



# DEEP SEA SCIENCE & CRAFTS



LEADER GUIDE



# Leading a Child to Christ

*“For I am not ashamed of the gospel, for it is the power of God for salvation to everyone who believes.” Romans 1:16*

VBS presents an ideal opportunity to share the life-changing gospel of Jesus Christ with all attending. Every leader and team member should be ready to clearly present the gospel and counsel those wanting to learn more. Children are usually soft-hearted toward things of the Lord, and some will be interested in becoming a follower of Christ. Be ready, because eternal matters matter most!

## BEFORE

- **Pray.** Salvation is God’s work, not ours. We cannot bring about salvation for anyone. We need to ask God to prepare the children and open their hearts to him.
- **Be prepared.** Learn more about presenting the gospel and counseling a child about salvation.

## DURING

The gospel will be presented during the lesson time. Opportunities may arise, however, to share with a child one-on-one or with a small group of children. If so, keep the following in mind:

- Becoming a child of God involves repenting of one’s sin and having faith in the death and resurrection of Jesus Christ. Repentance involves understanding what sin is (disobeying God’s commands) and desiring to turn from that sin.
- You can use *How Can I Become a Child of God?* to explain the plan of salvation. Along with this, use your Bible. Children need to see and hear God’s Word, so have your Bible opened and marked ahead of time with the appropriate scriptures.
- Avoid abstract phrases like “asking Jesus into your heart.” Instead, use terminology like “becoming a child of God.” Most children still think in concrete terms and need examples that are easy to understand.
- If a child indicates an interest to know more after hearing the gospel presentation, ask questions (such as one or more of the following) that require more than a “yes” or “no” answer:
  - » What do you want to talk to me about?
  - » Do you know what sin is?
  - » Can you think of a specific sin (wrong) you have done? Are you bothered by your sin?

**These questions are important.** A child who cannot verbalize a sin or does not seem to be repentant about being a sinner may not fully understand his need for a Savior. In this situation, you might list a child-oriented example of sin and ask him to notice any time he catches himself sinning over the next few days. Give him *How Can I Become a Child of God?* Pray with him, then send him on his way. Check back a day or two later, if possible.

- » Why did Jesus come to earth? Why did Jesus need to die? Why did Jesus rise again?
- » Why do you want Jesus to be your Savior?
- » Why should God let you into his family? (Make sure the

child understands that salvation is not based on what he does, but is a gracious gift of God through faith in the death and resurrection of Jesus.)

- Pray for discernment while listening to a child’s answers.
- When a child seems to have a basic understanding of salvation (belief in Jesus’ death and resurrection, admission of and repentance from sin, and a desire to follow the Lord), encourage him to talk to his parents about what it means to become a child of God (if they are followers of Christ). Encourage a child who comes from a non-Christian home to verbalize his understanding to the Lord through prayer. There is no one prayer that should be prayed. Encourage him to ask the Lord to forgive him and help him know he is a child of God.
- Let him see in your words and your face that you are excited that he wants to become a child of God! Read Luke 15:10 to him.
- Some children may not want to make decisions but may want to learn more, to be assured of salvation, or to confess sin. Read Romans 10:9–10 and John 10:28–29 with children who are seeking assurance of their salvation. Encourage them to ask the Lord to help them know they are his children. If a child wants to confess sin, read 1 John 1:9 with him and encourage him to ask the Lord to help him know he is forgiven when he repents.

## AFTER

- Review what it means to be a child of God.
  - » How long does God keep his children? (Hebrews 13:5b, John 10:28–29)
  - » Can anything separate God from his children? (Romans 8:38–39)
  - » What happens when God’s children sin? (1 John 1:9)
  - » What do children of God believe? (Romans 10:9)
- Explain that Jesus loves his children and wants to spend time with them. Discuss practical ways to grow as a child of God. Provide him with *Growing Up in God’s Family*, and share the following:
  - » Read your Bible, and obey what you read. You can start your Bible reading with the short Bible study you will receive the last day of VBS. (Make sure he has a Bible at home, and if not, provide one. Write his name, the date, and the occasion [VBS] on the presentation page.)
  - » Pray every day. Prayer is talking to God.
  - » Go to a church that believes and teaches the Bible as the Word of God.
  - » Tell others about Jesus. Tell your friends, family, and neighbors how they can become children of God.
- Fill out a Decision Card. Turn in to the VBS director.
- Stay in touch with the child through postcards, visits, or phone calls. Invite him to upcoming church events.





## HOW TO CUSTOMIZE THIS ROTATION(S)

**Science experiments** are for class demonstrations or small groups—two options for each day start on **page 16**.

**Crafts** are themed for each day and are age appropriate for individual students to do. Toddler crafts start on **page 35**. Main crafts start on **page 38**. Extra craft ideas start on **page 53**.

**Songs** for each day are suggested on **page 6**. If you would like your children to spend more time each day learning the theme songs, this option is for you.

**Memory verse review games** begin on **page 7**. For those who want a Bible memory emphasis in their VBS program, choose this option (perhaps in combination with, for example, an experiment or craft or mission moment).

**Mission moment** provides a way to either extend the time you spend on missions from the Assembly or offer a complete mission time on its own (removing it from the Assembly time). Check **page 9** for more information from Children's Hunger Fund.

### Choose

Here are a variety of options to fill this rotation. Choose one or more that are appropriate for your schedule.

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

### Contents

Course Overview . . . . .	2
Handy Helps . . . . .	3
Fun in the Sun . . . . .	3
Your Role . . . . .	4
Frequently Asked Questions. . . . .	4
Terms to Know . . . . .	4
Top 20 Tips for Deep Sea Science and Crafts . . . . .	5
Seashore Songs . . . . .	6
Treasured Verses Review . . . . .	7
Mission Moment . . . . .	9
Science Experiments. . . . .	16
Toddler Crafts. . . . .	35
Main Daily Crafts. . . . .	38
Extra Daily Crafts. . . . .	53
More Any Day Crafts. . . . .	58
Experiments Supply List. . . . .	60

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#### *Deep Sea Science and Crafts*

