



# ***Toddler***

TEACHER GUIDE

Refueling Station



# TODDLER

## 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>	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
<i>Animal Pals</i>	Bo the Anaconda	Jamal the Camel	Pup Patrol	Agape and Phileo the Polish Mute Swans	Racer the Roadrunner
<i>Apologetics Focus</i>	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
<i>Exploration Stations</i>	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
<i>World-class Crafts</i>	Traveler's Suitcase Sneaky Serpent	Tall Tower Camel-oculars	Kids Around the World Puppets African Pup Mask	Mosaic Cross Swimming Swan	Heart Headband Runnin' "Tail" (Run and Tell)
<i>Globe-trotting Games</i>	Slither, Slither Kick It!	Stop and Go Build a Tower	Dashing Doggies Four Corners	Swan Call Color Cross	Roadrunner Race Sombrero Hat Game
<i>Runway Café</i>	Circles and Salsa Rainforest Chocolate Balls	Pita Chips and Dip Pocky Sticks	Shades of Cakes Pup Patrol Chew Sticks	English Scones Babybel Cheese	Big Apple Mini Pies All Heart
<i>Cool Contests</i>	Guessing Game	Team Cheers	Dress-Up Day	Bible Verse Challenge	Mission Money Mania



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### Toddler 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 greatly matters today.

**Day 1 Before Babel**—As the race starts, we explore the beginning of the human race and how nobody was running a perfect race through life.

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

**Day 3 After Babel**—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.

**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 lessons from Babel, realizing 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.

Toddlers and young preschoolers then head back to their room to experience their own special schedule, which includes Exploration Stations, Lesson Time, Song Time, and Memory Verse/Review Time. They also enjoy snacks, games, and crafts.

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* who 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-charts, irresistible fun. In a day and age when content sometimes suffers, it's critically important to us not to sacrifice rich content. But, it's also crucial that the most exciting book in the world not come across as boring or irrelevant. We want to reflect our creative, inspiring, joy-giving God who made laughter and fun!

So why do we do it? We want kids around the world to hear about and personally meet our awesome God and to understand how they can receive eternal life through repentance and faith in Christ Jesus. We believe VBS is a great way to introduce them to God, as it is one of the biggest outreaches of the year for most churches.

We pray you will find that every prayer prayed, every minute invested, every dollar spent, and every word spoken will bring God glory as you reach kids for Christ. Just remember—VBS is worth it! May God richly bless your VBS. We're praying for you!

# Your Role

Your role as the teacher is outlined in the following pages and includes planning and preparing 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.

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. Note that toddlers don't rotate around as the older kids do. They stay with their same leaders the whole day.

**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 Toddler Teaching Tips

1. Pray and study God's Word. This is your most important preparation.
2. Show love. Warmly greet each child every day, and always be ready with smiles, kind words, and appropriate hugs. (Make sure to be aware of your church's appropriate touching policies.)
3. As part of this year's race-themed VBS, racers will experience clues and challenges. 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. Read through all your lesson plans well in advance, and become familiar with the Digital Resources. Begin to pray and plan, and continue to pray during and after VBS. God has given you the awesome privilege of building the foundation of his Word into the lives of these little children. Walk worthy!  
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. Think safety. Read the Child Safety Precautions file on the Digital Resources for more information.
6. Have parents fill out detailed forms. See the Digital Resources for a registration form. The more information you have, the better care you can give.
7. Keep decorations out of the way so no one gets hurt. Do not have strings or cords around in which children may become entangled. Be careful of heavy decorations or toys that can fall on a child.
8. Maintain a low child-to-adult ratio for this age group, such as 4:1. Lots of help is important to ensure proper care, safety, and love!
9. Be careful of choking hazards associated with toys, craft materials, and Exploration Station materials.  
Keep things big and chunky. Items should be bigger than a toddler's mouth to avoid choking.
10. Modify the Exploration Stations as your situation warrants. Use as suggested or incorporate one or more ideas into the Lesson Time instead, so you can do the activities with the whole group at one time.
11. Keep most activities in a self-contained room. Outdoor play time should be in a well-defined space so no one strays. Check with parents to see if you may use sunscreen on their child. Limit the time you are outside, or place your play area in the shade.
12. Keep extra supplies on hand, such as diapers, swim-mies, tissues, and safe snacks.
13. When walking from place to place, consider using double or triple strollers (2-year-olds), or have the children hold onto a rope (3–4-year-olds).
14. Hands-on, sensory activities are important to accommodate these little tikes with their short attention spans. Involve them and their senses!
15. Toddlers and young preschoolers may or may not sit during lesson time. If they sit, it won't be for long! Keep the lesson moving, and keep *them* moving!
16. Use simple words over and over. This age likes repetition, so repeat the Bible verse and the song words many times throughout the VBS day.
17. Use your Bible as you teach the lessons. Bookmark the verses ahead of time. Through your facial expressions and your actions, show the importance of the Scriptures.
18. Follow your church's check-in and check-out procedures for this age group. Be careful to whom you dismiss a child. Release only to that child's authorized individuals.
19. Use brown lunch bags labeled with the child's name to send everything home each day.
20. At the end of each day, clean the toys and items used by the children. Wash linens. Wipe down tables and other areas of use. Empty trash cans and diaper pails. Set up for the next day.

# 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 toddlers (ages 2–4 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 Toddlers***

### ***Physical Characteristics***

Toddlers are active! They're on the move, running, climbing, and exploring. They're beginning to perform simple tasks, like using scissors. They can easily get hurt as they are rapidly developing physical skills but don't have wisdom to know when to stop running, climbing, etc.

### ***Takeaways for Us***

- Keep toddlers moving. Engage them actively as much as possible. Have them do motions to songs and actions to Bible accounts.
- Supervise them carefully.

- Provide chunky, nontoxic supplies.
- Intersperse periods of sitting with something active.

