

Turtle-y Terrific Science and Crafts



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LEADER GUIDE

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 52**.

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.

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 an experiment, craft, or mission moment).

Mission moment provides a way to either extend the time you spend on missions during 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.

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Turtle-y Terrific Science and Crafts

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Course Overview

	Day 1	Day 2	Day 3	Day 4	Day 5
Title	The Beginning of Life: Made in God's Image	The Wonder of Life: Made with Amazing Design	The Value of Life: Made with Worth	Eternal Life: Made for Relationship	Using Your Life: Made for a Reason
Area of Australia	Outback Life at Uluru	Great Barrier Reef Life	Coastal Life	Forest Life	Outback Life at Coober Pedy
Land Down Under Lesson Focus	The Creator of the universe created <i>you</i> ! You didn't evolve from an apelike creature.	<i>You</i> are fearfully and wonderfully made, with a body full of awe-inspiring design features.	God values <i>you</i> greatly! Each and every person—young, old, healthy, sick—is a priceless treasure.	God loves <i>you</i> ! He loves you so much he sent his only Son to die for you.	<i>You</i> are created on purpose for a purpose.
Bible Passages	Genesis 1:26–28, 2:7–23	Psalms 139:13–16	Matthew 1–2 Luke 2	Select Scriptures	Acts 1:6–11 1 Corinthians 12:12–26
Fair Dinkum Verses	So God created man in his own image, in the image of God he created him; male and female he created them. Genesis 1:27	I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well. Psalm 139:14	And as you wish that others would do to you, do so to them. Luke 6:31	Jesus said to her, "I am the resurrection and the life. Whoever believes in me, though he die, yet shall he live." John 11:25	For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. Ephesians 2:10
Apologetics Focus	They can't make a monkey out of me! (Ape-men Frauds)	God thought of everything! (Design Features of Our Bodies)	Be a defender of the defenseless! (Protecting and Respecting Life)	SMYLE! God loves you! (Only One Way to Eternal Life)	All I want to do is live each day for you! (Life Has Meaning and Purpose)
Animal Pals	Jumpin' Jack the Kangaroo	Shimmer the Coral	Bill the Platypus	Paula the Koala	Ringo the Dingo
Turtle-y Terrific Science	Bonzer Boomerang Fossil Handprint	Pick Your Brain Making Sense of Senses	Stellar Stethoscope Toothpick Heartbeat	Let's Get "A-Lung" Blood Sample	Mining Cereal Fabulous Fingerprints
Turtle-y Terrific Crafts	Rockin' Dot Art Hop-a-Shot	Crocs and Kangaroos Fitness Game Manta Ray Bookmark	Life Is Precious Photo Frame Playful Platypus	Southern Cross Ornament Koala Pen	Straya Sun Pillow Clay Echidna
Hoppin' Good Games	Jumpin' for Jesus Aussie Rules	PS139 Obstacle Course Reef Thief	King of the Court Let Me Help You	SMYLE! Kickball Animal Pal Dash	Teamwork Towers Dingo Fence
Top Koala-ty Treats	Outback Hat Funky Monkey	Coral Cup Thumbprint Cookie	Celebration Cake Baby in a Blanket	SMYLE! Pizza Koala-fied Cookie	Dingo Puppy Chow Boomerang Bread
Cool Contests	"Lollies" Guessing Game	Team Cheers	Dress-Up Day	"Beaut" of a Bible Challenge	Mission Money Mania

Handy Helps

Welcome to "Aus-some" Australia!

G'day, mate! Are you ready for the trip of a lifetime as we zoom off to the Land Down Under? Be prepared to experience the jaw-dropping beauty of the Great Barrier Reef, the arid temperature of outback afternoons, the architectural marvels of Australia's modern cities, and the fascinating eucalypt forest, home of the koalas.