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# Course Overview

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>God is ...</b>	GR+8	ALL+MY+T	RUE+LEARN-N	E+MAN+YOU+L	TRUSTY-Y+WORD-D+THEE
<b>Lighthouse Lesson Focus</b>	God is GREAT! He is the one and only God, the awe-inspiring Creator.	God is ALMIGHTY! He is all knowing, all powerful, and all present.	God is RULER! He is the majestic king who is holy and perfect.	God is EMMANUEL! He is the loving and good Savior who came to earth.	God is TRUSTWORTHY! He is our rock. We should praise, thank, worship, adore, and live for him.
<b>Medallion of the Day</b>	Number 1	Letter O	Crown	Heart	Diamond
<b>Bible Passages</b>	Paul in a City of False Gods Acts 17:16–34	Jonah and God Almighty Book of Jonah Psalm 139	Isaiah's Vision of God Isaiah 6:1–3 Psalm 8	God Comes to Earth (Gospel Presentation) Select Scriptures	David Trusts God 1 Samuel 17
<b>Treasured Verses</b>	Great is the LORD, and greatly to be praised, and his greatness is unsearchable. Psalm 145:3	Behold, I am the LORD, the God of all flesh. Is anything too hard for me? Jeremiah 32:27	And one called to another and said: "Holy, holy, holy is the LORD of hosts; the whole earth is full of his glory!" Isaiah 6:3	But God shows his love for us in that while we were still sinners, Christ died for us. Romans 5:8	Trust in the LORD with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths. Proverbs 3:5–6
<b>Apologetics Focus</b>	There's only one God as revealed in the Bible. You can't make up a god of your choosing.	Nothing is too hard for God.	God is the same in the Old Testament as he is in the New Testament. He was and is and always will be in charge.	God is three-in-one—Father, Son, and Holy Spirit. Even though there is mystery to this, God is knowable.	God is bigger and greater than our unanswered questions. We can trust him.
<b>Animal Pals</b>	Camo the Chameleon	Flip the Flapjack Octopus	Clark the Great White Shark	Jam the Immortal Jellyfish	Trusty the Macaw
<b>Deep Sea Science</b>	Rainbow Water Mystery Color	Can Crushing Diving Octopus	Diaper Duty Shark Float	Lava Lamps Sea Snakes	Salty or Fresh? Jewel Treasures
<b>Deep Sea Crafts</b>	Tropical Tree Glass Gem Magnets	Shell Necklace Splash Octopus	Wind Chime Great White Game	Mini Diorama Gospel Sand Art	God's Attributes Rock Seek and Find Treasure
<b>Ride the Tide Games</b>	Island Ambush Island Olympics	Fish Out of Water Sharks and Minnows	Glory Corners Tropical Relays	Triple Play Take Heart	Buccaneer Barriers What's the Treasure?
<b>Tropical Treats</b>	One and Only Bread Seascape Snacks	Pail of Whales Omni Os	Shark Teeth Moon and Star Sammies	Heart Melts Jolly Jellyfish	Hidden Treasure Treats Treasure Maps
<b>Cool Contests</b>	Swedish Fish Guessing Game	Team Cheers	Dress-Up Day	God of Wonder Challenge	Mission Money Mania



# Handy Helps

## Fun in the Sun

What is it about a tropical island that is so captivating—the beach, sunny skies, sparkling water, and awesome resorts? Or how about the beauty, sunsets, island animals, and glittering stars? It certainly is a special place on earth.

On *Mystery Island*, prepare to be thrilled from the top of your sun-drenched head to the tip of your sandy toes as we explore an intriguing and mysterious tropical paradise while tracking down the one true God.

**Day 1: God is GREAT!**—As we stop in Acts 17 and find a city full of idols, we'll hunt for clues about our great God and discover we must have the right view of him. We can't make up a god of our own choosing.

**Day 2: God is ALMIGHTY!**—Our mighty God knows everything, is everywhere, and has the power to do anything. As we study the account of Jonah, we'll ooooohhh and aaahhh as we focus on the three big Os of God—his omniscience, his omnipotence, and his omnipresence.

**Day 3: God is RULER!**—We'll check in with Isaiah and realize God is not like us. Our minds will be blown away by his vastness, beauty, and holiness.

**Day 4: God is EMMANUEL!**—God is high and mighty, Lord of all creation. And yet, he also came to earth (Emmanuel means "God with us") and desires a relationship with the people he has made. He is good and he loves us.

**Day 5: God is TRUSTWORTHY!**—With the account of David, we'll learn that God is great, God is good, and God is perfect in all things, so we can trust him with our lives. He is our rock.

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

**Lighthouse Lessons**, the teaching time. Here, islanders will track down truths about the one true God and discover he is a priceless treasure.

**Tropical Treats**, the snack spot. Islanders will enjoy island eatables at this yummy stop.

**Ride the Tide Games**, the recreation location. At this location, islanders attempt fun surf and sand challenges.

**Deep Sea Science and Crafts**, the science, craft, music, mission, and memory verse spot. This location features

a wide array of activities to choose from: electrifying science experiments to explore, creative crafts to invent, high-energy songs to sing, fun memory verse games to play, or mission time to investigate (for those who want to spend more time than is given during the Assembly).

After finishing the day's rotations, everyone heads back to the **Islander 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 two siblings who are invited to an island treasure hunt as part of their inheritance from a rich uncle. In the midst of their search, much mystery, intrigue, adventure, and humor occur, and valuable lessons are learned.

So grab your beach tote, and let's head out for some fun in the sun at *Mystery Island*!

## Our Goal

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

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

Children are loved by their Creator. Jesus said to let them come to him (Luke 18:16). We want children to come to Christ and not be hindered in any way from doing so. To that end, we combine a biblically rich VBS with off-the-chart, irresistible fun. In a day and age when content sometimes suffers, it's critically important to us not to sacrifice rich teaching. But it's also crucial that the most exciting book in the world not come across as boring or irrelevant. We want to reflect our creative, inspiring, joy-giving God who made laughter and fun!



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

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

## Your Role

Your role is outlined in the following pages. Your responsibilities may include:

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

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

## Frequently Asked Questions

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

## 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.

**Islanders:** The kids at VBS. Islanders are put in groups named after tropical islands (e.g., Puerto Rico, Bora Bora, Fiji).

**Group Guides:** Adults who guide the islanders from place to place during VBS. No teaching is required for this position.

**Keepers:** Teachers at the Lighthouse Lesson time.

**Lighthouse Lessons:** Rotation site where Bible and apologetics teaching occurs.

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

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

**Tropical Treats:** Indoor or outdoor site where island eatables are served.

**Ride the Tide Games:** Indoor or outdoor site (outdoor is preferred) to dive into surf and sand games.

**Treasured 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:** 2–4-year-olds.

**Pre-Primaries:** 4–6 year-olds, or kids who are age 4 through those who have completed kindergarten.

**Primaries:** 6–9-year-olds, or kids who have completed grades 1–3.

**Juniors:** 9–12-year-olds, or kids who have completed grades 4–6.

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



## Top 20 Tips for Deep Sea Science and Crafts

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



# Seashore Songs

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

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

## Materials

- ☐ Music Leader Set (available with the purchase of a Super Starter Kit or at [AnswersBookstore.com](http://AnswersBookstore.com) [contemporary: 11-8-059; traditional: 11-8-060])
- ☐ **SEASHORE SONGS STATION POSTER** (11-8-034)
- ☐ Device to play the songs on

## Day 1

"Mystery Island" (theme song)

Contemporary: "Great Is the Lord"

Traditional: "Great Are You, Lord"

"Holy, Holy, Holy"

## Day 2

C: "Mighty Mighty"

C: "King of Kings"

C: "Jump"

T: "He Is Almighty"

T: "A Promise Kept"

T: "My God Is a Righteous God"

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

## Day 3

C: "King Over Everything"

C: "Great Is the Lord"

C: "God with Us"

T: "Bow the Knee"

T: "Holy, Holy, Holy"

T: "Great Are You, Lord"

## Day 4

C: "God with Us"

C: "Mighty Mighty"

C: "King of Kings"

T: "A Promise Kept"

T: "He Is Almighty"

T: "My God Is a Righteous God"

## Day 5

C: "Jump"

C: "King Over Everything"

"Holy, Holy, Holy"

T: "My God Is a Righteous God"

T: "Bow the Knee"

Find **THESE ITEMS** in your teacher kit. Find **THESE ITEMS** in your digital resources.



# Treasured Verses Review

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

## Materials

- ☐ Memory Verse Songs Leader Set (available with the purchase of a Super Starter Kit or at Answers Bookstore.com [contemporary: 11-8-069; traditional: 11-6-063])
- ☐ **TREASURED VERSES STATION POSTER** (11-8-035)
- ☐ **MEMORY VERSE POSTERS**
- ☐ Device on which to play songs

## Day 1

To review today's verse and the theme verse, write "clap your hands" and "wave your hands" on separate pieces of card stock. As the children say the verse, hold up one paper, switching throughout the verse. Let children take turns holding up the papers. Explain to the children that *extol* means to "enthusiastically praise" God.