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

Toddlers want to do things by themselves, such as picking out their clothes and dressing themselves. They like imaginative, dramatic play. They're testing their powers and saying "no" a lot. They often want to please adults and try to mimic their behaviors. They're affectionate toward others. Toddlers are fearful of things that are loud and out of the ordinary.

### ***Takeaways for Us***

- Let toddlers be helpers. Give them simple one-step 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.
- Be consistently present all week; establish routines and stick with them.
- Be consistent in discipline. Let your "yes" be "yes" and your "no" be "no."
- Give them opportunities to dress up and play imaginatively.
- Adults—don't dress in elaborate costumes that may seem unfamiliar and scary.
- Be careful to walk worthy—act and speak in godly ways. Little eyes are watching and will want to imitate you!

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

Toddlers are curious and want to touch, smell, feel, see, and experience their world. They have short attention spans and learn/communicate in short sentences. They understand short and simple directions. They believe what you say. Their attitude toward God and others is in the process of being formed during these years.

### ***Takeaways for Us***

- Involve toddlers' senses in learning! The more they can touch, smell, see, taste, and feel, the better!
- Give clear, simple directions.
- Keep activities and lessons short. Toddlers' attention spans are only a few minutes long before they need to switch to something new, so keep it moving!
- 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.

# Toddler Schedule

When working with this age group, flexibility is key. In some cases, they are dropped off early and picked up late by parents who have VBS responsibilities. It may be important to revamp the schedule as necessary by removing some activities and allowing for more rest and free play.

Be aware that young ones get tired as the day wears on, even more so as the week wears on. The schedule may work fine at the beginning of the day or week, but toward the end, less is often better.

## Exploration Station Time

There are four Exploration Stations: Discovery Center, Touch Table, Dramatic Play, and Coloring Corner. (New this year are two Touch Table options—a water and/or a sand touch table.) These stations should be set up at the end of the room opposite where the lesson time is held or in an adjoining room. See the Exploration Stations Supply List on the back cover for a list of all the supplies needed each day.

Note: If stations aren't possible, simply choose one or more of the station activities to incorporate somewhere into your day as a whole group activity.

Children may rotate together through each station every few minutes, or they may independently move from one to another, which is what our test churches do. They don't need to do every station each day. Send the coloring page home daily, colored or uncolored. Also, many of these stations are big hits and can be repeated other days.

Post the signs with each station's name. Consider posting the directions and teaching tie-in for each station as well, so the leaders will be able to share the main point with the kids. (See Digital Resources.) Check the decorating section for more specifics on setting up the Dramatic Play area to look like an airport/travel zone and the Coloring Corner to look like an Around-the-World station. For the touch table, use a small wading pool or a large, clear, under-the-bed storage container. Place it on a plastic tarp or tablecloth to catch the spills.

## Bible Learning Time

The Bible Learning Time is divided into three sections:

- Lesson Time
- Song Time
- Memory Verse/Review Time

The lesson time works well with a two-person team. One person serves as Teacher One and the other as Teacher Two or the Teaching Assistant. The lesson can also be taught alone. If team teaching, decide ahead of time who will do what. If teaching alone, find someone (team leader, staff person, etc.) to help any time you might need an extra set of hands (puppet pal time especially).

Check the Resource Catalog for a fun T-shirt to wear while you teach!

Below is a sample schedule with descriptions of each time period. Check with your director for a copy of your specific schedule and room assignment.

## Sample Schedule

### Based on a 3-hour VBS

Note: This schedule reflects a 30-minute period before VBS begins to accommodate VBS parents' schedules.

8:30–9:00	Arrival/Free Play Morning VBS Program—Breakfast Snack
9:00–9:15	Checkpoint Opening Assembly
9:15–9:40	Exploration Stations (Session 1)
9:40–10:05	Lesson Time, Song Time, Memory Verse/ Review Time
10:05–10:30	Globe-trotting Games
10:30–10:45	World-class Crafts (Session 1)
10:45–11:00	Exploration Stations (Session 2)
11:00–11:20	Runway Café Snacks and Rest Time
11:20–11:35	World-class Crafts (Session 2)
11:35–11:55	Checkpoint Closing Assembly
11:55–Dismissal	Return to Room/Dismissal



<b>Arrival</b>	In some cases, children in this age group will arrive earlier than the rest of VBS children. Therefore, make sure you're there early, as well! Be ready to greet your little ones with smiles, hugs, and love. Follow your church's check-in procedures and safety precautions.
<b>Free Play</b>	Provide inviting toys ready for free play. Help them become familiar with their VBS space.
<b>Runway Café Breakfast Snack</b>	If you are running a morning VBS, offer a small snack. This helps them get used to their setting as they focus on food rather than being dropped off at the nursery! See page 19 for ideas.
<b>Checkpoint Opening Assembly</b>	Walk the children to the opening assembly. Request to be seated in the front on small chairs or in a special spot so the children can see. Plan to leave before or during the last song so you are back in your room before the other children leave.
<b>Exploration Stations (Session 1)</b>	Allow the children to explore the stations or participate in free play during this time. See the Digital Resources for patterns.
<b>Lesson Time, Song Time, Memory Verse/ Review Time</b>	This is the heart of the day. If some of the other activities need to go, make sure this one <i>does</i> happen! Present the lesson early before fatigue sets in. At the same time, if you notice the kids are especially antsy or tired, remain flexible and switch activities. You can come back later to finish the lesson, or you can break it up and finish it the next day.
<b>Globe-trotting Games</b>	Play inside or outside. Just spend time playing! Young children learn as they explore their world. See page 13 for game ideas.
<b>World-class Science and Crafts (Session 1)</b>	Toddlers and young preschoolers need simple crafts. Gluing sensory items (cotton balls, fabric, sandpaper, etc.) onto papers, attaching stickers, and coloring are always a hit. See page 16 for craft specifics.
<b>Exploration Stations (Session 2)</b>	Allow the children to continue exploring the stations.
<b>Runway Café Snacks and Rest Time</b>	Make sure all snacks are bite-sized and not choking hazards. Be alert to any allergies children may have. See page 19 for ideas.
<b>World-class Science and Crafts (Session 2)</b>	If the children seem up for it, try a second craft before heading out to the closing assembly.
<b>Checkpoint Closing Assembly</b>	Take them to the closing assembly, once again sitting close to the front. Leave five minutes early so they are back in their room when VBS is dismissed. Follow your church's safe dismissal procedures.