At *Zoomerang*, the newest Answers VBS, you'll marvel at the unforgettable wildlife, culture, and beauty of Australia while exploring the wonder and value of life, from the lives of preborn babies to eternal life in the kingdom of God.

Day 1: The Beginning of Life—As we explore the Genesis account that describes the creation of man and woman, we will find that people didn't evolve from ape-men. Instead, we'll discover that Jesus is the author of life.

Day 2: The Wonder of Life—We'll check out the words of King David, who expressed the wonder of being formed by God even before he was born. As we look at the special design features of our bodies, we'll learn that we're fearfully and wonderfully made in God's image.

Day 3: The Value of Life—The book of Matthew tells the account of Jesus' birth and the subsequent killing of Bethlehem's baby boys. As we look at this passage, we'll discover that God wants us to protect and respect all life—no matter how old, young, smart, or physically fit someone is. Every life is precious to God!

Day 4: Eternal Life—As we explore the life, death, and resurrection of Jesus, we will see there is only one way to have eternal life with God—through repenting of sin and believing in his Son.

Day 5: Using Your Life—When Jesus ascended into heaven, he left his followers with an important mission. We will take a closer look at the truth that we are created for a reason—to glorify God through the good works he has prepared for us to do. Our main mission is to tell others about our Creator and Savior, Jesus Christ!

From the minute our mates step off the plane onto Australian soil, they will find themselves on a trip they'll never forget! The day begins at the **Aussie Assembly**, the thrilling opening complete with entertaining welcomes, "aus-some" songs, a mission moment, and prayer. Then we're off to four fun rotation sites:

Land Down Under Lessons—the teaching time. Here, our mates will unearth the value and wonder of all life created by God and for God.

Top Koala-ty Treats—the snack spot. Mates will enjoy delicious tucker (food) at this much-anticipated stop.

Hoppin' Good Games—the recreation location. At this location, mates "av a go" (put in a good effort) at working together as teams and trying out various physical challenges.

Turtle-y Terrific Science and Crafts—the science, craft, music, mission, and memory verse spot. This location features a wide array of activities to choose from: engaging science experiments to explore, appealing crafts to invent, rockin' songs to sing, fun memory verse games to play, or mission time to explore (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 **Aussie Assembly** for the closing that includes more singing, a creature feature, contest results, and the greatly anticipated daily drama, which is a highlight of the kids' day. The drama features an Aussie game show called *Zoomerang*. Before the game show goes on the air each day, the kids will witness some drama between the staff members who work on the show. Then, when the announcer gives the countdown, the show begins, complete with kids being called from the audience to be contestants.

So grab your Aussie hat and "sunnies," and let's begin our fun-filled adventure at *Zoomerang*!

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 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 assistants
- 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 daily setup and cleanup of the area(s)
- 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 *Zoomerang* may be new to you. For a list of helpful articles on the topics covered in this VBS program, please visit AnswersVBS.com/zrfaq.

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.

Mates: Friends or buddies are often called “mates” in Australia. Mates at VBS will be the kids.

Tour Groups: Classes of kids will be put in tour groups named after Australian animals (e.g., Kangaroos, Wombats, Sugar Gliders, and Kookaburras).

Group Guides: Adult and teen leaders will be the group guides who get the mates from place to place during VBS. No teaching is required for this position.

Tour Guides: This refers to the teachers at the Land Down Under Lessons.

Aussie Assembly: At this location, everyone joins together for the opening and closing assemblies.

Land Down Under Lessons: This rotation site is where Bible and apologetics teaching occurs.

Turtle-y Terrific Science and Crafts: At this site, mates participate in exciting science and crafts. There are also options for singing songs, learning memory verses, and exploring missions around the world.

Top Koala-ty Treats: The mates will enjoy some yummy outback eatables at this rotation.

Hoppin' Good Games: At this indoor or outdoor site (outdoor is preferred), the mates will “av a go” (put in a good effort) at fun land and water games.

