



# ***Pre-Primary***

TEACHER GUIDE

Refueling Station



# PRE-PRIMARY Course Overview

	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>
<b>Title</b>	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
<b>Continent</b>	South America	Asia	Africa	Europe	North America
<b>Refueling Station Lesson Focus</b>	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 develops 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.
<b>Bible Passages</b>	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
<b>Mile Marker Memory Verses</b>	All have sinned. Romans 3:23	Its name was called Babel. Genesis 11:9	And he made from one man every nation. Acts 17:26	The Father has sent his Son. 1 John 4:14	Love one another. 1 John 4:11
<b>Animal Pals</b>	Bo the Anaconda	Jamal the Camel	Pup Patrol	Agape and Phileo the Polish Mute Swans	Racer the Roadrunner
<b>Apologetics Focus</b>	Sin cycle How the world got 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
<b>Exploration Stations</b>	Discovery Center: Rainforest Rubbings Touch Table Water: Slithering Snakes Touch Table Sand: Dig It Up! Dramatic Play: Airport/Travel Coloring Corner: Romans 3:23	Discovery Center: Build It! Touch Table Water: Packing Peanuts Touch Table Sand: Construction Zone Dramatic Play: Airport/Travel Coloring Corner: Genesis 11:9	Discovery Center: Shade Time Touch Table Water: Toy Boats Touch Table Sand: On the Move Dramatic Play: Airport/Travel Coloring Corner: Acts 17:26	Discovery Center: Hearts Touch Table Water: Color Mixing Touch Table Sand: Crosses Dramatic Play: Airport/Travel Coloring Corner: 1 John 4:14	Discovery Center: Step It Up! Concentration Game Touch Table Water: All Heart Touch Table Sand: Go! Dramatic Play: Airport/Travel Coloring Corner: 1 John 4:11
<b>World-class Science</b>	Light It Up! Let It Rain	Flying High Full of Hot Air	DNA Spot the Color	Polishing Pennies Rainbow Float	Go! All Bandaged Up
<b>World-class Crafts</b>	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
<b>Globe-trotting Games</b>	South American Games	Asian Games	African Games	European Games	North American Games
<b>Runway Café</b>	Circles and Salsa Brazilian Brigadeiros	Tower Treats Pita Chips and Dip	Shades of Cake Chapatis	Leaning Tower of Chees-a English Scones	Global Cheese Balls Big Apple Mini Pies
<b>Cool Contests</b>	Guessing Game	Team Cheers	Dress-Up Day	Bible Verse Challenge	Mission Money Mania

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## Pre-Primary Teacher Guide

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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 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.

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

## Frequently Asked Questions

The content of *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).

## 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.

# Top 20 Teaching Tips for Teachers

1. Pray and study God's Word. This is your most important preparation. God has entrusted you with the awesome privilege of opening his Word and sharing it daily with the children. Walk worthy!
2. Read through all your lesson plans well in advance. Become familiar with the Pre-Primary section of the Digital Resources. Begin to pray and plan, and continue to pray during and after VBS.
3. As part of this year's race-themed VBS, racers will experience challenges here and there throughout their VBS day. The older students will have a scoring system to utilize, while the Pre-Primaries and Toddlers will do challenges just for fun without the scoring element. Note that there's a simple challenge at the beginning and end of each lesson for Pre-Primaries and Toddlers.
4. In this guide:
  - » Teaching Tips are marked with a 📍.
  - » Materials for each activity are listed next to the activity.
  - » The "teacher says" portion is bolded.
5. Ask team leaders to help man the exploration stations each day. Post the directions and teaching tie-ins at each station every day as an easy reference for your helpers. (See the Digital Resources.) If possible, gather all the supplies for the exploration stations and lessons before the week begins. It's particularly helpful to organize them by station and by day so they are ready and easily switched from day to day.
6. A puppet is used each day sometime during the lesson. It may also be used to welcome the children, sing a song, or review the lesson or a memory verse. The puppet comes up from the puppet stage if there are two of you to do the puppet skit. Or, if working alone, the puppet can come up from behind a suitcase that is flipped open. (See Decorating Decisions.)
7. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
8. Dress as if you are a trainer at the race. Wear an *Incredible Race* trainer T-shirt (see catalog), and have a backpack to grab supplies from. Running shoes and a bandana can complete your look.
9. Take on a persona to bring lessons to life. You may want to make up a fun name, dress in character and talk in first person, adopt an accent, or add something new to your "costume" each day. Teach in a way that makes you feel comfortable.
10. Call the children by name as you interact with them. Name tags help with this.
11. Think safety. Read the Child Safety Precautions file on the Digital Resources for more information.
12. Children will be at various levels of spiritual comprehension. Pray for the Lord to take the message and do with it as he wills: plant seeds, bring to salvation, or strengthen and grow those who are already believers.
13. Use your Bible throughout the lessons at the appropriate times. Bookmark the passages for quick access. Through your facial expressions and your actions, show the importance of the Scriptures.
14. Show love. All children, regardless of age or appearance, need to be loved. Greet them warmly each day and always be ready with smiles, encouraging words, and appropriate hugs. (Make sure to be aware of your church's appropriate touching policies.)
15. Be all there. Try to leave behind whatever is currently going on in your life and focus your attention on the children under your care.
16. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive attention, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
17. Modify the Exploration Stations as your situation warrants. Set them up as suggested, or incorporate one or more ideas into the lesson time to do with the whole group at one time.
18. Children generally rise to the level expected of them, so challenge them to work on memory verses and complete their take-home student guides.
19. Use brown lunch bags labeled with the child's name to send everything home each day.
20. Have fun! Teaching should be a joy for you. "Rejoice always, pray without ceasing, give thanks in all circumstances" (1 Thessalonians 5:16-18).

# Age-Level Characteristics

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

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

## ***Characteristics of Children***

Children have some common characteristics.

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

## ***Characteristics of Pre-Primaries***

### ***Physical Characteristics***

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

### **Takeaways for Us**

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

### ***Emotional/Social Characteristics***

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

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

### **Takeaways for Us**

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

### ***Spiritual/Mental Characteristics***

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

### **Takeaways for Us**

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

# Special Needs

The *Special Needs Teacher Supplement* (11-7-053) can help you accommodate and modify these lessons for those who need it, either in your regular classroom or in a self-contained classroom.