# 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 learn their Bible verses easily. If you choose to use these songs, you can use 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](http://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.

## 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.

**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 Memory Verse/Review Time 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, which is what our test churches do. The student guides are available in packs of 10.

- Toddler ESV (11-7-074)

- Toddler KJV (11-7-135)

**Passports:** These fun interactive booklets feature the daily memory verses, animal pals, stickers, and a place to stamp (11-3-093) for attendance. They can receive them at any time during the first day (our test churches use them as the kids first arrive), and you can review them with the kids during the Memory Verse/Review Time section of the lesson. 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

## 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.

# 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 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.



### ***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

#### **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.

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.

### ***Puppet Stage***

Because puppets are used daily in the Toddler 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 the hole with fabric, and then paint or decorate the outside (possibly with the world map posters found in the Teacher Resource Kit).

*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

Toddler classes will also enjoy Exploration Stations which, will include a Dramatic Play area, a Touch Table, a Discovery Center, and a Coloring Corner. Further information about these areas can be found starting on page 23, 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.

# Globe-trotting Games

Playing is what this age group does best! While they're playing, they're learning. These games are an important part of the teaching process because they help to cement the lessons into the kids' minds in a fun way.

Consider having an outdoor play time if you have a good space for it. It's nice to break up the day and have a new location to explore. The outdoor location should be enclosed so no one wanders off. If you don't have a safe area, use tarped hay bales or snow fencing to create one. Ask church families to bring in plastic slides, big wheel riding toys, and other age-appropriate outdoor equipment.

Make sure they're labeled so they can easily be returned after VBS.

You may also want to consider having wading pools with a small amount of water for outdoor playtime. (Supervise carefully.) Make sure parents are notified ahead of time to bring swim floats, a swimsuit, a towel, and extra clothes for their child. Ask if it's okay to put sunscreen on their child, and apply it at least 10 minutes before going outside. If possible, place the pools in a shady area.

For game time, use the following suggestions or other games from the game guide. Any of these ideas may be repeated throughout the week as time allows.

## Thematic Game Ideas

### Day 1

#### Slither, Slither

Before class, set up simple obstacles in the play area, such as cones, pool noodles on the ground, and a stack of large boxes. During game time, share the teaching tie-in first, then play the game by forming a line with the whole group holding hands or all holding onto a jump rope. This connected group acts as the "snake." Have the leader be the head. Try to stay connected (holding hands) as the "snake" wiggles around the various obstacles.

#### TEACHING TIE-IN

**Bo the anaconda snake is our animal pal today. God made the anaconda the biggest snake in the world. It lives on land and in water. An anaconda can stretch out very long or curl up. We're going to play a game to pretend we're a big anaconda like Bo.**

#### Kick It!

Before class, gather some additional obstacles (besides the Slither, Slither ones) and some balls that are soft to kick. Children should be able to kick the balls over, under, around, and through the obstacles. Possibilities for obstacles include a net (or nets) and a play pop-up tunnel. Share the teaching tie-in first, then play the game by giving the kids time to kick the balls over, under, around, and through the obstacles. Take time to show them any skills you may know.

#### TEACHING TIE-IN

Today we're going to a special place in the world called South America. Can you say "South America"? *Pause.* In South America, kids like to play soccer. Have you ever played soccer? *Take responses.* Soccer is called "fútbol" in South America. Isn't it fun to think that children in South America like to play the same game we're playing? God made them and loves them, and God made us and loves us, too!

### Day 2

#### Stop and Go

Before class, find a picture of a camel or a stuffed animal camel. Share the teaching tie-in first, then have everyone line up at the start line to play.

**Round 1:** Every time you say "Go," hold up the camel. Everyone should move around on "Go." When you say "Stop," put the camel down. Everyone should freeze and crouch down like a camel that has stopped.

**Round 2:** Continue as before, except now a leader is "It" and tries to tag any child who is stopping when he should be going, or vice versa. Later, you can see if any children want to be "It." If tagged, the tagged child becomes the new "It."

#### TEACHING TIE-IN

Today's animal pal is Jamal the camel. Camels live in Asia, the place we're visiting today. Asia is where the tower of Babel was built. When the people

moved away from the tower because they had not obeyed God, they may have ridden on camels like Jamal to move to new homes far away. Let's pretend we're moving as we play Stop and Go.

### Build a Tower

Before class, collect small blocks, boxes, or other safe materials to use for building towers. The kids will work together as a group to build the highest tower they can. If the class is large, divide into two or more smaller building teams. Collect pictures of tall towers and skyscrapers around the world today. Share the teaching tie-in first, then work together to build the tall towers.

#### TEACHING TIE-IN

Let's stand and stretch as tall as we can. *Do so.* Wow, look how high you stretched!

There are towers and buildings in our world today that stretch very high into the sky. Look at these pictures. *Show the pictures.* But the Bible tells us of a time when some people built a tower that they used for bad purposes. A long time ago, the people on earth lived near each other. One day, they decided to build a city and a tall tower. In fact, they wanted to build the tower so high it would reach up to heaven. Do you think they could make a tower that tall? *Take answers.* I don't either. But they were going to try, even though God told them to spread out all over the earth. Sadly, they stayed together and didn't listen to God. Is it a good thing to listen to God? *Take answers.* Yes! We should always want to listen to God and obey him. One way we can obey God is to be kind to each other.

