problem: Extreme Poverty

Tambo lives in a small hut with his mother, his aunt, and all of their children. His father had to leave the village to look for work. Tambo helps his mom carry water a long way every day. They don't have much food, and many times Tambo and the other children are still hungry when they go to bed at night.

Every 25¢ you put into your Coin Pak provides one meal for a child like Tambo, who doesn't have enough to eat. When pastors and church volunteers bring Food Paks, they also tell the family about God, who hears their prayers and cares about all their needs. The coins you've been putting in your Coin Pak are making it possible to send help and hope to children all over the world.

But, before we set out to collect more meals, who wants to hear how many we've raised so far?! Okay, in just two days' time, you've all raised \_\_\_ meals! Remember, every dollar provides four meals. To calculate your VBS meal progress, multiply the dollars raised by 4. That's incredible! These meals will go directly to kids all over the world who need food and hope.

SHOW: Progress Tracker slide Day 3 with current meal count filled in.

We're making a difference in the lives of kids, who are all related to us, all over the world! We still have time to make an even bigger difference! Keep up the great work as you collect more coins to give meals to children in need.

### DO MISSION ACTIVITY: IMAGINE

Prepare the bags ahead of time. For this activity, you'll divide your class into groups of 4 or 5. Each group will get one bag. Each bag should contain *fewer* food items than children in the group. Example: a group of 5 kids gets a bag containing: 1 carrot, 1 slice of bread, 1 banana, 1 potato. Make the contents of each bag a little different so each group has a unique assortment of food.

During class:

1. Divide the class into groups of 4 or 5. Explain that they are to imagine their group is a family that lives in extreme poverty and has very little food. For older kids, have them decide who will be the mother, the father, and the children. This can impact how food is divided in Step 3.
2. Give one bag of food to each group. Tell them that the food in the bag is all their family will have to eat for an entire day.
3. Have them take the food out of their bag and decide how they will divide it up among the people in the family. Don't actually eat it.

4. Have each group show the rest of the class what food they had and how they divided it. After this has been done, you can decide if you want the class to actually eat the food or not.

### TALKING POINTS

- In the country of Kenya, there are many people living in extreme poverty. Families like Tambo's have very little food, clothing, and clean water.
- Families living in extreme poverty have to make choices about who will eat and how much. How did it feel when you opened your bag and there wasn't a lot of food to go around?
- Tambo's family also walks a long way to get water. This takes so much time that it causes many children to stop going to school as soon as they're old enough to get the water for their family each day.
- When we give up something important, it's called sacrifice. What sacrifices do children like Tambo make?

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

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

### Day 4: Roxanna (Romania)

SHOW: "Hope Explorers" slide

Hasn't it been fun exploring the world from a hot air balloon and meeting kids from different countries? They speak different languages and live in different places, but they're part of the human race and are created in the image of God. They are all part of our family!

The coins we've been collecting don't just give children a meal to eat. They also allow them to hear about God's love. We can be thankful that he loves every tribe, tongue, and nation.

Before we join Thurston and Nathan, I have a couple questions for you. First, how much does it cost for one meal? That's right! 25¢! Okay, second, if you have five dollars, how many meals does that provide? Yes! Twenty meals! Isn't that amazing?

Now, let's set off on another Hope Explorers adventure and learn how our coins can help a little girl who lives in Romania, a country in Eastern Europe.

SHOW: "Hope Explorers—Roxanna" slide

Her name is Roxanna. She has a bunch of sisters! Are you ready to meet her?

SHOW: Video 4—Roxanna

Child's Name: Roxanna

Country: Romania

Problem: Injustice

Roxanna's family is part of a group of people called gypsies. Roxanna and her sisters aren't allowed to go to the same school as the other kids, just because they're gypsies. Her dad has trouble getting a good job, just because he's a gypsy. Treating people differently just because of the group they belong to is called injustice. And injustice can lead to poverty.

But God loves all people groups in the human race. He sent Jesus to die for their sins, no matter what group they belong to. People from a local church brought Food Paks to Roxanna's family. They also told her that Jesus loves her. Roxanna is learning that she is important and precious to God, just like every other person in the human race.

Do you want to know how many meals we have raised for Food Paks to give to children like Roxanna? A lot of time has passed and we have one more day to collect coins. So far, we have collected enough coins to give \_\_\_ meals to kids in need! Praise God! Remember, every dollar provides 4 meals. To calculate your VBS meal progress, multiply the dollars raised by 4.

SHOW: Progress Tracker slide Day 4 with current meal count filled in.