## Refueling Station Lessons

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

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

### Exploration Station Time

There are four stations to choose from: Discovery Center, Touch Table, Dramatic Play, and Coloring Corner. (New this year are two Touch Table options: a water Touch Table and/or a sand Touch Table.) These stations can be in the same room as the lesson time or in an adjoining room. If both the stations and the lesson time are in the same room, set them up at opposite ends of the room if possible.

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

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

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

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

Check the Decorating Decisions section for more specifics on setting up the Dramatic Play area to look like an airport/travel zone and the Coloring Corner to reflect an Around-the-World station.

### Lesson Time

The lesson time is divided into three sections:

- **Introduce It!** (5 minutes or less): This is a time to begin the lesson in an interesting way and to try a simple challenge.
- **Teach It!** (10–15 minutes): This deepens the lesson, with the teachers sharing the Bible account and apologetics info.
- **Apply It!** (Remaining time): This is the memory verse review and practical application time. As the racers leave, they will complete a quick challenge as well.

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

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

Check the Decorating Decisions section for specifics on decorating the classroom for Refueling Station Lessons.

## Memory Verse Songs

We have partnered with Seeds Family Worship (contemporary, ESV, 11-7-069) and Majesty Music (traditional, KJV, 11-7-063) to create songs for each of the memory verses. They feature the full verses. (Pre-Primaries and Toddlers are taught condensed versions of these verses.) Singing Scripture is an excellent way for children to easily learn their Bible verses. If you choose to use these songs, we suggest using them (either video or audio) during the memory verse time in each lesson. The Leader Pack

comes with the purchase of a Super Starter Kit and can also be purchased separately. You can also purchase and download the songs individually from our online store for use on a handheld device (answersbookstore.com). Student CDs in packs of 10 are available if you would like each student to have a copy of the songs (11-7-061 or 11-7-062). The option you choose will determine which type of media device you use to play it.

# Sample Schedule

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

Time	Group One	Group Two	Group Three
9:00–9:15	Checkpoint Assembly—Opening: Large Meeting Area (Everyone Together)		
9:20–10:00	Refueling Station Lessons	World-class Science and Crafts	Globe-trotting Games and Runway Café
10:05–10:45	Globe-trotting Games and Runway Café	Refueling Station Lessons	World-class Science and Crafts
10:50–11:30	World-class Science and Crafts	Globe-trotting Games and Runway Café	Refueling Station Lessons
11:35–Noon	Checkpoint Assembly—Closing: Large Meeting Area (Everyone Together)		

## Student Extras

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

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

**Simple Songs:** The songs referenced throughout this guide that are for Pre-Primaries and Toddlers are available on the Digital Resources (you'll need to upload them to an MP3 player) and on a separate *Simple Songs for Kids* CD (11-7-141) that you can play in a CD player. You may want to purchase one of the CDs for each child.

**Student Guides:** These age-appropriate guides feature a lesson review on the front of each daily take-home paper, as well as the memory verse, verse review game suggestion, and “Go and Do” section on the back that parallels the Apply It! part of the lesson. You can either go over these during class time or send them home with the students to be completed with a parent or caretaker. This is what our test churches do. If you send the guides home, motivate the kids to do them because they are full of good information. Give them to the leaders 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 make a big deal about their hard work. The student guides are available in packs of 10.

- Pre-Primary ESV (11-7-073)

- Pre-Primary KJV (11-7-134)

**Passports:** These fun, interactive booklets feature the daily memory verses, animal pals, stickers, and a place to stamp (11-7-093) for attendance. Check with your VBS director to find out when he would like to first give these to the kids. They can receive them at any time during the first day. Our test churches use them as the kids first arrive. Or you can review them with the kids during the Apply It! section of the lesson if you have time, or leaders can go over them during snack time. These are available in packs of 10.

- Pre-Primary/Toddler ESV (11-7-090)
- Pre-Primary/Toddler KJV (11-7-138)

**Maps:** These maps of the world feature the animal pals and are available in packs of 10. They can be passed out at the end of class or at the end of the day.

- Animal Pals maps—ESV 11-7-078; KJV 11-7-140

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

- Gospel (11-7-076)—Day 4
- Revelation 7:9 (11-7-077)—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. Available in packs of 10 (11-7-075).

# Decorating Decisions

What could be more exciting than a race around the world? And so interesting too, with all the different people, places, cultures, and customs! So be creative and use the tools and ideas in this section to capture the imagination of

the kids with your classroom decorations. Remember that a colorful and engaging environment helps children learn better, remember more, and leave with happy memories.



## Key Decorating Elements

To serve as a focal point for the teaching, *The Incredible Race* classroom features a backdrop with five panels. Mounted on the walls adjacent to the backdrop are the teaching, memory verse, and animal pal posters.

### Double-Sided Backdrop

The backdrop consists of five separate panels displayed side-by-side with images on both sides. On the front of each panel is *The Incredible Race* logo with a number corresponding to the VBS day (1–5). On the back is the name of a continent and a collage of photos and/or illustrations

of people, foods, sports, animals, and landmarks pertaining to that continent.

The panels can be made from sheets of corrugated cardboard or foam insulation, and their size is determined by the surface area needed for the collage and the amount of classroom space that you have.

You can display your panels in a variety of ways. They can be hung from a pipe and drape (or PVC pipe frame) system, hung from the ceiling, mounted directly to a wall with mounting putty, or simply propped against a wall. The only stipulation is that they must be able to be turned around according to schedule.

The panels should be themed as follows: Day 1–South America; Day 2–Asia; Day 3–Africa; Day 4–Europe; Day 5–North America. Paint the panels a uniform color on the logo side and different colors on the continent sides. Choose an array of colors for the five continents that will look good side-by-side after the panels are turned around. Check Digital Resources for a logo and images related to each continent for your collages. You can also look online for photos of people, foods, sports, animals, and landmarks. At the beginning of VBS, all panels will show the logo side. Then, starting with Day 1, turn the first panel around to reveal the continent of the day. On Day 2, turn the second panel around and so forth each day through Day 5.