Fair Dinkum Verses: “Fair dinkum” is an Australian term meaning something that is 100% genuine and truthful. Mates at VBS will learn their fair share of fair dinkum memory verses.

Aus-some Songs: Mates will be singing along with the catchy music of VBS.

Animal Pals: These are our friendly animal mascots used to emphasize the key point of each day's lesson.

Creature Feature: During opening or closing assembly, mates will hear of real-life Australian animals and the amazing design features God has given them.

Toddlers: These are mates who are 2–4 years old.

Pre-Primaries: These are mates who are 4–6 years old or kids who are age 4 through those who have completed “kindy” (kindergarten).

Primaries: These are mates who are 6–9 years old or kids who have completed grades 1–3.

Juniors: These are mates who are 9–12 years old or kids who have completed grades 4–6.

For multiage K–6 teams, we recommend using the Primaries material.

Top 20 Tips for Turtle-y Terrific Science and Crafts

1. Psalm 139 teaches that we are fearfully and wonderfully made by God. Treat every child with kindness and respect, remembering each is a precious image bearer of God. Our attitude toward and treatment of others will speak volumes.
2. Pray! This is your most important preparation. Give all concerns to the Lord and watch *him* do great things!
3. This guide offers main craft and science experiment suggestions as well as ideas for extra crafts and craft kit options. Some are simple and quick, while others are more involved. There are also toddler crafts (which can be used with pre-primaries, too). Think through your time and resources and decide which crafts and/or science experiments you will do each day.
4. Gather faithful helpers who will prepare items well in advance. Record their names, addresses, cell phone numbers, and email addresses so you can contact them quickly and easily.
5. Make a sample of every craft and science experiment before you meet with your team for the first time so they can visualize what you are presenting. Each helper should make a sample of each craft so they're familiar with all the steps. Try out each science experiment ahead of time and make sure your presenters have done a trial run as well.
6. Host "Craft Shops" or "Science Shops." Workers can drop by and pick up something to work on at home, or they can stay for part or all of the time. Assembly lines can be set up to prep crafts quickly. Weekday or Saturday mornings from 9 a.m. to noon, complete with doughnuts and coffee, can be an enjoyable time.
7. Use an office paper cutter for pre-prep cutting of patterns or paper with straight edges. Make sure to remove the paper cutter and any other dangerous supplies, such as miter saws and craft knives from the classrooms. If a science experiment calls for this type of item, store it in a safe place before and after use.
8. Be prepared. Organize crafts into individual kits for each child, using plastic 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.
9. Cover the tables with plastic tablecloths and secure with tape.
10. Craft glue, such as Tacky Glue, works better than school glue. Toothpicks work well for dipping into and applying the glue.
11. Permanent markers in vibrant colors can be a good alternative to paint for grade-schoolers. They work on most surfaces—paper, wood, fabric, and plastic.
12. Decorate the room to correspond with the theme. See *Decorating Decisions* in the *Director Guide* for possible ideas. Play VBS music to set the mood. Display the memory verses on each table or around the room in various locations. Place a sample of each craft or science experiment on every table 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. Ask the kids about what they're 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 and take home science experiments! 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, attempting one or two science experiments, and 17 minutes in a craft room, doing one or two crafts. There are other great options in this book for adding more music, mission, or memory verse time.
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.



Aus-some Songs

This section is for those who may want to add a music rotation to their schedule. A Music Leader USB (including both contemporary and traditional) is included with the purchase of a Super Starter Kit or is available to purchase separately at AnswersVBS.com (11-9-057). The Music Leader USB includes memory verse hand motion videos (contemporary only), song lyric videos, and audio files for you to choose from. Check with your director for the USB.

Materials

- ☐ Music Leader USB
- ☐ Aus-some Songs Station Poster (11-9-034)
- ☐ Device to play songs

Day 1

"Zoomerang" (theme song)

Contemporary: "Do You Not Know?"