Tomorrow will be our last day here at *The Incredible Race*. So let's have a fantastic finish to our Hope Explorers mission project and raise as many meals as we can. Remember—25¢ equals one meal—so give it your best, collect those coins, and be sure to bring them with you tomorrow!

### DO MISSIONS ACTIVITY: LINE UP

1. Before class, prepare the snack bowls and cards. Place the bowls at the front of the class.
2. Divide your class into 4 groups, and have each group form a separate line.
3. Choose a category of cards (for example, Hair Color). Read each of the 4 cards in that category and place one card at the front of each line. Then have the kids reshuffle and line up behind the card that describes them.
4. Gather the cards, turn them face down and mix them up. Have a child pick one. The group whose card was picked can come pick a snack, but it must be from bowl 2. The other three groups can have something from bowl 1.
5. Repeat the game with all 4 categories. Each time, the category picked at the end chooses the "lesser" treat and all the others get the "better" treat.

## TALKING POINTS

- In Romania, where Roxanna lives, people who are Roma (known as gypsies) are treated differently just because of their family heritage.
- How did it feel to be told you couldn't pick from the candy bowl? Did it seem fair?
- Did anyone get to take their treat from the candy bowl every time? How did you feel about that?
- Did anyone have to take their treat from the other bowl every time? How did that feel? (If this happened, let them go now to pick 1 or 2 treats from the candy bowl.)
- Sometimes people are treated differently because of how they look or where their relatives came from. This is called injustice.
- When people aren't given the same opportunities as everyone else for education, jobs, and homes, it may lead to living in poverty.

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

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

## Day 5: Jackson (United States)

SHOW: "Hope Explorers" slide

Can you believe it? Today is the last day of our Hope Explorers adventure! We have learned so much about the human race and how God loves every nation. We've learned that kids in every country are just like us in many ways. We've also learned that many kids live in poverty. They need our help and they need the hope that's found in Jesus Christ, who is the Savior of all mankind.

Today on our final Hope Explorers adventure, we'll meet a boy named Jackson.

SHOW: "Hope Explorers—Jackson" slide

Jackson lives right here in the United States, in the city of Los Angeles. His mom and dad both worked in the same factory, but they lost their jobs when the factory closed down. Since then, it's been very hard for them to provide everything their family needs. Let's find out how we can help them.

SHOW: Video 5—Jackson

Child's Name: Jackson

Country: United States

Problem: Invisible Poor

Isn't it great that a church in Jackson's neighborhood was able to share the good news of Jesus with Jackson and his family? Thanks to Food Paks, Jackson's family was able to save money to pay for their bills, and they came to know the hope of Jesus.

Did you know there could be kids like Jackson living right in your own neighborhood? Kids whose families are facing poverty? That's why Children's Hunger Fund Food Paks are such a great way to help. When a church finds out that a family needs meals, they deliver Food Paks. After a few visits, they get to know the family better. They tell them about God's love and invite them to church.

Every 25¢ you've collected this week provides a meal. You are really making a difference for children whose families need help and hope.

All right! Who wants to see how many meals we raised this week? Wait for participation.

The grand total for the number of meals we provided this week is \_\_\_\_ meals! Remember, every dollar provides 4 meals. To calculate your VBS meal progress, multiply the dollars raised by 4.

Wow! God has used you in such an amazing way to help children in need.

You have done such a great job helping feed children all over the world this week. I can't believe that our time together is over! But, you can keep making a difference in the lives of children by helping Children's Hunger Fund. Ask your parents about more ways you can share a meal and the love of Jesus with children in poverty.

## DO MISSION ACTIVITY: WHAT'S NEEDED?

1. Give each child a water icon, an electricity icon, and 2 sticks. Glue or tape one icon to the top of each stick. For young children, the teacher can make these ahead of time.
2. Hold up the images of household items, one at a time. Ask, "What's needed to make this work?" For each item, have the students hold up the stick(s) to indicate if that item requires electricity, water, or both.

## TALKING POINTS

- Many people in the United States live in poverty. Even though they may have a house, clothing, and food, they may not have enough money to pay all their bills or buy new things.
- If your family couldn't pay their electricity bill, what things in your house wouldn't work?
- If your family couldn't pay the water bill, what things wouldn't work?

- If you were the parents, and you had to choose between buying food or paying the bills, which would you do? How can we help people who have to make choices like this?
- What does "invisible poor" mean?