### ***Classroom Scene Setter***

As a quick and easy alternative to creating your own backdrop panels, a scene setter with five separate double-sided panels is available for purchase (11-7-126). Simply mount the panels side-by-side to a wall or display surface, then turn them around to reveal the featured continents. Use mounting putty or removable tape so they can be turned without damage.



### ***Puppet Stage***

Because puppets are used daily in the Pre-Primary classrooms, you will need a puppet stage. Make one out of a large cardboard box or a tri-fold display board. Cut out a rectangular hole in the box or display board, cover

#### **HOW TO ENLARGE AND TRANSFER CLIP ART**

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

the hole with fabric, and then paint or decorate the outside. You may want to mount the two teaching posters that make up the world map (Teacher Resource Kit) on the front of the puppet stage if there's a spot to do so.

### ***Directional Sign Post***

Add a directional sign post to your classroom. Use a 48-in. 2x2-in. board for the post and a square 1x12-in. board for the base. Attach the post to the base and paint them black. Then mount some arrows and a large compass cutout on the post. Find the compass clip art image in Digital Resources and use an overhead projector to enlarge and transfer onto a rigid material like corrugated cardboard.

### ***Resource Posters***

Contained in the Teacher Resource Kit are the teaching, memory verse, and animal pal posters. These are important visuals for the racers and should be displayed in an organized fashion on a wall (or walls) adjacent to the backdrop.

### ***Other Props, Tips, and Miscellaneous Ideas***

- Place a rug in front of your backdrop to create a stage effect.
- Have a few suitcases and hiking backpacks on display.
- String some international flag streamers.
- Hang inflatable globes from the ceiling.

*Check out [Pinterest.com/AnswersVBS](https://www.pinterest.com/AnswersVBS) for colorful photos of decorations from our test churches!*

*Visit [YouTube.com/AnswersVBS](https://www.youtube.com/AnswersVBS) for how-to decorating videos!*

# Exploration Stations

Pre-Primary classes will also enjoy Exploration Stations, which include a Discovery Center, a Touch Table, a Dramatic Play area, and a Coloring Corner. Further information about these stations can be found starting on page 14, but check below for details on how to make the Dramatic Play area and Coloring Corner.

## *Dramatic Play Area*

The Dramatic Play area simulates an airport gate with an airplane for the kids to board and play in. Construct the plane with corrugated cardboard and paint both sides a light color. Cut out windows and set up rows of chairs. From a cardboard box, make a cockpit control panel with knobs, buttons, levers, and gauges, and place it in front of the first chair. Next to the plane, set up a check-in desk with a computer keyboard and other supplies (see the Dramatic Play write-up on Day 1) and a security scanner for the kids to walk through. Cover the walls with sky blue roll paper, then add white clouds and some airplanes in flight. Our test churches bought foam gliders online and hung them around for added fun. Have some small suitcases available for the kids to play with along with some pilot accessories (hats, headset, etc.).



## *Coloring Corner*

In another corner of your room, set up an Around-the-World Coloring Corner. Display a large image of the earth surrounded by international flags. Then place a table in front of it for the kids to sit at and color their memory verse sheets. Make the earth from blue and green roll paper and outline it with individual international flags or a flag streamer. Flags and flag streamers are available from online sources like Oriental Trading Company.

# DAY 1

# Ready, Set, Go

## BEFORE BABEL

### CONTINENT

South America

### BIBLE PASSAGE

Racing Through Genesis  
Genesis 1–11

### ANIMAL PAL

Bo the Anaconda

### LESSON FOCUS

As the race starts, we explore the beginning of the human race and why nobody has run a perfect race through life.

### APOLOGETICS FOCUS

We'll explore the sin cycle and how the world got divided into continents.

### MILE MARKER MEMORY VERSE

"All have sinned." Romans 3:23

### Today's Exploration Stations

- Discovery Center: Rain Forest Rubbings
- Touch Table Water: Slithering Snakes
- Touch Table Sand: Dig It Up!
- Dramatic Play: Airport/Travel
- Coloring Corner: Romans 3:23

### Today's Lesson at a Glance

#### INTRODUCE IT!

- Day 1 Refuel Challenge

#### TEACH IT!

- Part 1: Racing Through Genesis 1–11
- Part 2: Puppet Pal—Obey Is the Way

#### APPLY IT!

- Part 1: Mile Marker Memory Verses
- Part 2: Go and Do
- Song 1: "Cristo Me Ama"—"Jesus Loves Me" in Spanish
- Song 2: "Jesu Cristo Es el Señor"
- As They Leave Challenge

### Preparing for the Lesson

- Read Genesis 1–11 several times.
- Read this lesson several times and prepare the materials as outlined in the pre-prep boxes.
- For more information on Genesis 1–11 and the breaking up of the continents, visit [answersvbs.com/irfaq](http://answersvbs.com/irfaq).
- Pray.



# Devotion 1

*But the LORD said to Samuel, “Do not look on his appearance or on the height of his stature, because I have rejected him. For the LORD sees not as man sees: man looks on the outward appearance, but the LORD looks on the heart.” 1 Samuel 16:7*

Take a look at the people around you. What do you notice first about them? Skin shade? Ability level? Physical characteristics? How they speak? Where they’re from? How much money they make? Do you look for similarities to yourself or do you examine the differences?

Or . . . do you look at every individual human being as a precious image-bearer of our Creator first and foremost, and as your relative in the family of Adam and Eve?

We are in the middle of heated, sometimes violent, discussions on how people are treated based on their skin shade or ability levels. Tensions are high. Social media blazes with tweets and posts and photos of opinions from all sides.

Where are you in the middle of this? Do your words and actions and posts and tweets reflect the biblical idea that we are all part of the same family made by the same Creator and in need of salvation by the same Savior? Do you value listening to your fellow image bearers, seeking to understand their point of view, more than you value sharing your own opinion or memes that support your current view? Do you value the Creator’s fearfully and wonderfully made creations more than you value the mic drop on the latest point you made? Do you wait to hear the whole story before rushing to judgment and hitting that “post” button? Are you willing to dialogue face-to-face over lunch with a fellow descendant of Adam and Eve who may have a different skin shade and unique experiences, or are you intent on having him for lunch with your latest tweet?