C: "Take My Life"

Traditional: "Made By the Father"

T: "Building the Kingdom"

Day 2

C: "Wonderfully Made"

C: "Masterpiece"

C: "One Way"

T: "Fearfully and Wonderfully Made"

T: "You Can't Make a Monkey Out of Me"

T: "The Greatest Story"

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. 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 Fair Dinkum Verses Review section.)

Day 3

"Zoomerang" (theme song)

C: "Masterpiece"

C: "One Way"

C: "Everything"

T: "You Can't Make a Monkey Out of Me"

T: "The Greatest Story"

T: "Servant's Heart"

Day 4

C: "One Way"

C: "Wonderfully Made"

C: "Do You Not Know?"

T: "The Greatest Story"

T: "Servant's Heart"

T: "Made By the Father"

Day 5

"Zoomerang" (theme song)

C: "Everything"

C: "Wonderfully Made"

C: "Take My Life"

T: "Servant's Heart"

T: "Fearfully and Wonderfully Made"

T: "Building the Kingdom"

Fair Dinkum Verses Review



Fair Dinkum means 100% true and genuine. This section is for those who want to add a memory verse rotation to their schedule. Display the memory verse posters in your area. Review the memory verse by playing the appropriate song from the Music Leader USB (either video or audio) several times, encouraging the kids to sing along. Then play a game to review the verse. You may want to combine this with the Aus-some Songs time.

A Music Leader USB, including both contemporary and traditional music, is available with the purchase of a Super Starter Kit or at AnswersVBS.com (11-9-057). Check with your director for the USB.

Materials

- ☐ Music Leader USB
- ☐ Fair Dinkum Verses Station Poster (11-9-035)
- ☐ Memory Verse Posters
- ☐ Device to play songs

Day 1

To review today's verse and the theme verse, write "point up" and "point at yourself" on separate pieces of cardstock. As the children say the verse, show the "point up" sign when God is mentioned in some way and the "point at yourself" sign when "I" or people are mentioned, switching throughout the verse. Let children take turns holding up the signs.

Theme Verse

I praise you, for I am fearfully and wonderfully made.
Wonderful are your works; my soul knows it very well.
Psalm 139:14 (ESV)

I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well. Psalm 139:14 (KJV)

Juniors and Primaries

So God created man in his own image, in the image of God he created him; male and female he created them. Genesis 1:27 (ESV)

So God created man in his own image, in the image of God created he him; male and female created he them. Genesis 1:27 (KJV)

Pre-Primaries and Toddlers

So God created man in his own image. Genesis 1:27 (ESV)

So God created man in his own image. Genesis 1:27 (KJV)

Day 2

To review today's verse, write words that have to do with exploring Australia (e.g., swimming in the Great Barrier Reef, hiking in the Outback, running from a crocodile, looking at a platypus, climbing a bamboo tree, fishing, surfing, digging like a dingo) on individual pieces of paper, and place in a paper bag or sand pail. Kids can take turns drawing a piece of paper out of the bag or pail. Everyone says the verse while doing the action.

Juniors and Primaries

I praise you, for I am fearfully and wonderfully made.
Wonderful are your works; my soul knows it very well.
Psalm 139:14 (ESV)

I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well. Psalm 139:14 (KJV)

Pre-Primaries and Toddlers

I am . . . wonderfully made. Psalm 139:14 (ESV)

I am . . . wonderfully made. Psalm 139:14 (KJV)

Day 3

To review today's verse, have children sit in a circle and pass around a "microphone" (made from a paper towel roll). Have them recite the verse one word at a time as each child receives the mic.

Juniors and Primaries

And as you wish that others would do to you, do so to them. Luke 6:31 (ESV)

And as ye would that men should do to you, do ye also to them likewise. Luke 6:31 (KJV)

Pre-Primaries and Toddlers

And as you wish that others would do to you, do so to them. Luke 6:31 (ESV)

And as ye would that men should do to you, do ye also to them likewise. Luke 6:31 (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. Divide into teams (3–4 kids on a team). Give each team a set of verse strips. Each team must put their verse strips into the correct order. This can be done as a relay race or by drawing the paper strips out of a small treasure box. The first team to put them in order and say the verse correctly wins.