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

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



# DAY 1 EXPERIMENT

## Light It Up!

### Make a Plant-Powered Battery

#### Materials

- ☐ Lemons, 4 per group
- ☐ Grapefruit, 2 per group
- ☐ Tomatoes, 2 per group
- ☐ Kiwi, 2 per group
- ☐ Potatoes (firm and fresh), 2 per group
- ☐ Pennies, 4 per group
- ☐ Zinc-galvanized nails, 4 per group
- ☐ Small alligator clip sets with leads, 5 per group
- ☐ Mini LED, 1 per group
- ☐ Kitchen knife (adult use only)
- ☐ Babel Legend cards (11-7-070, available to purchase from AnswersVBS.com), 1 per child

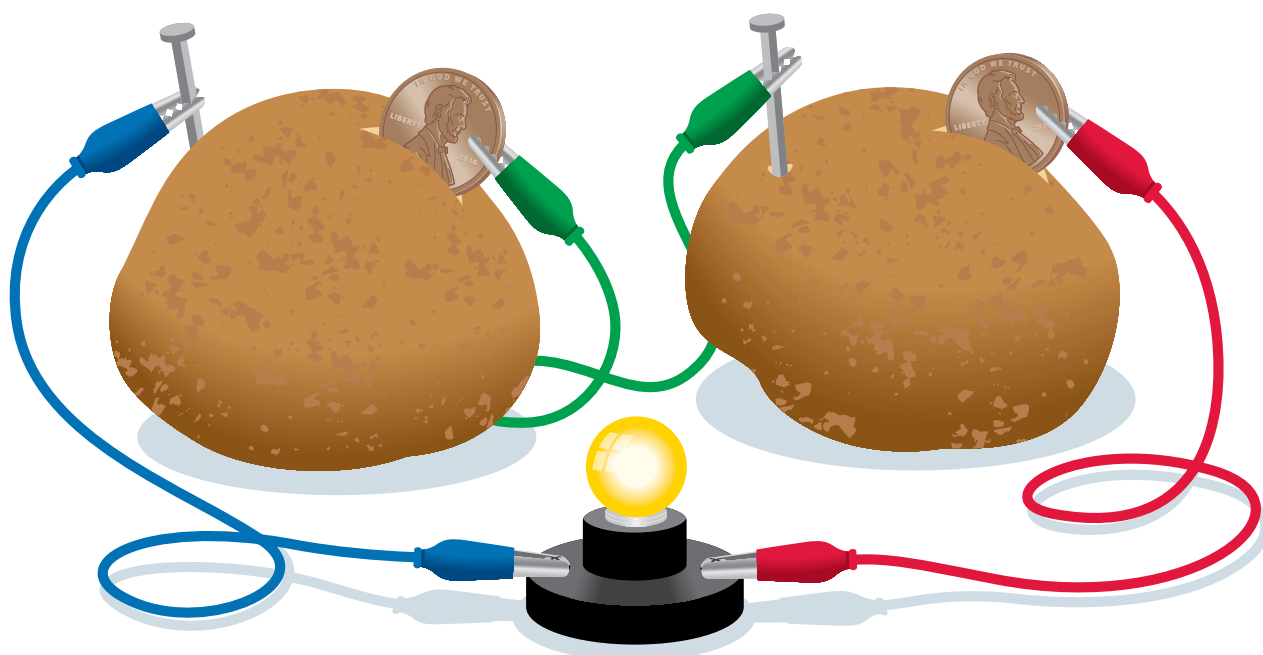
#### Pre-prep

With the kitchen knife, make two small slits in the potatoes and fruits. You will push the penny in one and the nail in the other, so they don't need to be very big or

deep. And the penny and nail should not touch, so the slits don't need to be too near each other.

#### Class Time Directions

At *The Incredible Race* today, we're racing through the first 11 chapters of Genesis to find out what happened in the beginning, who the first two people in the human race were, and what happened to them and their descendants. In the beginning, God created everything "very good." He created fruits and veggies for the first two people and all the animals to eat. Read Genesis 1:29-30. In the beginning, people ate only plants. At that time, the fruits and veggies gave them all the energy they needed to live joyful lives. God told Adam he could eat from any fruit in the garden, except one: the fruit from the Tree of the Knowledge of Good and Evil. The Bible doesn't tell us what kind of fruit that was, but it is not a fruit that is around today, so we don't need to worry about eating our fruits and veggies! What are some of your favorite fruits and veggies? Take answers.