Would your reaction to news and events change if your first thought was, “Wow, what an amazing image bearer he is!” instead of, “Wow, what a(n) \_\_\_\_?”

The sin cycle that began with our—all of our—first parents continues today. We see it in the violence, the anger, the hatred in so many . . . and in ourselves. Are

we continuing the cycle with our attitudes and actions toward those who bear the image of God? Or are we standing against the antagonism and the us-versus-them mentality that grieves our—all of our—Creator? Are we making much of the reconciliation found only in Christ and through his love? Do we demean or resent our fellow image bearers in our thoughts and actions or do we treat them and think about them with dignity and respect?

This week, as we teach our kids about the incredibly amazing human race filled with so many beautiful shades of brown, let’s take an honest look at our attitudes—both in public and in our secret heart-of-hearts. As we learn the true history of the wide variety of people groups and God’s love for them, let’s allow the Holy Spirit to produce his fruit in us and to conform us more to the image of the Son.

May we pray as the Puritans did:

Thy will is supreme in heaven and earth,  
and all beings are creatures of thy power.

Thou art the Father of our spirits;  
thy inspiration gives us understanding,  
thy providence governs our lives.

But, O God, we are sinners in thy sight;  
thou hast judged us so,  
and if we deny it we make thee a liar.

Yet in Christ thou art reconciled to thy rebellious  
subjects;

give us the ear of faith to hear him,  
the eye of faith to see him,  
the hand of faith to receive him,  
the appetite of faith to feed upon him;  
that we might find in him light,  
riches, honour, eternal life.

—Arthur Bennet, *The Valley of Vision*  
(The Banner of Truth Trust: 2005), “Seventh Day  
Morning: God’s Good Pleasure.”

# Exploration Stations

## Discovery Center: Rain Forest Rubbings

### MATERIALS

- Real or fake leaves
- Crayons
- White paper, at least 1 piece per child

### PRE-PREP

Gather the leaves from various trees and bushes in your area, or round up some fake ones. Remove the wrappers from the crayons.

### DIRECTIONS

The racers put the leaves under their papers. Show them how to rub their crayons sideways over the paper to get the leaf impression. Write their names on their papers when they're done.

### TEACHING TIE-IN

We're racing to South America today where the Amazon rain forest is—a beautiful place filled with lots and lots of trees and other plants! Did you know the beginning of the Bible tells about God making the world, and it may have looked like a beautiful rain forest? God made plants and animals and the first two people, and he said everything was very good. God is amazing!

## Touch Table Water Option: Slithering Snakes

New this year are two options for the touch table—a water touch table and/or a sand touch table. If you prefer to not have to change from sand to water throughout the week, you can stick with either the water option or the sand option for all five days. Or, if you enjoy the variety of materials, you can change it up throughout the week. Or offer both of them all week! The kids at our test churches enjoyed both daily.

### MATERIALS

- Under-the-bed storage container, small wading pool, or “official” touch table
- Tarp or plastic tablecloth
- Water
- Rubber snakes
- Pieces of PVC pipe, or other waterproof plastic tubes

### PRE-PREP

Cover the floor under the touch table with a tarp or plastic tablecloth. This will be used all week. Cut the PVC pipe into small pieces. Put the water, the snakes, and the pipe pieces/tubes in the table.

### DIRECTIONS

The racers play with the snakes. Use the pipes/tubes for the snakes to slither through.

### TEACHING TIE-IN

In the very good world God created in the beginning, the first two people didn't obey God. The serpent tricked Eve into disobeying God. And Adam disobeyed, too. That's sad. You know what? We don't always obey God, either. When we don't obey God, it's called sin. I'm so thankful our loving God can forgive us of our sin through Jesus!

## Touch Table Sand Option: Dig It Up!

### MATERIALS

- Under-the-bed storage container, small wading pool, or “official” touch table
- Tarp or plastic tablecloth
- Play sand, available from hardware stores (make sure it's marked *play sand*, not *regular sand*)
- Wet wipes for cleanup
- Play fruit (*represents the first human sin with Adam and Eve*)
- 2 little plastic men (*represents Cain and Abel*)
- Small plastic play boat (*represents the flood*)
- DUPLO® or LEGO® bricks, or other play blocks/bricks (*represents the tower of Babel*)

### PRE-PREP

Cover the floor under the touch table with a tarp or plastic tablecloth. This will be used all week. Put the play sand in the table. Hide the play fruit, plastic men, play boat, and plastic bricks in the sand.

### DIRECTIONS

The racers dig to find the hidden items. Once they have them all, the leader shares the teaching tie-in, and they attempt to put the items in the order they happened.

### TEACHING TIE-IN

The Bible tells us at the beginning how sin came into the world. Sin is when we don't obey God. All people sin. First, Adam and Eve ate the fruit when God told them not to. Then came Cain and Abel, who were brothers. Cain got angry and killed his brother! Then came the time of Noah and the great flood. Everyone was sinning (not obeying) all the time, except for Noah, who found grace from the Lord. And then came the tower of Babel, when the people took bricks and built a tall tower to the sky, even though God told them not to stay together but to live all over the world.

Let's see if we can take the objects we found and put them in order to remind us of how people at the beginning of time didn't obey God. Go through what each item represents and help them figure out the order.

## Dramatic Play: Airport/Travel

Note: This station, which will be a hit all week, can be as low-key or as elaborate as you'd like. There are a number of suggestions. Just choose what you would like to do! See Decorating Decisions for specifics on the suggestions below.