Let's be kind to each other and work together as we build towers.

### Day 3

#### Dashing Doggies

Before class, collect a variety of stuffed animal dogs. These represent the Pup Patrol. The kids will pretend they're dog trainers. Set up an obstacle course with items to represent stations the trainers go through with the dogs. Possibilities include slides to go down, toy hoops or tunnels to go through, something to crawl under, a tricycle to ride on, objects to stack, or a 2x4 board to walk across.

Share the teaching tie-in first, then begin. The stuffed dog and its child trainer will attempt to go through each obstacle together.

#### TEACHING TIE-IN

How many of you have a pet dog? *Have them share pet names and their breeds of dogs.* In Africa today, our animals are the Pup Patrol! They remind us that

dogs can look a bit different, but they're still dogs, and they're each special. People can look a bit different too, but we're still people, and each one of us is a special creation made by God.

Let's have fun playing with the Pup Patrol now as we take them through a race. When you go through a tunnel, your dog will go through the tunnel, too. When you walk across a board, you'll carry your dog with you. Here we go!

### Four Corners

No pre-prep is needed. Before playing, share the teaching tie-in, then play the game. To do so, have a leader count to 10 slowly while his eyes are closed. As the leader counts, the kids go to one of the four corners of the room. The leader points to one of the corners, and the kids who are standing in that corner need to say, "Jesus loves the children in Africa!" to stay in. Continue playing this way, just changing what the kids say each time, such as, "Jesus loves the children in South America!" or "Jesus loves the children in Asia!" End with "Jesus loves all the children of the world!"

#### TEACHING TIE-IN

Have you ever had to move? *Take responses.* When the people moved away from the tower of Babel, they went all over the world to live, and people have lived all over the world ever since. People live in every part (or "corner") of the world, and they all need to know that Jesus loves them! Let's pretend to go to the four corners of the earth and tell others about Jesus' love.

### Day 4

#### Swan Call

Before class, get a parachute or a sheet to use as a parachute. If time, print a picture of a Polish mute swan and a trumpeter swan.

Share the teaching tie-in first, then play the game.

#### TEACHING TIE-IN

Today's special animal pals are Agape and Phileo the mute swans. Mute swans are all white with an orange beak. Their necks curve and can make a heart when two are together. Hearts remind me of love. Can you think of someone who loves you? *Take responses, and remind them that God loves them the most.*

Mute swans are quieter than other swans around the world, like trumpeter swans. Trumpeter swans are very loud. Let's say "Hello!" very loudly, like a trumpeter swan. *Do so.* Now let's say it quietly, like a mute swan. *Do so.*

Our game today uses a parachute. We'll all hold on to the parachute and shake it up and down. Then the leader will say "Mute" or "Trumpeter." If you hear "Mute," tiptoe quietly under the parachute to the opposite side. If you hear "Trumpeter," run under the parachute, making as much noise as you can.

### Color Cross

Before class, copy crosses on different brightly colored card stock so there is a set of yellow crosses, a set of blue crosses, etc. (enough for at least one set of crosses per child). Cut them out and hide them around the playing area.

Share the teaching tie-in first, then send the kids out to each find one yellow cross. After that, find the blue crosses. Continue on, asking them to find different colored crosses.

#### TEACHING TIE-IN

Today, we're going to be looking for some crosses. Do you know what a cross looks like? *Take responses.* What does a cross have to do with Jesus? Take responses, and explain about Jesus' life, death, burial, and resurrection. On this first round, each person needs to find just one cross and it needs to be yellow. Hold up a sample yellow cross for everybody to see. Ready? On your mark, get set, go!

## Day 5

### Roadrunner Race

There's no pre-prep needed for this game. Share the teaching tie-in first, then play the game, using the bulleted ideas or coming up with your own ideas to fit your situation.

#### TEACHING TIE-IN

Our animal pal today is Racer the roadrunner. Roadrunners love to run around fast! Do you think God wants us to run around and tell others about Jesus? *Take responses.* Let's play a game where we run here and there and tell people about Jesus. I'll give directions, and you follow! Here we go!

- Run to \_\_\_\_ (a leader's name) and tell her Jesus loves her!
- Find people wearing red and tell them Jesus loves them!
- Find people with tennis shoes on and tell them Jesus loves them!
- Find people with brown hair and tell them Jesus loves them!
- Find people with blue eyes and tell them Jesus loves them!
- Find people wearing shorts and tell them Jesus loves them!

### Sombrero Hat Game

Before class, collect a sombrero, small objects, and Latin American music to play. Place the small objects on the brim of the sombrero. (You may need to prop up the sombrero to keep it from tilting.) Children stand in a big circle around the hat about 3–5 feet away. Share the teaching tie-in first, then play the game.

#### TEACHING TIE-IN

Today's game is a game that many children who live in Mexico like to play. Do you see this large hat in the middle of our circle? It's a Mexican hat called a sombrero. On the brim of the sombrero are lots of objects and toys.

*Round 1:* First, I will call somebody's name and the name of an object. If I call your name, run in and grab the object, then run back to the circle. Once everyone has had a turn, go to Round 2.

*Round 2:* Now I'm going to call two kids to run in and grab two *different* objects. For example, you might say, "Kyle—apple. Rachel—ball."

*Round 3:* This last time, I'll call two names, but only say one object. Whoever gets the object should run back to the outside of the circle to win that round.



# World-class Crafts

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

As with all other items used with the toddlers and young preschoolers, watch carefully that items are not choking hazards and that all items are nontoxic. Use chunky crayons. Remember to put names on all crafts as children work on them.