Jesus said to her, "I am the resurrection and the life. Whoever believes in me, though he die, yet shall he live." John 11:25 (ESV)

Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live. John 11:25 (KJV)

Pre-Primaries and Toddlers

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

boomerang in a bag. Pull out a boomerang, and all those who have that color stand and say the verse.

Jesus said . . . "I am the resurrection and the life." John 11:25 (ESV)

Jesus said . . . I am the resurrection, and the life. (KJV)

Day 5

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

Juniors and Primaries

For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. Ephesians 2:10 (ESV)

For we are his workmanship, created in Christ Jesus unto good works, which God hath before ordained that we should walk in them. Ephesians 2:10 (KJV)

Pre-Primaries and Toddlers

For we are his workmanship. Ephesians 2:10 (ESV)

For we are his workmanship. Ephesians 2:10 (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. Each day's segment will take 15–20 minutes.

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. *Life's Amazing Adventure* is a fun and meaningful addition to your VBS program,

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

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.

Life's Amazing Adventure

Life's Amazing Adventure 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 Rwanda, Haiti, Albania, Myanmar, 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.

Life's Amazing Adventure!

During the Mission Moment, your group will meet Harper, a fun-loving adventurer who loves exploring all of God's incredible creations. Using her experiences living in the Australian Outback, Harper will share what she's learned about the value of life. Each day, she'll take you to meet a child in another part of the world who needs your help.

Your mission is to collect coins to fill Children's Hunger Fund Coin Paks and help provide meals for children in need, just like the ones Harper introduces throughout the week.

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—Five days of true stories about hungry children living in poverty. These informative prayer briefings will help your kids connect with the real needs of suffering children.
- Printable “Map of the World” activity sheet, featuring locations of the children from the daily videos
- Printable 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.

To order Coin Paks, please visit ChildrensHungerFund.org/AnswersVBS. To place an order over the phone, call Children's Hunger Fund at 800-708-7589.

For questions regarding your Mission Moment resources, please call 800-708-7589, extension 2109, or email VBS@ChildrensHungerFund.org.

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 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 "Life's Amazing Adventure" in the memo area, and fill out the Return Form. Send your check with the Return Form (on the Digital Resources) to:

Children's Hunger Fund
Attn: Life's Amazing Adventure
DEPT LA 24373
Pasadena, CA 91185-4373

Learn more about the gospel-centered mercy ministry of Children's Hunger Fund at 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 raise funds.

1. Show your progress with the Daily Count PowerPoint slides, found on the Digital Resources. 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

FROM DIGITAL RESOURCES

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

DAY 1

- ☐ Coin banks, 1 per child
- ☐ Printouts of different foods (feel free to add images of candy, snack foods, or fast food items)
- ☐ Tape
- ☐ Wall or white board

DAY 2

- ☐ Masking tape
- ☐ 3 different colors of index cards (red, yellow, and blue). There should be more yellow cards than any other card and only a few blue cards. For example, if there are 30 children, there should be 3 blue, 20 yellow, and 8 red.)
- ☐ A bag or bucket
- ☐ Printed list of questions (see Digital Resources)

DAY 3

- ☐ Enough lemons for everyone in the group. (You can use oranges or grapefruit, but they all must be the same type of fruit.) You can reuse most of the fruit, but a few will be peeled for each group.
- ☐ A large basket or bowl to hold all the fruit for each group
- ☐ Printout of a human x-ray

DAY 4

- ☐ 1 large bin for every 5 students
- ☐ Printout of 1 paper house for each group (see Digital Resources)
- ☐ Building supplies, such as paper plates, play dough, cotton balls, paper, tape, sponges, craft sticks, and toothpicks

- ☐ Pitcher of water

DAY 5

- ☐ “Would You Rather?” questions (see 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.