### MATERIALS

- Small chairs and supplies to make a pretend airplane, including a pilot's panel
- Reservation/check-in desk with play phone, maps, travel brochures, an old computer keyboard, passports, washable stamp pads and stamps, play tickets, etc.
- Security checkpoint
- Child-size suitcases/backpacks
- Travel supplies to pack in suitcases, such as children's clothes, hats, little purses, play money, empty toiletry bottles, etc.
- Pilot hats (Oriental Trading Company has them)
- Optional: souvenirs, play hats, and other items from the continent of the day (today—South America—see suggestions in pre-prep)
- Optional: international flags, travel posters

### PRE-PREP

- Put together the pretend airplane and reservation/check-in desk. Also decide if you want to add the security checkpoint. These will be used all week. Check the Decorating Decisions for specifics.
- Decide what else you want to have in your center. Gather the supplies/props. These can be borrowed, made, or bought from thrift stores, garage sales, or online companies like Oriental Trading Company or Rhode Island Novelties. Oriental Trading has sets of international play hats.
- For items from various continents, check with your church members for items you can borrow from mission trips or travels that are child-safe and non-breakable.
- Items from South America can be brightly colored cloth, instruments such as maracas or castanets, sturdy hand-carved crafts, painted bead jewelry, colorful ponchos, South American hats, and brightly colored tissue paper flowers. If you don't have authentic, safe items, some of these can be made easily. Do online searches for a preschool maracas craft, making tissue paper flowers, etc.

### DIRECTIONS

Pretend to be racers heading to the continent of the day. Set up the station to have the reservation/check-in area and the security checkpoint on one side of the plane. You may also want to set up a souvenir shop with items from the continent of the day.

Today, the racers are pretending to be traveling to South America.

### TEACHING TIE-IN

We're traveling to South America today on our plane. The world used to have one big piece of land, and there weren't separate continents. But the big flood of Noah's time changed all that! There was so much water everywhere, it made the land break into different pieces. So what we see today is land that is kind of like puzzle pieces that go together and make one big picture. So now we have to get on airplanes or boats to cross oceans to get to certain places in the world.

### Coloring Corner: Romans 3:23

#### MATERIALS

- Around-the-World decorating supplies (see Decorating Decisions)
- [Day 1 Memory Verse Coloring Sheet](#)
- Markers or crayons
- Optional for marker and crayon storage: mini suitcases flipped open (see pre-prep for how to make mini suitcases)
- Optional: additional supplies to glue on, glue sticks, and stickers

#### PRE-PREP

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

To make mini suitcases, start with shoeboxes or old wipes containers with flip lids. Spray paint them any color and add a handle at the top. Stick some travel stickers here and there on the suitcase.

#### DIRECTIONS

Color the sheet. Add additional supplies if desired.

#### TEACHING TIE-IN

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

### Additional Exploration Station Ideas

**Construction Zone**—Gather child-safe items to use for a construction-themed center. Possibilities include a Little Tikes® workshop, play tools, play hard hats and goggles, small construction aprons, yardsticks, child-safe tape measures, rulers, play bricks and building supplies (shoebox bricks, LEGO® or DUPLO® bricks, wooden blocks, Jenga® blocks, 3-D foam shapes, egg cartons, paper towel tubes, etc.). This building spot can be used all week to build, count, sort by size and shape, make a

long or high stack, make pyramids, etc. It's also fun to create "buildings."

**Language Learning**—Have fun teaching about different countries and their languages. Share various words from other languages and have the children try to say them. These can be numbers, colors, common phrases, etc. Remind them that different languages started at the tower of Babel.

**Maps and Globes and People, Oh My!**—Borrow a talking globe (the junior variety is good for this age) and set up a center with maps and globes. If you have access to any map puzzles or puzzles of children around the world, add them in. Remind them that God loves all the people groups of the world no matter where they live or what they look like, and so should we. Every person all over the world is a special creation of God!

**Transportation Station**—Gather Hot Wheel® cars, a Fisher Price® airport, magnetic toy trains, and other child-safe travel toys.

**Hot Air Balloon Book Nook**—Make an exciting spot for reading by making a hot air balloon. Start with a large cardboard box that is shaped like the basket portion of the hot air balloon. (Or, alternatively, use a laundry basket.) Cut a swinging door into one side of the box. Either gather a large bunch of mylar balloons and tie to the box/laundry basket, or gather a very large beach ball or round paper lantern and a parachute or sheet. Drape the parachute/sheet over the ball to make the hot air balloon portion. If using the parachute/sheet and beach ball/paper lantern, hang them from the ceiling. Add strings from the parachute/sheet to the four corners of the large cardboard box. Put children's picture Bibles and books with individual Bible accounts in the hot air balloon and have kids go in to look at the books or be read to. You may also want to include some children's books about other countries. Answers in Genesis has several good ones for this theme such as *Passport to the World*:

*Your A to Z Guided Language Tour Book, Tower of Babel Pop-Up Book, All God's Children—Why We Look Different, Children's Atlas of God's World, and The Not So Super Sky-scraper.* See the VBS catalog for more details.

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

**Play Dough**—Play dough is always a favorite, so you may want to feature a station with it all week, adding thematic supplies each day, such as garden of Eden nature items to press into the play dough for Day 1 (pine cones, leaves, shells, etc.), a model of a step pyramid out of play dough for them to try to construct for Day 2, play dough in various shades of brown (from light to dark) with circle cookie cutters for cutting out faces on Day 3 (add safe items like wiggle eyes, buttons, or pom-poms to press into the circles for eyes and mouths), cross cookie cutters for Day 4, and heart cookie cutters for Day 5.

### How to Make Play Dough

2 c. flour	4 t. cream of tartar
½ c. salt	2 t. oil
2 c. warm water	Food coloring

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

# Introduce It!

## Day 1 Refuel Challenge: (5 minutes)

**Pre-prep:** Gather your trainer costumes, which you'll wear all week. Cut the words off the **FRUIT POSTER** and hang it up, along with the **WORLD MAP**. Turn the set panel around for Day 1 so the collage images are showing. If using the **PICTURES OF SOUTH AMERICA** or real items from South America, put them in your backpack, along with the Bible, and prepare the bites of South American fruit if doing so. (Check for allergies to make sure everyone can eat the fruit.)

As the racers come in and get settled, say:

**Teacher 1:** Hola, racers! That means "hello" in Spanish. We're glad you're here at *The Incredible Race*! I'm \_\_\_\_ and this is my assistant, \_\_\_\_\_. You may want to adopt fun names like Danny Dash, Airplane Annie, or Racing Ryan.