### Theme Verse

I will extol you, my God and King, and bless your name forever and ever. Psalm 145:1 (ESV)

I will extol thee, my God, O king; and I will bless thy name for ever and ever. Psalm 145:1 (KJV)

### Juniors and Primaries

Great is the LORD, and greatly to be praised, and his greatness is unsearchable. Psalm 145:3 (ESV)

Great is the LORD, and greatly to be praised; and his greatness is unsearchable. Psalm 145:3 (KJV)

### Pre-Primaries and Toddlers

Great is the LORD, and greatly to be praised.  
Psalm 145:3 (ESV)

Great is the LORD, and greatly to be praised.  
Psalm 145:3 (KJV)

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

You may want to combine this with the song time.

## Day 2

To review today's verse, write words that have to do with exploring an island (swimming away from a shark, hiking, running, looking around, climbing a coconut tree, fishing, surfing, digging for treasure, paddling a boat) on individual pieces of paper, and place in a paper bag. Kids can take turns drawing a piece of paper out of the bag. Everyone says the verse while doing the action.

### Juniors and Primaries

Behold, I am the LORD, the God of all flesh. Is anything too hard for me? Jeremiah 32:27 (ESV)

Behold, I am the LORD, the God of all flesh: is there anything too hard for me? Jeremiah 32:27 (KJV)

### Pre-Primaries and Toddlers

Behold, I am the LORD . . . Is anything too hard for me? Jeremiah 32:27 (ESV)

Behold, I am the LORD . . . Is there anything too hard for me? Jeremiah 32:27 (KJV)

## Day 3

To review today's verse, children sit in a circle and pass around a non-breakable beach toy (beach ball, small sand shovel), each child saying a word of the verse as she gets the item.

### Juniors and Primaries

And one called to another and said: "Holy, holy, holy is the LORD of hosts; the whole earth is full of his glory!" Isaiah 6:3 (ESV)

And one cried unto another, and said, Holy, holy, holy, is the LORD of hosts: the whole earth is full of his glory. Isaiah 6:3 (KJV)

Find **THESE ITEMS** in your teacher kit. Find **THESE ITEMS** in your digital resources.



## Pre-Primaries and Toddlers

Holy, holy, holy is the LORD. Isaiah 6:3 (ESV)

Holy, holy, holy, is the LORD. Isaiah 6:3 (KJV)

## Day 4

### Juniors and Primaries

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

But God shows his love for us in that while we were still sinners, Christ died for us. Romans 5:8 (ESV)

But God commendeth his love toward us, in that, while we were yet sinners, Christ died for us.  
Romans 5:8 (KJV)

### Pre-Primaries and Toddlers

Pass out gems (color cards cut in the shape of a diamond) to each child—some get a blue gem, some get red, some yellow, etc. Place one of each gem color in a

treasure box. Pull out a gem, and all those who have that color stand and say the verse.

While we were still sinners, Christ died for us.  
Romans 5:8 (ESV)

While we were yet sinners, Christ died for us.  
Romans 5:8 (KJV)

## Day 5

Lay out a series of toy hoops so that they are near each other in a path. Kids start at one end of the path and say the verse as they jump from hoop to hoop.

### Juniors and Primaries

Trust in the LORD with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths. Proverbs 3:5–6 (ESV)

Trust in the LORD with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths.  
Proverbs 3:5–6 (KJV)

### Pre-Primaries and Toddlers

Trust in the LORD with all your heart.  
Proverbs 3:5 (ESV)

Trust in the LORD with all thine heart.  
Proverbs 3:5 (KJV)



# Mission Moment

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

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

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

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

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

## The Great Treasure Hunt

*The Great Treasure Hunt* is a powerful addition to your VBS program. Your kids will explore five different countries, discovering that everyone is a treasure to God. They'll also learn about children living in poverty around the world and ways to make a difference.

As your students explore Haiti, Guatemala, Nepal, Romania, and the US, they'll hear the stories of boys and girls whose lives have been touched by poverty. These children have no guarantee of meals, shelter, or an education. They need help. And they need the hope that only comes from salvation in Jesus Christ.

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

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

### The Great Treasure Hunt!

During the Mission Moment, a long-time treasure hunter, Walter, will take your group on a treasure hunt. He'll show them tools used in searching for treasure and explain how those tools relate to our own spiritual journey. Walter has traveled the world and met people who are a treasure to God—each day he'll introduce your kids to one of them.

Rally your kids to help with *The Great Treasure Hunt*! Your mission is to collect coins to fill Children's Hunger Fund Coin Paks and help provide meals for children in need—children like those that Walter introduces.

When your VBS children earn coins for their Coin Paks, they make it possible for Children's Hunger Fund to fill Food Paks. A Children's Hunger Fund Food Pak is a box of up to 20 pounds of nutritious food that can feed a family for up to a week. In a Food Pak, a meal costs just 25¢! A dollar can provide four meals for hungry children.

The Food Paks are provided to partner churches in the US and around the world who deliver them to homes of

families in need. Along with food delivery, relationships are built and the gospel is shared.

The following items are available on the Digital Resources.

- **DAILY VIDEOS**
- **DAILY SCRIPTS AND ACTIVITIES**
- **PRINTABLE PRAYER JOURNALS**, featuring true stories about hungry children living in poverty and prayer prompts that will help your kids connect with the needs of suffering children
- **PRINTABLE "MAP OF THE WORLD" ACTIVITY SHEET**, featuring locations of the children from the daily videos
- Printable and **DIGITAL BANNER ARTWORK**
- **POWERPOINT IMAGES** to help your kids track their fundraising progress
- Printable fold-up **COIN PAK BANK** for collecting coins
- **DONATION SUBMISSION FORM** to accompany your donation to CHF at the end of your VBS program

### Purchasing Items

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

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

Find **THESE ITEMS** in your teacher kit. Find **THESE ITEMS** in the Missions Moment folder on your digital resources.



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

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

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

## Collecting Donations

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

Once you've totaled your donations, please make out a check to Children's Hunger Fund and indicate "The Great Treasure Hunt" in the memo area, and fill out the [DONATION SUBMISSION FORM](#). Send your check with the form to:

Children's Hunger Fund  
Attn: The Great Treasure Hunt  
DEPT LA 24373  
Pasadena, CA 91185-4373

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

## Tracking Your Progress

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

1. Show your progress with *The Great Treasure Hunt* [DAILY COUNT POWERPOINT SLIDES](#). Update the slides with the total number of meals raised each day.
2. Make your own goal tracker and update it throughout the week. Create or print an empty thermometer and put five equally spaced marks on it. Each day, fill in the thermometer up to the next mark and write the total number of meals raised so far on the corresponding line.
3. Consider having a contest between boys and girls, or between teams, to see which group can bring in the most money. ([PRINTABLE "TEAMS" AND "DAILY COUNT" ARTWORK ARE ON THE DIGITAL RESOURCES.](#))

**NOTE ON COUNTING COINS:** It may be helpful to recruit two or three adult volunteers to count and/or roll the coins at the end of each day. Some banks provide coin counting service, but they may require several days to do so. Check ahead with your local bank.