Plan two craft times a day, but be prepared to skip one or both if the children need more rest time. Some of the crafts follow the "big kids" craft time but are simplified for this level. Some are designed only for the little ones, such as Session 2 ideas below that are about the animal pals. Toddlers will love these animal pal crafts!

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

## Thematic Craft Ideas

### Day 1

#### Session 1—Traveler's Suitcase

*Gather the following supplies for each child:* a file folder (colorful ones are fun!), travel stickers, and glue stick or tape. You also need colorful card stock (for the suitcase handles and straps) and washable markers. Optionally, you may want magazines and scissors. (See below.)

*Ahead of time,* cut a handle for each file folder from the card stock, along with two card stock straps to place vertically on the suitcase. Attach them. If you are going to use items from the magazines for the toddlers to glue into their suitcases, cut them out (food, clothes, shoes, etc.—items you would take on a trip).

*During class,* toddlers color and sticker their "suitcases."

#### TEACHING TIE-IN

**What would you pack in your suitcase for a trip?**

*Take responses.* We've got God's big, wonderful world to explore at VBS this week, filled with a world of special people!

#### Session 2—Sneaky Serpent

*Gather the following supplies for each child:* one large white paper plate, crayons or markers, two paper snake eyes or wiggle eyes, and a glue stick or glue dots.

*Ahead of time,* cut straight through the plate through the outer rim and continue cutting as you follow the inside edge

of the rim all the way around the plate until the rim is cut from the plate in one long piece. Cut one end of the rim in the general shape of a snake's head. Cut the other end to a point for the snake's tail.

*During class,* the toddlers color the snake and add either paper or wiggle eyes.

#### TEACHING TIE-IN

**Look at our sneaky snake. Do you remember what our snake animal pal's name is?** *Take responses.*

**Yes, it's Bo! Bo reminds us of that sneaky serpent who tempted Adam and Eve to sin in the garden of Eden. Do you remember what Adam and Eve did?** *Take responses.* **Do you know what sin is?** *Take responses.*

### Day 2

#### Session 1—Tall Tower

*Gather the following supplies for each child:* a **TALL TOWER SHEET** (see Digital Resources for the pattern and print on light blue card stock), brown strips (details to follow), a strip of sand paper, two cotton balls, a glue stick, and (optional) an envelope. For the brown strips, use either brown construction paper or brown fun foam (preferred). Each child needs five brown pieces that are the same graduated lengths as the steps on the **TALL TOWER SHEET**.

*Ahead of time,* cut the brown strips, along with the sand paper strips.

*Check [Pinterest.com/AnswersVBS](https://www.pinterest.com/AnswersVBS/) for colorful photos of the toddler crafts!*

*During class*, toddlers glue on the sand paper base at the bottom of the page and the cotton ball “clouds” at the top of the page. They can then either glue on the brown strips in the right spots, or just keep it like a puzzle to play with over and over. If doing that, provide envelopes to put the five brown strips in and attach to the back of the light blue card stock sheet.

### TEACHING TIE-IN

Today, we talked about (will talk about) a tall tower that was built long ago. Does anybody know what we call that tower? *Take responses.* Yes, the tower of Babel. Does anybody know what happened there? *Take responses, and share a brief overview of it.*

### Session 2—Camel-oculars

*Gather the following for each child:* one paper towel tube, 30-in. piece of colored yarn, two paper clips, two-sided **CAMEL PATTERN** (Digital Resources), two 7-mm wiggle eyes and (optional) camel stickers. You also need scissors, crayons, markers, glue sticks, craft glue, colored masking tape, and a ¼-in. hole punch.

*Ahead of time*, cut the paper towel tubes in half, cut the yarn into 30-in. pieces, and prepare the camel pattern by photocopying it onto white card stock, then cutting it out, making sure to NOT cut along the base line that would separate the two pieces that mirror each other. Also, decorate the two ends of each tube piece with colored masking tape and fasten the two tubes together temporarily with a paper clip at each end.

*During class*, kids color the **CAMEL PATTERN** and glue on the wiggle eyes. If you have camel stickers, they put those on the paper towel tubes. Have them glue stick the inside of the camel and fold the sides together. (Or leaders may want to do the folding.) Leaders can attach the camel by squeezing a bead of craft glue into the channel between the tube pieces and then pressing the camel into place. Add a strap by punching a hole on each side about ½ an inch from the end of the camel-oculars and tying on a piece of yarn.

### TEACHING TIE-IN

Hey, what animal does that look like on your binoculars? *Take responses.* Yes, a camel, like Jamal our animal pal. Jamal is an Arabian camel who lives in the area near where the tower of Babel was built. The tower of Babel was a real place, and what happened there made a huge difference for all of us. Now we speak different languages and live in different places and even look somewhat different, all because of what happened at the tower of Babel!

## Day 3

### Session 1—Kids Around the World Puppets

*Gather the following supplies for each child:* a copy of the **KIDS AROUND THE WORLD PATTERN** (Digital Resources), crayons in various shades of brown, plus other colors as well, one paper towel tube, and tape (or glue sticks, or glue dots). You'll also need a paper cutter for ahead of time prep.

*Ahead of time*, photocopy and cut out the patterns. Using an office paper cutter, cut paper towel tubes into ¾-inch sections, five per child.

*During class*, kids color their people to have different skin shades and looks, then attach them to the cut-down paper towel tubes with tape or other adhesive.

### TEACHING TIE-IN

Point to your lightest paper person. *Do so.* Point to your darkest paper person. *Do so.* Isn't it fun how God made every person have his or her own special look? I love that! Do you have any friends who have a different skin shade than you or who live in another country? *Take responses.* We have this whole big wide world of people to love and enjoy!

### Session 2—Pup Mask

*Gather the following for each child:* a white paper plate, a glue stick, crayons or washable markers, a large craft stick, tape, and a **PUP MASK PATTERN** (Digital Resources).