**Teacher 2:** Hola! Are you ready to start our VBS race around the world? Take responses. As we race around the world, remember that God loves all the people of the world!

**Teacher 1:** Show the **WORLD MAP**. We live right here. Point to your country. And, today, we're racing to South America. Point to South America. God loves the people of South America and wants them to know about Jesus and his love.

For today's first challenge, see if they can find South America again on the map after you've just talked about it. Have them come up and take turns pointing to it.

**Teacher 2:** Let me show you some things you might find on a trip to South America.

Either point out the collage images on the Day 1 set panel, or show the **PICTURES OF SOUTH AMERICA** or the real items from South America in your backpack.

**Teacher 1:** Now let's check out this fruit from South America. Either show the **FRUIT POSTER**, or show a real fruit from South America. For another challenge, you may want to have anyone interested try one bite each—fresh or dried. Possible South American fruits include mango, red banana, acai, yellow dragon fruit, guava, passion fruit, papaya, and coconut.

**Teacher 2:** You just tried/saw a fruit from South America! When I hear about fruit, I sometimes think about a certain fruit the Bible talks about. Let's get out our Bible carefully—it's God's special book—and check out what it has to say about this piece of fruit from long ago. Do so, pulling your Bible from your backpack carefully and respectfully.

# Teach It!

## Part 1: Racing Through Genesis 1-11 (10 minutes)

**Pre-prep:** Gather the supplies. Practice drawing the simple drawings ahead of time and the Sin Cycle drawings ahead of time using the **SIMPLE LINE DRAWINGS SHEET** and the **SIN CYCLE POSTER** as a reference.

Teacher 1 will tell this account while Teacher 2 draws it, listening for the cues from what Teacher 1 is saying.

## Adam and Eve

**Teacher 1:** Let's start at the beginning of the Bible. Does anybody know what the very first book of the Bible is called? Take responses. Yes, Genesis. Genesis is like the starting line. It's where time and the world and people all started.

Guess what happened right at the start? God made the world! Let's have \_\_\_\_ (Teacher 2) draw a few things God made and see if you can guess what they are.

No worries if you aren't an artist! Teacher 2 can draw some simple line drawings on the board and have them guess. Suggestions are water (draw simple waves), clouds (after they guess,

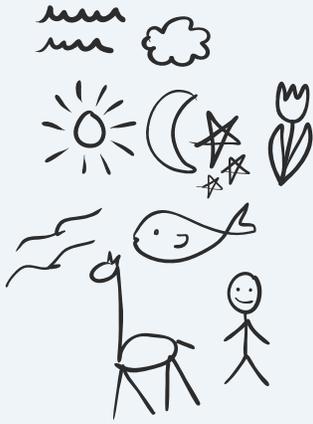
- Bible or children's Bible
- Costumes for teachers (see #8 on page 5)
- Backpack
- Mounting putty or tape for hanging posters
- World Map
- Optional: Pictures of South America or real items from South America
- Fruit Poster or real fruit (see text)



-  Be familiar with the lesson, but don't memorize it. Place it on a clipboard to use as a reference. You may want to decorate the back of your clipboard (the side the kids will see as you hold it) with travel stickers.
-  The Bible and mounting putty or tape are usually mentioned just once a day, but are used throughout each day.



- Large marker board and dry erase marker, or chalkboard and chalk
- Simple Line Drawings Sheet
- Rodinia Poster
- Sin Cycle Poster



explain that this would include the sky), sun, moon, stars, a plant, a bird (can draw a simple V-shape), a fish, a stick giraffe (long neck should give it away), and a stick person.

**Teacher 1:** Great job guessing some of the things God made at the beginning! Does anybody know the names of the first two people God made? Take responses. Yes, Adam and Eve. Everything and everyone God made at the beginning was good.

But then Adam and Eve did something they shouldn't have. See if you can guess what \_\_\_ (Teacher 2) is drawing.

Teacher 2 draws a simple stick drawing of Adam or Eve eating the fruit that was forbidden.

**Teacher 1:** Right, they ate fruit that God told them not to eat. Usually it's okay to eat fruit, like our South American fruit, but in this case, God told them they could eat from any tree in the garden except for the fruit from a certain tree. They didn't obey God.

When they disobeyed God, the good world was changed forever because Adam and Eve sinned. Sin is when we don't obey God. This was the first time a person sinned on earth. Sadly, after that, people sinned again and again. Let's clap five times, and then we'll hear about another time somebody sinned. Do so.

### Cain and Abel

Teacher 2 quickly draws stick people—first Cain, then Abel, then their offerings (sheep for Abel and fruit for Cain). Erase Abel when noted.

**Teacher 1:** Adam and Eve had children. The Bible tells us right here that their first two children were named Cain and Abel. Point to Genesis 4. There's Cain on the board. Let's wave to him and say, "Hi, Cain!" Do so.

And there's Abel. Let's wave to him and say, "Hi, Abel!" Do so.

When the boys grew up, they brought gifts to God called offerings. Abel brought an offering that pleased God. But Cain brought an offering that didn't please God.

Cain got angry when he realized Abel's gift pleased God and was better than his, so guess what he did? When his brother Abel was out in the field one day, Cain killed Abel! Teacher 2 erases the picture of Abel.

Do you think we're obeying God if we hurt others? No! God says we are to be kind to people. Cain sinned by hurting his brother. First Adam and Eve sinned by not obeying God, and now their son Cain sinned. Let's stomp our feet five times and then we'll hear about another time someone didn't obey God. Do so.

### The Flood

Teacher 2 draws as noted.

**Teacher 1:** Point to Genesis 6. Right here in the Bible, we read that more time went by.

Teacher 2 draws lots of dots on the board to represent people, leaving a space off to the side to draw the ark.

**Teacher 1:** Lots more people were born until there were lots and lots and lots of people on the earth. And guess what all the people on earth were doing? They were not obeying God. That includes everyone except one man named Noah, who found grace from the Lord.

Teacher 2 circles one dot to represent Noah, then draws a quick ark, rain, and water.