## Materials Needed

### EVERY DAY

- ☐ Glue
- ☐ Child safety scissors
- ☐ [WILD BROTHERS VIDEO](#) for each day
- ☐ [SLIDES](#) for Children's Hunger Fund for each day
- ☐ [VIDEO](#) for Children's Hunger Fund for each day
- ☐ [MAP OF THE WORLD](#) activity sheet, 1 per child
- ☐ [PRAYER JOURNAL](#) for each day, 1 per child

### DAY 1

- ☐ Coin bank, 1 per child
- ☐ 4 basic kitchen sponges
- ☐ Toothpicks
- ☐ Shallow dish or plate
- ☐ Water

### DAY 2

- ☐ Props for a variety of different professions (fireman's hat, stethoscope, toy airplane, calculator, textbook, soccer ball, ballet shoes, etc.). Provide enough for

every child to have a different prop (for older kids, you might want to print images of tools used in various professions or use the [IMAGES PROVIDED ON THE DIGITAL RESOURCES](#)).

- ☐ White board or poster board
- ☐ Dry erase markers

### DAY 3

- ☐ Building materials: marshmallows, gumdrops, pretzel sticks, toothpicks, straws, tape, etc.
- ☐ A small candy/treat to be used as a reward/payment (Skittles®, M&M's®, stickers, etc.)

### DAY 4

- ☐ White board
- ☐ 2 different colored dry erase markers

### DAY 5

- ☐ [PROBLEM SLIPS](#), printed and cut out
- ☐ 2 boxes or large bowls, one labeled "Living in Poverty" and the other labeled "Not Living in Poverty"

Find [THESE ITEMS](#) in the Missions Moment folder on your digital resources.



# The Wild Brothers

Mike and Libby Wild, along with their four sons (Morgan, Hudson, Kian, and Asher), are a missionary family with New Tribes Mission, ministering to an unreached people group in Asia Pacific. Their four sons have produced high-quality videos about their adventures living in a remote

area and exploring the jungle around them. Find out more about the Wild Brothers at [TheWildBrothers.com](http://TheWildBrothers.com).

In partnership with Answers VBS, they have also produced **FIVE SHORT VIDEOS** for you to share with your kids during this time.

## Daily Scripts

### Day 1: Hennrick (Haiti)

SHOW: "THE GREAT TREASURE HUNT" SLIDE

As we spend this week at Mystery Island seeking out more about who God is, we are also going to be learning about some of the greatest treasures he created. People!

Each day of VBS, we are going to meet a girl or boy in a different part of the world who is one of God's treasures.

We're teaming up with Children's Hunger Fund to help children like the ones you are going to meet, whose families don't have enough food to eat, and who don't know Jesus.

The best part? You get a chance to help them!

SHOW: "THE GREAT TREASURE HUNT—HENNRICK" SLIDE

Are you ready to get started? Great! Today, we're going to meet a little boy in the country of Haiti. His name is Hennrick.

SHOW: VIDEO 1—HENNRICK

Country: Haiti

Problem: Natural Disaster

Hennrick's family wasn't always poor. Before the earthquake, his life didn't look a whole lot different than yours. Now he's living in a tent, and he doesn't always know when he will get his next meal. But as you just saw, there is hope for Hennrick and his family! A pastor brought Hennrick's family a Food Pak from Children's Hunger Fund. He told them about Jesus and how much he loves them. Hennrick learned that he is very special to God.

Do you want to help kids like Hennrick? Pause for participation. Great! This week at VBS, we will be going on a treasure hunt to collect coins in these Coin Paks [show Coin Pak]. Take this home today and tell your family and friends about Hennrick. Ask them to help you collect coins for meals. It only costs 25¢ to provide a nutritious meal for a hungry child.

These meals will be packed into a Children's Hunger Fund Food Pak, which is a box with about 20 pounds of nutritious food inside. That's enough to feed a family of four for about a week.

Each day this week, bring back any coins you've collected, and we'll count how many meals you've given so far. With your help, we can deliver hope to suffering families all over the world.

### DO MISSION ACTIVITY: MY LITTLE HOUSE

1. Before class, cut three of the sponges in half. Cut one of the halves in half again.
2. Using the whole sponge as your base, use the toothpicks and remaining sponges to build a house. The two smallest pieces will be the front and back with two of the larger pieces making up the side walls. Use toothpicks to secure the pieces to the base as well as to each other. Insert a toothpick into the top of the two side walls, leaving a ½ inch of the toothpick exposed. Use the remaining two sponge halves to create the roof, angling them inward.
3. Place the completed house into the shallow dish.
4. Ask about various kinds of natural disasters. Could a house be harmed? What does a house need to be made of to survive a natural disaster?
5. Ask about the house you just built. For example, say, "This isn't a real house, but would this survive if it fell on the ground? Would the inside stay dry if the house got wet?"
6. Pour a little water into the dish around the base sponge. Pour more water over the top. Have the kids watch what happens to the roof, floor, and walls.

### TALKING POINTS

- People live in houses and buildings all around the world, but many of them are not very strong or sturdy. What things might be used to build walls and roofs in other places?
- In a big rain storm, what would happen to a house made out of mud? In a strong wind, what would happen to a house made of cardboard or pieces of metal?

Find **THESE ITEMS** in the Missions Moment folder on your digital resources.



- If you had to leave your home without any warning and you could only take what you could carry in your hands, what would you take? What would you miss most? Is there anything else you would miss that you can't carry with you?
- In what ways do people need help after a disaster?
- In what ways can you help people who are suffering after a natural disaster?

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

DO the **"MAP OF THE WORLD" ACTIVITY SHEETS**. Pass out the maps and have kids cut and paste the item for today on the map. Then collect the maps when you're finished with the activity.

## Day 2: Nimah (Guatemala)

SHOW: **"THE GREAT TREASURE HUNT" SLIDE**

This week for our mission project, we are going on *The Great Treasure Hunt*. Together, we are hunting for coins to provide meals for suffering children all over the world.

Have you started your treasure hunt yet? Pause for participation. Fantastic! Remember, one meal costs just 25¢. The coins you put into your Coin Pak mean meals for a hungry child.

Walter has been all over the world searching for treasure, and he has more stories to tell about the places he's been, the treasures hidden around the world, and the people he's met.

SHOW: **"THE GREAT TREASURE HUNT—NIMAH" SLIDE**

Today, we're going to meet a little girl from Guatemala named Nimah. Do you remember Hennrick from yesterday's story? He wasn't always poor, but Nimah has always lived in poverty.

SHOW: **VIDEO 2—NIMAH**

Country: Guatemala

Problem: Generational Poverty

Nimah has never known a life outside of the garbage dump. Her family has lived there for generations. Unless things change for Nimah, someday her kids will live there, too. This is called generational poverty. When a local pastor delivered a Food Pak from Children's Hunger Fund, Nimah learned about Jesus and how God has a plan for her.

The coins we're collecting this week will be used to provide food for families like Nimah's. For the first time, Nimah has hope that she will be able to go to school someday and break the cycle of poverty.

Now, do you want to hear how many meals we've raised so far? Pause for participation. Well, we've counted the coins you brought in and we've raised \_\_\_\_ meals! Remember, one dollar provides four meals. To calculate your VBS meal progress, multiply the dollars raised by four.

SHOW: **DAILY COUNT DAY 2 SLIDE** with current meal count filled in.

But *The Great Treasure Hunt* isn't over yet! You can keep bringing in coins all week long! Tell someone about Nimah's story and how you are working to help children like her all around the world. Ask your parents if you can do a special chore to earn money for your Coin Pak.