Today, we're going to check out how some fruits and veggies can be used to help power a small light bulb! We're going to create a plant-powered battery. What are some things that use batteries? Take responses. What are the batteries used for? Take responses: to make toys move, to provide electricity, to make things work.

Batteries produce the electricity that is needed for our toys to work by passing teeny-tiny particles called electrons back and forth between two metals. The electrons move in a solution called an acid. Some fruits and vegetables have an acid in them that we can use to make a battery. We are going to begin our experiment with a potato (or fruit of your choice).

The following instructions will work for any of the fruits you choose to experiment with. You may want to experiment beforehand to see how many fruits/veggies you need to connect together in order for the LED to light up. Pass out 1 potato to each group. Pass out 1 nail, 1 penny, 1 small LED light, and several sets of alligator clips and leads to each group.

First, we are going to position the metals in the potato. Find the slits you made in the potato before class. Push the penny into one slit so it sticks out half-way. Then carefully

supervise pushing the galvanized nail into the other slit, near the penny but not touching it. (It shouldn't go the whole way through the potato and come out the other side.) Attach one alligator clip and lead to the penny and the other end of it to the light bulb. Attach one end of the other alligator clip to the nail and the other end to the light bulb.

You can try this experiment with the potatoes and then with different combinations of fruits. Dispose of the food after the experiments—do not eat.

We can enjoy eating lots of different fruits and veggies today—they are very good for giving our bodies the energy we need. And we can remember that the disobedience (sin) of our first parents, Adam and Eve, in eating that one forbidden fruit, has brought the punishment for sin to us all, because we all sin. This is why we need a Savior, who is Jesus Christ, to take the punishment for our sin. We will learn more about that on Day 4! You may also want to briefly present the gospel at this point.

Pass out the Babel Legend cards at the end of class, 1 per child.

## DAY 1 EXPERIMENT

# Let It Rain

## Discover the Amazing Water Cycle God Designed

### Materials (per person)

Note: Each child will want to do this experiment on her own. Decide if you want to do this in groups or individually and plan accordingly. This is written for a per-person experiment.

- ☐ Transparent plastic cups (if each child is doing it) or glass canning jar (if doing as an adult-led demo)
- ☐ Pitcher of water
- ☐ Shaving foam
- ☐ Blue food coloring dropper (add a variety of colors for more fun)
- ☐ Optional: paint shirts
- ☐ World Map
- ☐ Babel Legend cards (11-7-070, available to purchase from AnswersVBS.com), 1 per child

### Class Time Directions

At *The Incredible Race*, we're exploring God's love for the nations. Jesus is calling people from every tribe and nation to believe in him for eternal life. And he wants his children to go into all the world and preach the gospel to every nation! The continent we are learning about today is South America.

Point to the world map and the countries as you list them, or have kids find them on the map as you list them. There are 12 countries in the continent of South America: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, and Venezuela. Over 425 million people live there. And according to the Joshua Project, there are still people groups who live in South America who have not heard the good news of Jesus Christ who came to earth, died on the cross, and rose from the grave to pay the penalty for our sins. There are about 60 people groups with 600,000 people who do not know about the one true God. These are precious image

bearers of the Creator who need to know about God's love for them. According to the Bible, we are blessed when we take the good news of salvation to those who haven't heard. Read Isaiah 52:7. Do you think that you might someday be able to share the gospel with people groups in South America? We can start doing that today with our friends and neighbors who may not have heard about Jesus before.

Some of those unreached people groups in South America live deep in the Amazon rainforest. The Amazon rainforest is the largest rainforest in the world. Point to the map and show its coverage area over several countries. Since it's called a rainforest, what do you think happens there a lot? Wait for answers. Yes, it rains! This area receives between 60 and 120 inches of rainfall every year. Compare that to our area, which receives \_\_\_\_ (fill in rainfall totals for your area). We are going to have fun making it "rain" in this jar!



Give each person a paint shirt if using them and a transparent plastic cup. Carefully fill the cup 3/4 of the way with water. Students can add shaving foam on top of the water, filling the jar the rest of the way. Students can use the food coloring droppers (or pipettes) to drip food coloring on the foam, one drop at a time. Before they begin, have them estimate how many drops it will take before the food coloring will move into the water. Then, have them count how many drops it takes until the food coloring goes through the foam and into the water. They can start with blue (to symbolize rain) and then add other colors for fun.

**The Amazon area is very warm. The warmth causes water to evaporate from streams and from the leaves**

**of plants and trees. The water evaporates into the sky, where it is cooled and forms clouds. When the clouds are saturated (filled) with moisture, the moisture falls out as rain. This is the water cycle, which God designed to help provide us with water to drink and as water for the plants.**

Pass out the Babel Legend cards at the end of each day's rotation, 1 per child.