*Ahead of time*, photocopy and cut out the **PUP MASK PATTERN**. Cut out the coordinating spots on the paper plates where the eye holes should be.

*During class*, have the kids line up the eye holes in the pattern with the eye holes in the plate. Glue the pattern to the plate and color. When completed, tape the large craft stick to the back.

### TEACHING TIE-IN

Look at these cool masks! They remind me of our Pup Patrol! What kind of animals are pups? *Take responses.* Right, they're dogs! There are many different types of dogs and they may look different from each other, but they're still dogs. People may look a little different from each other, like having different shades of skin color, but they're still people. Each person is a special masterpiece made by God in his image.

## Day 4

### Session 1—Mosaic Cross

For this craft, see the *World-class Science and Crafts Guide* and follow the directions for the Pre-Primary version of the Day 4 main craft.

## TEACHING TIE-IN

Today, you're making a cross. Does anybody know anything about what happened on a cross? *Take responses.* Share about Jesus and why he died on the cross.

### Session 2—Swimming Swan

*Gather the following:* blue card stock or construction paper (one piece per child), white washable paint, one or more paper plates to put the paint on, black and orange permanent markers, one heart sticker or fun foam heart per child, one cotton swab per child, and wet wipes for cleanup.

*Ahead of time,* pour some paint onto the plate.

*During class,* each child will dip his hand into the paint and then press his hand down on the blue paper to make the body of the first swan. It helps to orient the paper vertically so the child doesn't have to bend his hand. Repeat with the other hand to make another swan. Wipe their hands with a wet wipe to clean.

Using a cotton swab, add a little white paint for the necks of the swans. They may want to daub a couple white clouds in the sky as well. After the paint has dried, the kids can use the markers to add a black eye and an orange beak to each swan. Put the heart sticker near the swans.

## TEACHING TIE-IN

Look at our swans here. Does anyone remember their names? *Take responses.* Their names are Agape and Phileo, which means "love" in another language. What shape in our picture has something to do with love? *Take responses.* God loved us so much he sent his Son to save us.

## Day 5

### Session 1—Heart Headband

*Gather the following supplies for each child:* a page of eight **HEARTS** (photocopy and cut out ahead of time—check Digital Resources), a corrugated cardboard bulletin board border strip approximately 18 inches long, four pipe cleaners, and washable markers. You will also need tape.

*Ahead of time,* cut out the eight hearts and cut the four pipe cleaners in half. Cut the bulletin board border strip into 18-inch pieces.

*During class,* the toddlers color the hearts and tape them on the pipe cleaners (with help). Stick the pipe cleaners in the corrugated cardboard border strip. Leaders fit the headbands to their heads and tape.

## TEACHING TIE-IN

Look at our cute heart headbands! What do hearts remind you of? *Take responses.* God loves us so much, and we ought to love others, too. How can we show others we love them? *Take responses.*

### Session 2—Runnin' "Tail" (Run and Tell)

*Gather the following supplies:* light brown sentence strips or bulletin board border, one piece per child that will fit around the child's waist, crayons, tape or glue dots for each child, and the **BROWN TAIL FEATHERS PATTERN** (Digital Resources).

*Ahead of time,* photocopy the **BROWN TAIL FEATHERS PATTERN** and cut out one set of feathers per child.

*During class,* have the kids tape or glue on the feathers and color both the sentence strip and feathers as desired.

## TEACHING TIE-IN

Does anybody remember the name of our animal pal today? *Take responses.* Yes, it's Racer. Racer is a kind of bird called a roadrunner because he runs all over the place. God wants us to run around and tell people about Jesus and his love!

# Runway Café Snacks

Yum! Yum! Snack time is always a hit, no matter what the age.

With this age group, it is especially important to check with parents about allergies, as little ones will not always be able to communicate such things. Also, make sure all food is safe and in bite-sized pieces.

If you are running a morning VBS, consider providing a breakfast snack shortly after arrival (e.g., mini-muffins, half a banana, or toasted oat cereal).

For the main snack, arrange with the Snack Coordinator to bring the snack in at the appropriate time and for the appropriate numbers. Serve smaller portions of what the “big kids” are having, or serve one of the optional ideas listed below.

Keep this time calm and quiet. Pray before eating. As they eat, listen to a story or watch a quiet Christian video. Children may bring blankets or rest mats for a short rest time. They have been going all day, so this is a good time to rest. Remind the children that Jesus made them and loves them.

## Thematic Snack Ideas

### Day 1

#### Circles and Salsa (Tortilla chips)

See Day 1 in the snack guide for directions, but use fewer chips and skip the salsa.



#### TEACHING TIE-IN

Today, we're pretending to travel far away to a place called South America. God loves the people who live in South America, and he loves you, too!

Our snack is a food that's eaten a lot in South America. Let's thank God for our tortilla chips and for all the wonderful things he's created for us to eat.

#### Rain Forest Chocolate Balls

Put Cocoa Puffs® into individual snack baggies or jungle-themed cups. You will need approximately ½ c. per child.



#### TEACHING TIE-IN:

When God made the earth, it was like a beautiful rain forest filled with yummy things for Adam and Eve to eat, like chocolate! God made the world good because God is good!

Let's thank God for our yummy chocolate snack, and then let's eat!

### Day 2

#### Pita Chips and Dip

See Day 2 in the snack guide for directions for the Pita Chips and Dip.



#### TEACHING TIE-IN

Our snack today is pita chips with a dip called hummus, which is a favorite snack eaten in an area of the world called the Middle East. This is where the tower of Babel was built. We learn about the tower of Babel in the Bible. God is kind to give us the Bible so we can know about him and the world!

Let's thank God for these pita chips and dip, and then let's eat.