### DO MISSION ACTIVITY: TOOLS OF THE TRADE

1. Have each child select one prop or image.
2. Go around the group and have each child share his prop/image. Have them identify what jobs might use that object, and write it on the board. Some props/images may be used for more than one job.
3. Ask, "Do you think you have the skills and knowledge *right now* to do any of these jobs?"
4. Ask, "How would you *get* the skills and knowledge you need to do these jobs?"
5. Have the kids identify which jobs require education or special training, and circle them on the board (it should be almost everything).

### TALKING POINTS

- Nimah, the little girl from Guatemala, lives in poverty. Her parents also live in poverty, and so did her grandparents. This is called generational poverty.
- Generational poverty is a cycle, and it's very hard to break.
- Kids start thinking at a young age about what they want to be when they grow up. Nimah makes plans like this, too. Do you already know what you want to be? How will you learn everything you need to know to do that job?
- What does Nimah need to do in order to be what she wants when she grows up?
- Do you think it's important for kids to go to school, even if they live in poverty? What might keep a child living in poverty from going to school?
- What can you do to help someone like Nimah?

Send each child home with a **"NIMAH" PRAYER JOURNAL**.



DO the **"MAP OF THE WORLD" ACTIVITY SHEETS**. Pass out the maps from yesterday, and have them cut and paste the item for today on the map. Then collect the maps when you're finished with the activity.

## Day 3: Binsa (Nepal)

SHOW: **"THE GREAT TREASURE HUNT" SLIDE**

All right, treasure hunters! Are you ready to meet up with Walter to continue searching for treasure? He's got another of his adventures to share with us and another child for us to meet.

Remember, we're raising coins to provide meals for children in need all over the world. Children's Hunger Fund will send Food Paks to churches all over the world, where they will be delivered right to the door of someone in need. But they don't stop at delivering food; they will also tell the families about Jesus!

SHOW: **"THE GREAT TREASURE HUNT—BINSÄ" SLIDE**

Who knows where the country of Nepal is located? Pause for participation. Well, today Walter will introduce us to a little girl named Binsa, who lives in the country of Nepal.

SHOW: **VIDEO 3—BINSÄ**

Country: Nepal

Problem: Injustice

Binsa's life doesn't seem very fair, does it? She works so hard to help her family, but it never seems to be enough. After working all day long, they still don't even make enough money to buy food. Most days, they feel powerless and hopeless. When a pastor brought Binsa and her family a Food Pak, he also shared with them about Jesus, who offers hope.

The coins you place in your Coin Paks will help children like Binsa. Can't you just imagine how she must feel, learning that there are people who want to help her and a God who loves her? That's pretty amazing, right? Well, the coins you are collecting can have a part in all of that.

Did anyone ask your parents if you could do a chore to earn money for your Coin Pak? That's great! There are so many ways to raise money for your Coin Paks! Maybe you can set up a lemonade stand or sell some of your old toys at a garage sale. Talk to your parents about other ways you might be able to raise money for meals.

Now, do you want to hear how many meals we've raised so far? In only two days, you have raised \_\_\_\_ meals! (Remember, one dollar provides four meals. To calculate your VBS meal progress, multiply the dollars raised by four.) **That's pretty fantastic!**

SHOW: **DAILY COUNT DAY 3 SLIDE** with current meal count filled in.

**That's a lot of meals and a lot of kids who are learning about a God who loves them! But you know what? I know we can raise even more meals, so keep up the good work!**

### DO MISSION ACTIVITY: BUILD IT UP

1. Separate the kids into groups of about five.
2. Give each group an assortment of building materials with the simple instruction to build something as a team.
3. Tell them they will receive payment when they're done, and let them know what it is.
4. After a few minutes, have everyone stop building and step away from their creations.
5. Place the payment on the table in front of each group, but don't let them take it yet.
6. As you look over each of the creations, introduce requirements that were not explained earlier. (Examples: The building was supposed to be taller; you used blue gumdrops, and it was supposed to be green; I think you tasted some of the building materials, and that's not allowed; you were supposed to wash your hands before you started building.)
7. Wait for someone to say, "We didn't know" or "That's not fair!" If they don't protest, ask them, "Do you think I'm being fair?"
8. When the activity is over and you're ready to discuss the talking points, give the reward back to them.

### TALKING POINTS

- In the brickyards of Nepal, many people were promised a job and a better life, but they were tricked into a difficult way of life and a debt they can never pay back. When people are treated unfairly, this is called injustice.
- How did it feel to work hard on something and have someone change the rules without telling you?
- How did you feel when you were penalized for doing something you didn't know about?
- This is what it is like for Binsa's family in the brickyards. The workers are promised money and a place to stay, but the people running the brickyards keep finding reasons to take back their pay for things they didn't know about. Now the workers don't have enough money to buy the things they need.
- People living in poverty because of injustice often feel hopeless. What can you do to help people like Binsa and her family have hope?

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



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

## Day 4: Tavi (Romania)

SHOW: “THE GREAT TREASURE HUNT” SLIDE

We’ve been raising meals for kids all week with our Coin Paks, and you are doing great! Who remembers how much it costs to provide one meal for a hungry child? Pause for participation. That’s right! Just 25¢! So how many meals can one dollar provide? Pause for participation. You got it! Four meals! What about 10 dollars? Pause for participation. That’s right! Forty meals!

In a few minutes, we’ll find out how many meals you’ve raised so far. But first, we’re going to travel deeper into the cave with Walter!

SHOW: “THE GREAT TREASURE HUNT—TAVI” SLIDE

One of Walter’s treasure hunts took him to a country called Romania. That is where he met a little boy named Tavi.

SHOW: VIDEO 4—TAVI

Country: Romania

Problem: Orphan

Tavi and his friends look out for each other because there were no adults to take care of them. That must feel scary and lonely, right? For someone who felt like no one cared about him, how do you think Tavi felt when he learned that God loves him and cares for him? Pause for participation. Right! That probably felt amazing!

Kind of like Walter’s headlamp helps him see in dark places, we know that Jesus is the light in the darkness, too. Thanks to the pastor that spoke to him, Tavi now knows that he is a precious child of God!

Well, we have had a few days to raise meals for kids just like Tavi. Are you ready to be blown away by how many meals we’ve raised so far? Pause for participation. I don’t think you sound excited enough. Are you ready to find out how many meals we’ve raised? Pause for participation. That’s better! In just three days, you have raised \_\_\_ meals! (Remember, one dollar provides four meals. To calculate your VBS meal progress, multiply the dollars raised by four.) That’s incredible!

SHOW: DAILY COUNT DAY 4 SLIDE with current meal count filled in.

Remember, that number doesn’t just mean meals. That number means another chance for a child to learn about Jesus, and that is the greatest gift that

we can give. The coins you are collecting can help make that possible!

### DO MISSIONS ACTIVITY: WHOSE JOB IS IT?

1. On the left side of the board, write “Adult Jobs.” On the right side, write “Kid Jobs.” You may want to tape a picture or draw an image of an adult on one side and a kid on the other.
2. Ask the kids what jobs adults typically do for the family.
3. Write them under “Adult Jobs.”
4. Once they have listed the obvious (go to work, cook, pay the bills, etc.), remind them of the other jobs adults have (bandage your scrapes, go to your sporting/school events, comfort you when you’re feeling sad or scared, etc.). Let them add more like this to the list.
5. Now ask what jobs kids do (clean their room, take out the trash, set the table, feed the family pets, etc.).
6. Write them under “Kid Jobs.”
7. Ask, “If you really had to, which of the adult jobs could you do if you had to do them?” Circle those items on the adult list.
8. Using a different colored marker, circle the remaining items on your list.
9. Ask, “Now, what about the remaining things on this list? Who would do those if your parents couldn’t?”