### ***Tip Corner***

- Provide food coloring droppers or mix the food coloring in a bowl of water and allow children to use pipettes to drop the colored water onto the foam.



# DAY 1 CRAFT

## Table Top Fútbol

Junior, Primary, and Pre-Primary

### Materials

- ☐ 2-piece white 11½ x 8½ x 1½-in. shirt boxes (see ULINE S-7093), 1 for every 2 children
- ☐ [Half Field Pattern\\*](#)
- ☐ Green card stock, 2 sheets per child\*
- ☐ White poster board, one 22 x 28-in. sheet for every 44 children
- ☐ [International Flags Pattern](#)
- ☐ [Verse and Balls Pattern](#)
- ☐ White copy paper, ⅔ sheet per child
- ☐ Coffee straws, 2 per child
- ☐ White air dry modeling compound, a "marble size" amount per child (A 4 oz. pouch will accommodate 75–80 children)

\*A [Full Field Pattern](#) is also provided. If you choose this option, only 1 sheet of green card stock is required; however, the field will be ¼-in. short at each end.

### Tools and Basic Supplies

- ☐ Office paper cutter
- ☐ Scissors
- ☐ Glue sticks
- ☐ Colored markers and highlighters

### Pre-prep

1. Photocopy the Half Field Pattern onto green card stock. Then use a paper cutter to cut out two half fields per child. (If, instead, you are using the Full Field Pattern, photocopy onto green card stock, one per child.)
2. Photocopy the International Flags Pattern onto white copy paper. Then

cut the sheets in half where indicated, one half sheet per child.

3. Photocopy the Verse and Balls Pattern onto white copy paper. Then cut the sheets into slips where indicated, one slip per child.
4. Cut openings 1½-in. wide x 1-in. high for goals at each end of the boxes.
5. Cut the poster board into 11 x 1¼-in. strips, two per child.
6. Make "marble size" (½-in.) diameter balls with the modeling compound, one per child. Or, wait and open the pouches of modeling compound during class and let the kids form their own soccer balls.

### Teaching Tie-In

Show the sample craft and say:

Today's craft is a *Table Top Fútbol* game. In South America, soccer is called fútbol. It's a favorite sport there, as it is all over the world. It's interesting how people across the globe enjoy some of the same activities, but also enjoy many different activities, too. These differences in cultures began after people built a tower and then God scattered them over the earth. These events are recorded in Genesis 11. When we start with the Bible, we are able to understand how different languages and cultures came about.



## DAY 1 EXTRA CRAFT

# Tie Snake

Junior, Primary, and Pre-Primary

### Materials

- ☐ Men's neckties, 1 per child
- ☐ Plastic grocery sacks, approximately 3 per child
- ☐ Large wiggle eyes, 2 per child
- ☐ ¾-in. red ribbon, one 3-in. piece per child
- ☐ Glue dots, 2 per child

### Tools and Basic Supplies

- ☐ Scissors
- ☐ Stapler
- ☐ Craft glue
- ☐ Dowel rods, rulers, or yard sticks

### Pre-prep

1. Use scissors to shorten the ties to about 40 inches long. Cut from the narrow end. Then glue the narrow end shut.
2. Remove the tags/labels from the undersides of the ties.
3. Make any other necessary cuts so the ties can be easily stuffed from the wide end.
4. Cut the ribbon into 3-in. long "forked tongues" for each child.

### Class Time Directions

1. Take a plastic grocery sack and use a dowel rod to force one end of it down the mouth of the snake. Keep pushing until it nears the end of the snake.
2. Repeat this with a couple more grocery sacks until the snake is filled. It isn't necessary to overstuff the snake. Three sacks should just about do it.
3. Close up the wide end and staple the center seam, if necessary.
4. Glue the tongue to the underside of the mouth so it extends about 1-inch beyond the nose of the snake.
5. Attach the eyes with glue dots.

### Tip Corner

- Ask them what a serpent reminds them of that we're talking about today. (Answer: Adam and Eve listened to the serpent and didn't obey God, resulting in sin entering the world.)
- You may want to thread a 40-inch piece of floral wire into each snake so they'll bend and curl. Be sure to bend the ends of the wire first to prevent it from poking through the fabric or injuring someone, and put duct tape around the bent ends.
- Old ties can be found at thrift stores, or ask people in your church to donate them.