#### Pocky® Sticks

Serve Pocky® sticks, a favorite snack founded in Japan. These are available online and at grocery stores with international food areas.



#### TEACHING TIE-IN

Today, we're pretending to travel to a place called Asia. A snack called a Pocky® stick is a favorite there. Have any of you had them before? *Pause.* Our Pocky® sticks remind us that God loves the people who live in Asia, and he loves you, too!

Let's thank him for our snack, and then let's eat!



## Day 3

### Shades of Cake

See Day 3 in the snack guide for directions for the Shades of Cake. You may want to give the toddlers just one mini cupcake.



#### TEACHING TIE-IN

Let's look at the different shades our cupcakes are. What color would you say they are? *Take responses.* Yes, they're all shades of brown, just like people's skin. We're all shades of brown, too, from light brown skin to dark brown skin. God made us that way.

Let's thank him for our Shades of Cake snack, and then we'll eat them!

### Pup Patrol Chew Sticks

Put some thick, twisted pretzel sticks (the kind that are about three inches long but fatter than regular pretzel sticks) in a small bowl (a pretend dog dish) or in a small cup.



#### TEACHING TIE-IN

Do you remember who our animal pals are today? *Take responses.* Yes, our animal pals are pups that live in a place called Africa. They remind us that God made each dog special, and he made each person special, too.

Let's thank God for our Pup Patrol Chew Sticks, and then let's eat!

## Day 4

### English Scones

See Day 4 in the snack guide for directions, but adjust the size to make them smaller for the toddlers. You may want to serve them with a little jam.



#### TEACHING TIE-IN

Today, we're pretending to travel to a place called Europe. This is a food they like to eat there called scones. Isn't it fun to see what people in different countries like to eat? God made all of us, no matter where we live or what we eat, and he loves us, too. He sent Jesus to earth to rescue us!

Let's thank him for our English Scones and then eat this yummy snack.

## BabyBel® Cheese (or other cheese)

France is known for its cheese, and Babybel® is no exception! Serve these yummy little cheeses with crackers, or serve string cheese or other cheese with crackers. Make sure to cut the cheese into tiny pieces.



#### TEACHING TIE-IN

Today, we're pretending to travel to a place called Europe. One place there (France) has over 300 kinds of cheese! Here's one of them. Isn't it awesome how God has given people the ability to come up with so many different foods? People could have developed just one kind of cheese, but there are many different kinds! God is a wonderful Creator, and we reflect his creativity when we develop new items to eat.

Let's thank him for this kind of cheese, and have fun eating it.

## Day 5

### Big Apple Mini Pies

See Day 5 in the snack guide for directions, but adjust the size to make them smaller for the toddlers.



#### TEACHING TIE-IN

We're pretending to travel to a place called North America today, our last stop on *The Incredible Race*. We've traveled around the great big world this week and been reminded that God loves people of every nation, tribe, and people group. Let's thank him that people from all over the world will live together in heaven someday, getting along perfectly, and let's thank him for our Big Apple Mini Pies.

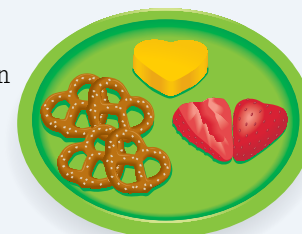
## All Heart

See Day 5 Healthy Options in the snack guide for directions.

#### TEACHING TIE-IN

What shape are these foods? *Take responses.* Yes, hearts! Hearts remind us that God is loving, and we should be, too. The Bible tells us over and over to love one another.

Let's thank God for this food and for his love.



# DAY 1

# Ready, Set, Go

## BEFORE BABEL

### CONTINENT

South America

### BIBLE PASSAGE

Genesis 1–11

### ANIMAL PAL

Bo the Anaconda

### LESSON FOCUS

As the race starts, we explore the beginning of the human race and how nobody was running a perfect race through life.

### APOLOGETICS FOCUS

We'll talk about 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

#### LESSON TIME

- Part 1: Refuel Challenge
- Part 2: Racing Through Genesis 1–11
- Part 3: Puppet Pal—Obey Is the Way

#### SONG TIME

- Song 1: "Cristo Me Ama"—"Jesus Loves Me" in Spanish
- Song 2: "Jesu Cristo Es el Señor"

#### MEMORY VERSE/REVIEW TIME

- Part 1: Mile Marker Memory Verses
- Part 2: Go and Do
- Review Challenge

### Preparing for the Lesson

- Read Genesis 1–11 several times.
- Read this lesson several times and prepare the materials as outlined in the purple pre-prep boxes.
- Visit [answersvbs.com/irfaq](http://answersvbs.com/irfaq) for more information on Genesis 1–11 and the breaking up of the continents.
- 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. In the beginning of the Bible, we read that God made the world. It may have been 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. 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 them all!

### 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®, LEGO®, or other play 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. 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, and empty toiletry bottle
- ☐ Pilot hats (Oriental Trading Company has them)
- ☐ Optional: souvenirs, play hats, and other safe 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 could 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 easily made. Do online searches for 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 below 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 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®, DUPLO®, wooden blocks, Jenga® blocks, 3-D foam shapes, egg cartons, paper tower tubes, etc.). This building spot can be used with the bricks all week to build, count, sort by size and shape, make a long

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

**Language Learning**—Have fun teaching about different countries and their languages. Share various words from countries 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 balloons and tie to the box/laundry basket, or gather a very large beach ball or 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, 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 interact with the books. 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 Skyscraper*. See the VBS catalog for more details.

**Texture Trays**—Provide various textures *on* which and *in* which they 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 clean-up.

**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 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.

- ☐ Bible or children's Bible
- ☐ Costumes for teachers
- ☐ 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.