### TALKING POINTS

- Tavi is an orphan, so he doesn’t have a parent to take care of him. Some orphans live in orphanages, but there is often not enough room for everyone. Tavi is only nine, but he is in charge of earning enough money to buy food and finding his own place to sleep at night.
- Let’s look at the “Adult Jobs” on the board again. Tavi is in charge of everything on here because there is no adult to do these jobs. Some things just won’t happen.
- How do you think Tavi feels without someone to take care of him? Do you think he feels scared? Sad? Lonely?
- What things are you thankful that your parents do for you?
- What do orphans around the world need in order to know they are loved and cared for?
- How can *you* offer hope to orphans like Tavi?

Send each child home with a “TAVI” PRAYER JOURNAL.

DO the “MAP OF THE WORLD” ACTIVITY SHEETS. Pass out the maps from yesterday, and have them cut and paste the item for today on the map. Then collect the maps when you’re finished with the activity.



## Day 5: Max (United States)

SHOW: "THE GREAT TREASURE HUNT" SLIDE

Well, today is the last day of *The Great Treasure Hunt* adventure! We've learned a lot about treasure hunting and where treasures can be found all over the world, but we've also met some amazing people, right? Are you as excited as I am to find out how many meals we've raised? Pause for participation.

Walter has one more very important tip for us about treasure hunting; he also has one more child for us to meet. Today, we're going to meet a boy named Max.

SHOW: "THE GREAT TREASURE HUNT—MAX" SLIDE

At first glance, you might not think Max looks like he's living in poverty. He lives in a house right here in the United States.

SHOW: VIDEO 5—MAX

Country: United States

Problem: Invisible Poor

Did you know that *you* are a treasure to God? Pause for participation. Well, you are! And so is Max!

Max and his family are known as invisible poor because it's not easy to see that they are living in poverty. Max's closest friends may not even know.

Isn't it great to know that there is a way you can help kids like Max? Don't you think they should know that they are a treasure to God?

When a church learns about a family in need of food, they deliver Food Paks from Children's Hunger Fund —Food Paks like the ones your coins will help to fill! Each time the church visits a home with a box of food, they have a chance to tell the family about the hope of Jesus and invite them to church. Remember, the coins you raised this week mean meals for someone in need!

Okay! Are you ready to see how many meals we've raised this week? Pause for participation.

The grand total number of meals we have provided this week during *The Great Treasure Hunt* is \_\_\_\_ meals! Remember, one dollar provides four meals. To calculate your VBS meal progress, multiply the dollars raised by four.

### DO MISSION ACTIVITY: WHAT'S THE PROBLEM?

1. Place all of the **PROBLEM SLIPS** into a hat/bag.
2. One at a time have a child come up and pull out a slip.
3. Have the child read the slip aloud or hand it to the leader to read aloud.
4. Decide, either individually or as a group, whether the situation is faced by someone living in poverty or not.
5. Have them drop the paper into the appropriate box/bowl. (HINT: there are 10 of each kind.)
6. Continue until each child has pulled out a slip or the slips are all gone.

### TALKING POINTS

- There are many people right here in America who live in poverty. They may live in your neighborhood or go to your school.
- Poverty in America doesn't necessarily look the same as it does in other countries. This is why they are called "invisible poor."
- Just because your parents say you can't have something because it's "too expensive," doesn't mean you are living in poverty. What is the difference between making choices about how you spend money and living in poverty?
- Let's take another look at the "Living in Poverty" situations. Do you think that people in the United States face any of this? Would it surprise you that many kids in America face these things?
- In what ways do suffering families in America need help? What can you do?

Send each child home with a "**MAX**" PRAYER JOURNAL.

DO the "**MAP OF THE WORLD**" ACTIVITY SHEETS. Pass out the maps from yesterday, and have them cut and paste the item for today on the map. Kids can take the maps home today.



# DAY 1 EXPERIMENT

## Rainbow Water

### MAKING WATER “WALK”

#### Materials (for every group of 3–4 students)

- ☐ 6 clear cups (5-oz. or 9-oz. clear plastic tumbler cups—see Tip Corner)
- ☐ Water
- ☐ Food coloring (Primary colors: red, blue, yellow)
- ☐ 6 half sheets of paper towels (Select-a-Size® works well)
- ☐ Optional: Straws

#### Pre-prep

Fold a half sheet of paper towel in half lengthwise and in half again lengthwise. Trim off excess so that there isn't too much paper towel that will stick up in the air between each cup. Repeat with the other paper towels and set aside. Put the six cups in a circle. Fill the first, third, and fifth cups with water,  $\frac{3}{4}$  of the way full. Add five drops of red food coloring to the first cup. Add five drops of yellow food coloring to the third cup. Add five drops of blue food coloring to the fifth cup. The second, fourth, and sixth cups should be empty.

#### Teaching Tie-In

What's your favorite color? *Take answers.* I'm so glad the world isn't just black and white, aren't you? God's colorful world is awesome!

Today, we're going to figure out a mystery—what new colors will form in the empty cups? But before we do, let's remember this about all science experiments: God is the one who made the laws of science. He designed and created them all. And his laws won't change, because God doesn't change. If these laws were true thousands of years ago, they are true today and will be true forever. It's awesome to know that in a world where things can change and even be hard sometimes, God never changes and is always good. His goodness even includes making the world in color! Let's see how we can make colored water “walk” to other cups and turn into new mystery colors.

#### Class Time Directions

Some of you said yellow, red, or blue were your favorite colors. Those three colors are called primary colors. Some of you said orange, green, or purple were your favorite colors. Those colors are called secondary colors. Our goal for today is to make orange, green, and purple appear in the empty cups on our table. How do you think we can do that? *Take answers.* That's right! Secondary colors like orange, green, and purple are made by mixing together different combinations of yellow, red, and blue.

Today we're going to watch the colored water travel to the empty cups and make new colors there—without even having to mix the water ourselves! There's a big word scientists use to describe the water traveling from one cup to the other, and it's called *capillary action*. Not caterpillar, but capillary. Capillary action means water can move through other materials. However, water can't travel through just anything. In order to make water travel from the filled cup to the empty cup using





capillary action, we have to find the right material that water can travel through.

As an option, the leader can demonstrate one or more different materials, such as a straw, before demonstrating the paper towel.

**We're going to use paper towels to watch the water travel from the full cups to the empty cups. Let's place the ends of the folded paper towels in adjacent cups. Do so, making sure the ends of each paper towel are about one half to one inch from the bottom of the two cups it straddles. Now we'll keep an eye on it so we can watch the colored water crawl up the paper towel and "walk" into the empty cup. Each set of primary colors (yellow, red, and blue) will mix to form secondary colors (orange, green, and purple).**

Based upon the quality of the paper towels, this should take about 10 minutes. You can do something else while waiting, such as a simple craft, another experiment, a memory verse game, etc. Have them keep an eye on the paper towels. Ask the islanders which secondary color

every two primary colors combine to make. Thank God for being a wonderful Creator who made the world in color.