**Teacher 1:** Because everyone was not obeying, God sent a flood of water all over the earth. He told Noah to build a big ship so he and his family could escape the flood.

Again, the people wouldn't listen to God and they kept sinning. Everyone who wasn't on the ark died. First Adam and Eve sinned, then Cain, and now everyone on the whole earth except Noah, who found favor with God!

Show **RODINIA POSTER**. And the people's sin affected the whole earth itself! It's likely that God created a large piece of land in the beginning. Point out the first drawing on the poster. But when the flood came, there was so much water and pressure, the land broke apart and separated into what eventually became the continents we have today! Show the second drawing.

Let's stand up and turn around, then we'll sit down and hear one more example of not obeying God. Do so.



## Tower of Babel

Teacher 2 draws the tower of Babel—a step pyramid. Draw some buildings around it for the city. When finished drawing, Teacher 2 should go behind the puppet stage.

**Teacher 1:** Point to [Genesis 11](#). The Bible tells us right here that after the flood, people sinned again. It was about 100 years later, and by this time, there were more people on the earth, who had come from Noah and his family. And guess what? All these people weren't obeying God either! They were all living together at a place called Shinar, even though God had told them to spread out and live all over the earth.

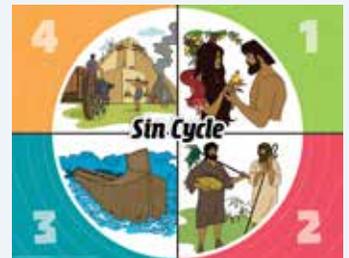
They started building a city and a big tower going up to heaven. It's not necessarily wrong to build those things, but God had told them not to stay together like that.

What's that called when we don't obey God? Take responses. Right! Sin. They were sinning because they didn't listen to God and didn't do what he said.

## Wrap-Up

Now, let's look at the pictures and see if we can remember what we just talked about! Show the **SIN CYCLE POSTER**. Point to each picture in order and ask the kids to tell you what happened.

Tomorrow, we'll hear lots more about the tower of Babel, but right now, let's call our special puppet pal, Speedy, and talk to him (her) about what we're learning today.



## Part 2: Puppet Pal—Obey Is the Way (5 minutes)

**Pre-prep:** See [Decorating Decisions](#) to set up the puppet stage. Tape one **PUPPET SCRIPT** inside the puppet stage and place the other on the clipboard. Dress the puppet in a mini VBS T-shirt, a khaki vest, or travel clothes. You may want to add a visor, sunglasses, or mini bandanas made from material that represents the continent of each day. (The bandanas would change each day. Check out [YouTube.com/AnswersVBS](https://www.youtube.com/AnswersVBS) to see possibilities.) Attach the candy or cookie to the palm of the puppet's hand.

Each day, the puppet pal will be used to teach or reinforce the lesson. It's always a favorite, so try to include it even if you have to cut something else.

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. If you're alone, have the puppet come up from behind a suitcase with the lid flipped up, or just stand and work the puppet.

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

- Puppet (girl or boy) in costume
- Clipboard
- [Day 1 Puppet Script](#) (2 copies)
- Item (a piece of candy or a play food cookie), and tape
- [Day 1 Animal Pal Poster](#)

should be open on most syllables. You don't have to open very wide, which will help you move the mouth faster and more naturally.

Your puppet should come out from behind the puppet stage. When the puppet is entering, hold your arm back and down and have the puppet take three steps up, getting higher each time, until the puppet is out and visible. When exiting, turn the puppet toward you and take three steps down until out of sight.

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

**Puppet:** Come up wearing or holding something you shouldn't have, like a piece of candy or a play cookie. Hey, everybody! Watcha doing?

**Teacher:** Well, the question should really be, what are you doing? How did you get that?

**Puppet:** Well, I . . . uhhh . . . mmmm . . .

**Teacher:** Hmmm, Speedy, have you been doing something your mom told you not to do?

**Puppet:** Ummm . . . why do you say that?

**Teacher:** Because I heard your mom say not to have that, but here you are with it.

**Puppet:** No! I didn't do anything wrong.

**Teacher:** Speedy, don't make it worse by lying to me. Tell the truth. God is truth, and he wants us to tell the truth.

**Puppet:** Hang your head and look sheepish. Okay, I admit it. I did take it.

**Teacher:** Do you know what that's called when you do something you're not supposed to?

**Puppet:** What?

**Teacher:** Hold up the **DAY 1 ANIMAL PAL POSTER**. Sin. Sin is when we don't obey God. Our animal pal, Bo, reminds us that all of us sin. Why do you think we have a snake to remind us of sin? Take responses, and remind them about the serpent tempting Eve to sin.

**Puppet:** Well, I obey God! I just wasn't obeying my mom.

**Teacher:** You know, God says in the Bible that children are to obey their parents. So if you obey your parents, you are obeying God.

**Puppet:** Wow, I guess I blew it.

**Teacher:** Yeah, you sinned. We all do. That's the bad news. But the good news is God sent Jesus, his Son, to take the punishment for our sin, which is death. Anyone who admits he sinned and believes Jesus died and came back to life to take the punishment for his sin can ask God to forgive him. He can become a child of God.

**Puppet:** Wow, that's better than good news—that's great news!

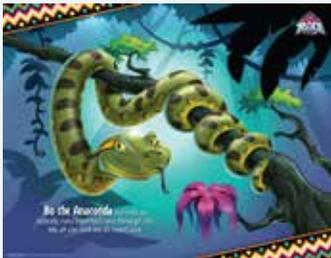
**Teacher:** It sure is! Boys and girls, if you want to hear more about this, make sure you talk to \_\_\_\_ (pastors, salvation counselors) this week at VBS! In the meantime, Speedy, don't you think you should tell your mom you're sorry?

**Puppet:** Yes. I want to obey God, so I'm going to tell my mom the truth.

**Teacher:** Good move, Speedy. You do that, and we'll see you tomorrow!

## Apply It!

In the remaining time, complete one or more of the following ideas in class. You won't have time to do them all, but these ideas are also on the back of the student guides. Send the student guides home each day as a fun review, and also encourage the racers to do the practical ideas (the Go and Do sections) that apply today's lesson to real life. They're important!