- ☐ Large marker board and dry erase marker, or chalkboard and chalk
- ☐ **Simple Line Drawings Sheet**
- ☐ **World Map**
- ☐ **Sin Cycle Poster**



## Lesson Time

### Part 1: Refuel Challenge (5 minutes)

**Pre-prep:** Gather your trainer costumes, which you'll wear all week. 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 something like the following:

**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. God loves the people all over the world!

**Teacher 1:** Show the **WORLD MAP**. We live right here. Point. And, today, we're pretending to race here to South America. Point to South America.

For today's first challenge, ask them to come up and point to South America after you show them where it is.

**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:** Let's check out this fruit from South America. Either show the **FRUIT POSTER**, or show a real fruit from South America for today's Refuel 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.

### Part 2: Racing Through Genesis 1-11 (10 minutes)

**Pre-prep:** Gather the supplies. Practice drawing the simple 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 right here at the start of the Bible. Point to your Bible. Guess what happened? God made the world! Let's have \_\_\_\_ (Teacher 2's name) 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 or all of the suggestions on the board with simple line drawings. Have the racers guess. Suggestions are water (draw simple waves), clouds (after they guess, 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 the people God made at the beginning were good.

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

Teacher 2 draws a simple stick drawing of Adam and 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, but in this case, God told them not to eat the fruit from one tree. They didn't obey God.

When they did that, 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 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. 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 his didn't, so guess what he did? When his brother Abel was out in the field one day, Cain killed Abel! Teacher 2 should erase 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 child 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 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!

And the people's sin affected the whole earth itself! It's likely that God created a large piece of land in the beginning. 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! Point to the map.

Wow, this is sad! Everyone keeps sinning (not obeying God). 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, the people, who were children and grandchildren of Noah, were sinning again. 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 stayed together to build a city and a tower we call the tower of Babel.

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 these pictures and see if we can remember what they're about! Show the **SIN CYCLE POSTER** and see if they can remember each one.

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 this.

## Part 3: Puppet Pal—Obey Is the Way (5 minutes)

**Pre-prep:** See Decorating Decisions for ideas on making 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, khaki vest, or travel clothes. Mini bandanas made from thematic fabric are a fun addition, such as rain forest/jungle print on Day 1, camel print on Day 2, African animal print on Day 3, European print on Day 4, and North American print on Day 5. (See YouTube.com/AnswersVBS for sample bandanas.) 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 should be open on most syllables. You don't have to open very wide, which will help you move the mouth faster and more naturally.

When the puppet is entering, hold your arm back and down and have the puppet take three steps 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:** On the count of 3, let's all call to Speedy. Ready? 1, 2, 3—Speedy!

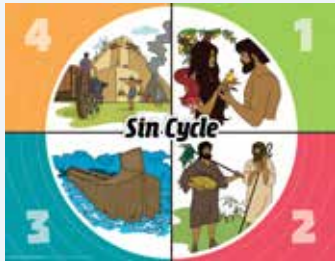
**Puppet:** Come up holding something you shouldn't have, like a piece of candy or a play cookie. Hey, everybody! Watcha' doing?

**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?



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



**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, tell the truth. It's very, very important to always 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:** Show 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 Adam and 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. Anyone who admits he sinned and believes Jesus came and died and came back to life to take the punishment for his sin can ask God to forgive him, and to make him a child of God.


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

**Teacher:** It sure is! Well, Speedy, I think you should tell your mom you're sorry.

**Puppet:** Okay. 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!



 Gospel Opportunity

## Song Time

### 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 the chorus 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.)

- ☐ "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 the same one or two all week long. There are lots of options!

## 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.

**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.)

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

## Memory Verse and Review Time

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

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 (Go and Do sections) that apply today’s lesson to real life.

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 do so as the racers first arrive at VBS), and/or review the student guides.

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

### Part 1: Mile Marker Memory Verses

**Pre-prep:** Cue the memory verse song. Hang up the **DAY 1 MEMORY 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” (a yardstick or broom handle). Go under the stick 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 using tomorrow’s verse. You may also want to practice the week’s theme verse, using the **THEME VERSE POSTER** as a reference.

### Part 2: Go and Do

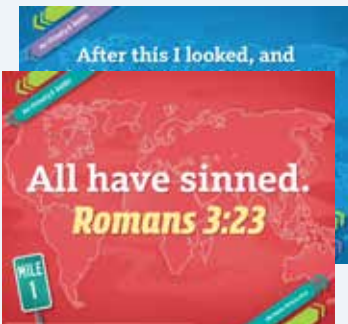
- God says to be kind. Do you have trouble being kind? (When we don’t obey God, it’s called sin.) Ask God to help you obey.
- Talk to God (that’s prayer!) and thank him for sending Jesus, who is perfect, and who is the only one who can forgive our sin.
- Ask an adult if she remembers not obeying her parents.
- With an adult, check [answersvbs.com/irkids](http://answersvbs.com/irkids) for more fun information!

Ask yourself this question: When I don’t obey God, do I ask him to forgive me?

### Review Challenge

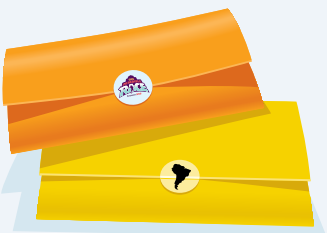
**Pre-prep:** Photocopy the **DAY 1 CHALLENGE SHEET** on bright-colored paper, fold the bottom up about three inches, fold the top down about three inches to overlap the bottom, and put an *Incredible Race* logo sticker or other sticker on to keep it shut. (See illustration.)

Make the Challenge Box. 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 the base from a square 1x12-in. board. Paint the post and base black. Attach a small square to the top of



📍 End each day’s Refueling Station Lesson with prayer!

- ☐ Day 1 Challenge Sheet
- ☐ Optional: Challenge Box



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.)

To wrap up the lesson, do this quick and fun challenge review. Grab the challenge sheet out of the Challenge Box, or have them 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)