## Tip Corner

- Smaller cups allow the experiment to go a little faster. They must be clear.
- The test churches found that lower quality paper towels seemed to work better.
- If time, you may want to give the kids crayons and blank paper to make a color wheel. They need just yellow, red, and blue crayons. Make a circle with six pie-shaped wedges. Color wedge #1 yellow. Skip a wedge. Color wedge #3 red. Skip a wedge. Color wedge #5 blue. Then, using the yellow and red crayons, color wedge #2. It should make orange. Using the red and blue crayons, color wedge #4. It should make purple. Using the blue and yellow crayons, color wedge #6. It should make green.
- A science term introduced today is *capillary action*.



# DAY 1 EXPERIMENT

## Mystery Color

### DISCOVERING REACTIONS TO CABBAGE JUICE

#### Materials (for up to 10 students)

Note: It's great to test all 10 of the acids and bases on this list (the acids and bases start part way down the list with the 7-Up® and go through the water), but it's also fine to choose fewer if need be. The experiment still works; it just has fewer acids and bases to test.

- ☐ ½ head of red cabbage, chopped
- ☐ Large stock pot
- ☐ Boiling water
- ☐ 1 coffee filter
- ☐ 1 funnel
- ☐ Storage container
- ☐ 10 1-oz. condiment cups with lids or plastic test tubes with lids (see Tip Corner)
- ☐ 10 pipettes/droppers (these can be shared and reused)
- ☐ 1 t. 7-Up®
- ☐ 1 white antacid tablet
- ☐ 1 t. seltzer water
- ☐ 1 t. white vinegar
- ☐ 1 t. washing soda
- ☐ 1 t. lemon juice
- ☐ 1 t. baking soda
- ☐ 1 t. cream of tartar
- ☐ 1 t. milk of magnesia
- ☐ 1 t. water
- ☐ Plastic spoons
- ☐ Clear plastic cup
- ☐ RED CABBAGE PH INDICATOR CHART

#### Pre-prep

Boil chopped red cabbage until the water reaches a deep purple color. To do so, cut the cabbage into wedges, then put in a large stock pot that is half full of water. Bring the water to a boil and reduce the heat to medium. Boil the cabbage for about an hour, uncovered, until it is fork

tender. Place a coffee filter in the top of a funnel and pour the cabbage water through the funnel. Store the filtered cabbage water in a storage container in the refrigerator. This can be done several days ahead of time.

The day of, fill the test tubes or condiment cups with the various acids and bases listed above and label them 1–10, with one being the 7-Up®, two being the white antacid tablet, etc. Do not put the actual names of the items but only the numbers, because the goal is for the kids to figure out the mystery of what is in their cups.

The dry ingredients (antacid tablet, baking soda, washing soda, cream of tartar) should have one teaspoon dissolved in water.

Put a set of 10 condiment cups or test tubes, each with a different acid or base, on the table. Place a jar of cabbage water in the middle of the table along with 5–10 droppers/pipettes. One way to divide up is to have 10 kids work at a table so they each get a different acid or base to test, but if you have fewer kids per table, they will just work together to test all 10.



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Note: For demonstration purposes, prepare one set of condiment cups or test tubes that is labeled with the name (not the number) of what is inside. Keep this up front so the kids can match the color in their cups to the demo cups at the end of the experiment.

## Teaching Tie-In

Here in our science lab today, we have a mystery to solve. You each have a sample of a different substance, but you need to figure out what kind of substance it is. *This* mystery is solvable, but some things *are* beyond our ability to understand. When it comes to God, there are mysteries that are far too great for us to figure out, and that's okay—things like how God could become a baby, or how God can be one God in three Persons. I'm really glad that God's ways are sometimes beyond us, because if we could figure everything out about God, he wouldn't be the great, beyond description God that he is, right? *Pause for responses.* But the cool thing is, God has given us many clues in his Word about who he is because he wants to have a relationship with us. We can know God! Now let's get on with solving this mystery!

## Class Time Directions

There are two main types of liquids in the cups in front of you. Some will be an *acid* and some will be a *base*. Acids and bases are all around us. For instance, how many of you like lemons or sour foods? *Take responses.* Have you ever sucked on a lemon? *Take responses.* Foods that are sour, like lemons, have acids in them. Your body uses acid in your stomach to help digest food. In fact, if you get too much acid in your stomach, you may have a tummy ache.

Bases are all around us, too. Have any of you washed your hands today? *Take responses.* If you did, the soap you used was probably a base, just like most cleaning products are.

So how can we tell if something is an acid or a base without tasting it—especially with things like soap that we can't taste? Scientists use something called a *pH scale* to measure if something is an acid or a base. Little p, big H. Let's get down low and whisper "p" then jump up and shout "H." *Do so.*

There's a pH scale with numbers that go from zero to 14. Show the **RED CABBAGE PH INDICATOR CHART**. If a substance is tested and it gets less than seven, it's an acid. The lower the number, the stronger the acid. For instance, there's a strong acid in the battery that helps run your car, and it gets a one

on the pH scale. A one is so acidic it wouldn't be safe for humans to eat or even touch! If something gets exactly seven on the pH scale, that means it's neutral, which means it's not an acid or a base. Distilled water is an example of a neutral solution. If something on the pH scale is more than seven, it's a base. Fourteen is the strongest base.

So now you get to do an experiment to see if the stuff in your cup is an acid, a base, or neutral. You're going to take the dropper in front of you, fill it with some purple cabbage water that's in the middle of the table, and then squeeze the cabbage water into the cup in front of you. Then match your color to the **RED CABBAGE PH INDICATOR CHART** to figure out if you have an acid, a base, or a neutral.

Let's see how well you did solving your mystery. How many of you had something that turned a red-dish color? *Take responses.* Did you decide it was an acid? *Take responses.* How many had a purplish color? *Take responses.* Did you decide it was neutral? *Take responses.* How many of you had a greenish yellow color? *Take responses.* Did you decide it was a base? *Take responses.*

Now, let's see if you can match your color to the labeled demo cup that has the same color. Then you'll be able to figure out exactly what the liquid is in your cup! *Do so.* You may say something like the following.

Raise your hand if you had #2. Is it an acid or a base? *Take answers.* You had the antacid. Continue with the other numbers as you finish it out.

## Tip Corner

- This experiment takes the most prep time of all the experiments, but it was a huge hit with the kids at the test churches.
- Make sure nobody tries to drink the washing soda. It is safe and nontoxic to touch, but not to ingest.
- One batch of cabbage juice will make enough for multiple groups.
- To make your set of demo cups easier to see, use 9-oz. clear plastic cups rather than condiment cups.
- It helps to keep the lids off the carbonated items because the carbonation causes them to pop off. Prep these close to the time and keep the lids off.
- Science terms introduced today are *pH*, *acid*, and *base*. If you have older students, you may also want to introduce the term *anthocyanin*. This is a blue, violet, or red pigment found in plants. The anthocyanin in the cabbage juice, which gives it the purple color, changes color based upon pH.



# DAY 1 CRAFT

## Tropical Tree (V.1)

### JUNIOR AND PRIMARY

#### Materials

- ☐ **OCEAN BASE PATTERN**
- ☐ Brown chenille stems, 4 per child
- ☐ Green chenille stems, 4 per child
- ☐ 12-mm wood beads, 3 per child
- ☐ Air-dry clay, 1.75-oz. per child
- ☐ Blue card stock, 1 sheet per 2 children
- ☐ Mini seashells, 5–6 per child
- ☐ Plastic wrap, amount varies
- ☐ Zippered baggies, 1 per child

#### Tools and Basic Supplies

- ☐ Office paper cutter
- ☐ Scissors

#### Pre-prep

1. Cut green chenille stems in half.
2. Photocopy the **OCEAN BASE PATTERN** onto blue card stock, then cut out one per child.
3. Divide clay into 1.75-oz. pieces for each child. Then wrap them with cling wrap and place in air-tight zippered baggies.