 Gospel Opportunity

- Animal Pals map, 1 per child
- Day 1 Student Guides, 1 per child
- Passports, 1 per child
- Stamp for Passports

Pass out the Animal Pals maps, one per child, or have leaders do so at the end of the day. Put a stamp in the passports (or have team leaders do so as the kids first arrive at VBS each day), and/or review the student guides.

## Part 1: Mile Marker Memory Verses

**Pre-prep:** Cue the memory verse song. Hang up the **DAY 1 MEMORY VERSE POSTER** and the **THEME VERSE POSTER**.

**Today's Verse:** "All have sinned." Romans 3:23

Practice the verse several times by playing the appropriate song from the Memory Verse CD and using the **DAY 1 MEMORY VERSE POSTER** as a reference. Then try the following challenge.

**Challenge:** *Rain Forest Limbo*—Have someone hold a "vine" (can be a yardstick or broom handle). Try to walk under the stick without touching it as you say the verse. See how low you can go, lowering the "vine" a little and saying the verse every time you try.

**Tomorrow's Verse:** "Its name was called Babel." Genesis 11:9

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

## Part 2: Go and Do

- Think of one command you find hard to obey. (When we don't obey God, it's called sin.) Maybe it's being nice to your sister or brother, coming when called, or going to bed without fussing. If you are a child of God, you can ask God to help you obey today, by his power.
- Talk to God (that's prayer!) and thank him for sending Jesus, who is without sin, so that we can be forgiven of our sin.
- Ask an adult if she can remember ever disobeying her parents or teachers when she was your age. What should you do when you sin (disobey God)?
- With an adult, check [answersvbs.com/irkids](http://answersvbs.com/irkids) for more fun information!

Ask yourself this question: When I sin, do I ask God to forgive me?

## Song 1: "Cristo Me Ama" – "Jesus Loves Me" in Spanish

"Jesus Loves Me" is a favorite! Sing it at any point in your day. Try it in Spanish, one of the main languages spoken in South America.

### VERSE (IN ENGLISH)

**Jesus loves me, this I know**

(Touch middle right finger to middle of left palm and vice versa to make the sign for "Jesus." Then hug yourself.)

**For the Bible tells me so**

(Make a pretend Bible with your two palms open and touching each other.)

**Little ones to him belong**

(Lower your hands.)

**They are weak, but he is strong**

(Act weak, then make muscles.)

### CHORUS (IN SPANISH)

**Si, Cristo me ama**

(Nod "yes," then make "Jesus" sign and hug yourself.)

**Si, Cristo me ama**

(Repeat.)

**Si, Cristo me ama**

(Repeat.)

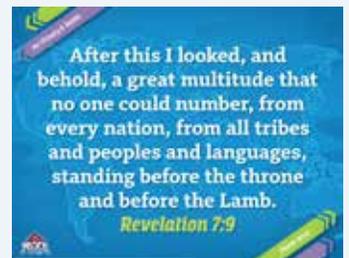
**La Biblia dice asi**

(Make a pretend Bible.)

## Song 2: "Jesu Cristo Es el Señor"

Sing in Spanish this South American chorus that means: Jesus Christ is the Lord, the Lord, the Lord, Jesus Christ is the Lord, Glory be to him.

- Memory Verse Music CD and player
- Theme Verse Poster and Day 1 Memory Verse Poster
- Rain Forest Limbo supplies—yardstick or broom handle



- "Cristo Me Ama" song
- "Jesu Cristo Es el Señor" song

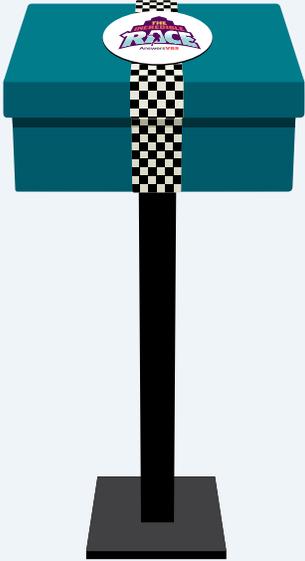
MP3 or CD player  
Also available on Simple Songs CD (#11-7-141)

📍 Simple sing-along versions of the songs listed here are available on the Digital Resources. Download them to an MP3 player and use them as an accompaniment to your song time. They are also available for purchase on a CD (11-7-141).

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

- Day 1 Challenge Sheet
- Optional: Challenge Box

📍 End each day's Refueling Station lesson with prayer!



**Jesu Cristo es el Señor** (Make "Jesus" sign, then point up.)

**El Señor, el Señor** (Continue to point up as you sway your hand back and forth.)

**Jesu Cristo es el Señor** (Repeat first motion.)

**Gloria sea a el** (Wave both hands back and forth over your head.)

## As They Leave Challenge

**Pre-prep:** Photocopy the **DAY 1 CHALLENGE SHEET** on bright-colored paper, fold the bottom up about three inches, fold the top down about three inches to overlap the bottom, and put an *Incredible Race* logo sticker or other sticker on to keep it shut. (See illustration.)

Make the Challenge Box using a shoebox mounted on a post. First, spray paint the box, put checkered duct tape on it, and attach an *Incredible Race* logo. (See illustration.) Then, make the post from a 2x2-in. board and a square 1x12-in. board for the base that are both painted black. Attach a small square to the top of the post, and mount the box on it. Put the challenge sheet inside it. (For a simpler option, hide the challenge sheet somewhere in the room instead of making the box.)

As your racers prepare to leave, do this quick and fun challenge review. Dramatically grab the challenge sheet out of the challenge box, or have them look around to find it. Once you have it in hand, have them jog in place and shout out the answers to finish the phrases you read off.

- Adam and \_\_\_\_ (Eve)
- Cain and \_\_\_\_ (Abel)
- Noah built the \_\_\_\_ (ark)
- Tower of \_\_\_\_ (Babel)
- Bo the \_\_\_\_ (anaconda)
- All have \_\_\_\_ (sinned)