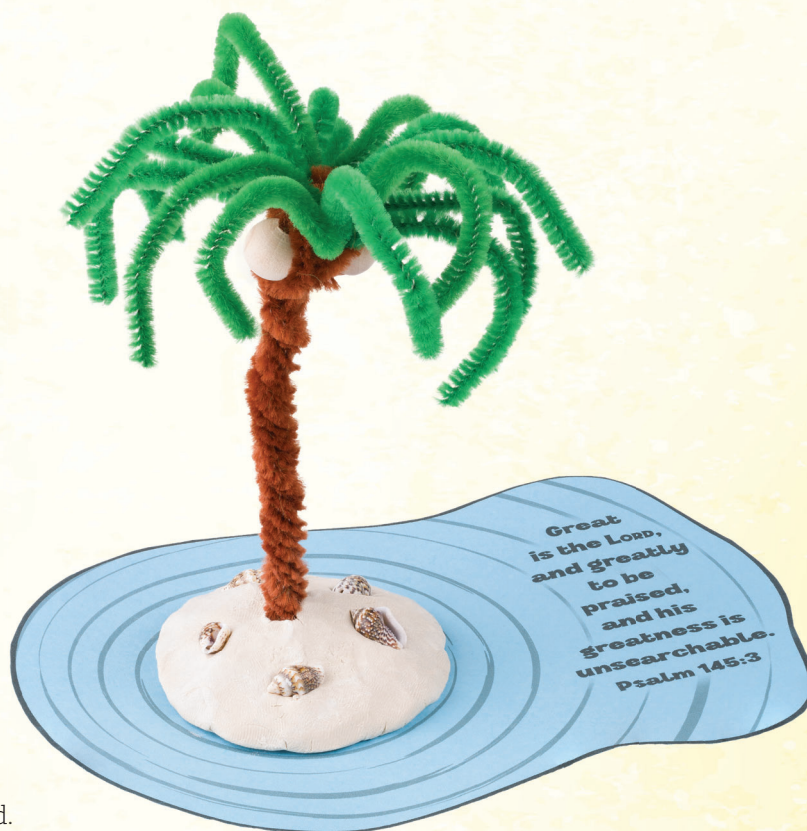
#### Teaching Tie-In

Show the sample craft and say:

Today's craft is a tropical tree to remind us of *Mystery Island*. I like this craft because I like *Mystery Island*, but my favorite part is the Bible verse. The Bible is my favorite thing on earth. It's so special to me, and it's the place to go to learn about the great and mighty God of the universe.

Let's say our verse together that we'll put on our tree. Do so. It says, "Great is the LORD." What do you think is great about God? Take answers. Here's something I think is great about God. Share your thought.

It also says his greatness is unsearchable. What do you think that means? Take answers. The Bible



tells us his ways are so high and above our ways, we can't even know them all. But we can trust God, because he is perfect and can't do anything bad—ever. That's something to praise him for!

Now let's dive into making our tropical tree.

#### Class Time Directions

1. Lay the eight short green chenille stems perpendicular across the middle of the four brown chenille stems.
2. Bend the four brown stems in half over the 8 short green stems.
3. Slide a wood bead onto three of the brown stems so they are evenly spaced from each other. Then push the beads up to the bend just below the short green stems.
4. Take hold of the brown stems just below the short green stems, then twist and twist all the way down

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to within about  $\frac{3}{4}$  inch of the bottom. Spread out the bottom of the brown stems to resemble tree roots.

5. Bend each of the short green stems to resemble tree branches.
6. Form a short (4 inches), thick “snake” out of the clump of clay. Then, position the tree on top of the **OCEAN BASE** and wrap the clay “snake” around the base of the tree on top of the “roots.” Mold the clay so it covers the base of the tree and forms a small island.
7. Press some mini seashells into the clay.

## Tip Corner

Light tan pony beads can be substituted for wood beads.

## Super Simple Idea

Each day, at least one super simple option is included, which is a pre-made craft kit from Oriental Trading Company (call 1-800-875-8480 or visit [orientaltrading.com](http://orientaltrading.com)) that goes along with the main concepts of the day.

As an alternative to the Day 1 main crafts, try one of the following craft kits. Note that these are available at the time of printing and may not be available later.

- 3D Tropical Island Scene Craft Kit (Item Number: 13729427)—Manufacturer does not recommend for children under three years of age.
- Island Magic Color Scratch Ornaments (Item Number: 13794883)



# DAY 1 CRAFT

# Tropical Tree (V.2)

## PRE-PRIMARY

### Materials

- ☐ [PALM TREE LEAVES PATTERN](#)
- ☐ [OCEAN BASE PATTERN](#)
- ☐ Paper towel tubes, 1 for every 2 children
- ☐ Light brown roll paper, one 5½-x-6-in. strip per child
- ☐ Green card stock, 1 sheet for every 2 children
- ☐ Air-dry clay, 1.75 oz. per child
- ☐ Blue card stock, 1 sheet for every 2 children
- ☐ Mini seashells, 5–6 per child
- ☐ Plastic wrap, amount varies
- ☐ Zippered baggies, 1 per child

### Tools and Basic Supplies

- ☐ Office paper cutter
- ☐ Glue sticks
- ☐ Scissors

### Pre-prep

1. Cut paper towel tubes in half.
2. Cut light brown roll paper into 5½-x-6-in. strips, 1 per child.
3. Photocopy the **PALM TREE LEAVES PATTERN** onto green card stock, then cut out (including the notches) a set of 4 for each child.
4. Photocopy the **OCEAN BASE PATTERN** onto blue card stock, then cut out 1 per child.
5. Divide clay into 1.75-oz. pieces for each child. Then wrap them with plastic wrap and place in air-tight zippered baggies.

### Teaching Tie-In

Show the sample craft and say:

Today's craft is a tropical tree to remind us of *Mystery Island*. I like this craft because I like *Mystery Island*, but my favorite part is the Bible verse. The



Bible is my favorite book on earth. It's so special to me, and it's the place to go to learn about the great and mighty God of the universe.

Let's say our verse together that we'll put on our tropical tree. Do so. It says, "Great is the LORD." What do you think is great about God? Take answers. Here's something I think is great about God. Share your thought.

Now let's dive into making our tropical tree!

### Class Time Directions

1. Take the strip of brown roll paper and crumple it into a ball. Continue to press on it and roll it around in your hands awhile. Then, uncrumple the paper carefully, so it doesn't tear, and smooth it back out.

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2. Apply glue stick liberally to the strip of brown paper. Then wrap it around the paper towel tube.
3. Take the clay, and form it into a circle shape approximately 2½ in. in diameter.
4. Position the clay circle on top of the **OCEAN BASE**. Then, very gently press the tree trunk (paper towel tube) into the clay. Mold the clay, as necessary, to hold the tree in place and form a small island.
5. Press a few mini seashells into the clay.
6. Fold the **PALM TREE LEAVES** in half. Then position 4 sets on top of the tree trunk.

## Tip Corner

Light brown roll paper is sometimes called kraft paper roll.

## Super Simple Idea

Each day, at least one super simple option is included, which is a pre-made craft kit from Oriental Trading Company (call 1-800-875-8480 or visit [orientaltrading.com](http://orientaltrading.com)) that goes along with the main concepts of the day.

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