In partnership with Answers VBS, they have also produced five short videos for you to share with your kids during this time. These videos are available on the Digital Resources.

Daily Scripts

Day 1: Mimi (Rwanda)

SHOW: “Life’s Amazing Adventure” slide

As we spend this week learning about the people God created in his image, we are going to get the chance to meet a boy or girl living in a different part of the world. We are partnering with Children’s Hunger Fund to help children just like these, who are living in poor conditions and don’t have enough to eat.

But the best part is that you can help them! And along with sending food, you can help them hear about Jesus, too!

SHOW: “Life’s Amazing Adventure—Mimi” slide

Are you ready to meet the first child? *Pause for participation.* Great! Today, we’re going to meet a very little girl named Mimi, who lives in the country of Rwanda.

SHOW: Video 1—Mimi

Country: Rwanda

Problem: Extreme Hunger

Did you notice where Mimi and her family live? Their house is made out of mud, and they live very far away from other people. There aren’t a lot of options for her mother to find work, and she has a lot of growing children to feed. Five children. And she has to provide food for them all by herself! But even where Mimi and her family lives, a local pastor came to deliver Food Paks from Children’s Hunger Fund and share with her family about Jesus!

Do you want to help kids like Mimi? *Pause for participation.* Great! This week at VBS, we will be collecting

coins to put in these Coin Paks [[show Coin Pak](#)]. Take this home today and tell your family and friends about Mimi. 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: WHAT’S FOR DINNER?

1. Post images of different types of food on the wall/board.
2. Ask the kids if they see any foods they enjoy. Call on students to share things they like.
3. Each time a student picks something that isn’t beans/rice, sweet potatoes, or bananas, tell them, “Oh, sorry! That’s not available where Mimi lives,” and pull it from the wall/board.
4. If someone picks beans/rice, sweet potatoes, or bananas, tell them, “Great! That’s one of the main foods people eat in Rwanda.”
5. Keep going until beans/rice, sweet potatoes, and bananas are the only things left on the board.
6. If the kids catch on and don’t pick any of the foods they know aren’t available in Rwanda, go ahead

and pull them off and say, “No one wants hot dogs? That’s okay, since you can’t get that, anyway.”

TALKING POINTS

- Many developing countries, like Rwanda, lack variety in the foods available.
- Most people eat only what they are able to grow themselves.
- Many people in Rwanda do not eat meat more than a few times a month.
- What are the problems involved with only eating a limited variety of foods?
- Malnutrition can lead to weak bones and muscles. It also affects a person’s ability to fight off disease and slows a person’s ability to heal from an injury. Lack of proper nutrients can also impact many of the body’s internal organs, making them work less efficiently.
- Look at the foods on the wall/board again. What foods would you add to this to provide Mimi with the nutrients to grow healthy and strong?
- What can you do to help children like Mimi get the food they need?

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. Pass out the Day 1 Prayer Journal for children to complete and take home.

Day 2: Isaac (Haiti)

SHOW: “Life’s Amazing Adventure” slide

All week long, we will be joining Harper as she travels all over the world to meet people and share with them that they are precious to God. We’re also learning how we can help by providing them with the food they need.

Have you started collecting coins for your Coin Pak yet? Pause for participation. Great! Remember, each quarter you put into your Coin Pak means one meal for a hungry child.

SHOW: “Life’s Amazing Adventure—Isaac” slide

Today, we’re going to be traveling with Harper to the country of Haiti, where we will meet a boy named Isaac. Let’s hear his story.

SHOW: Video 2—Isaac

Country: Haiti

Problem: Generational Poverty

Isaac doesn’t have the same options that people do in other areas of the world. He doesn’t dream about being

a doctor or an astronaut or a famous soccer player because his family cannot afford to send Isaac to school. His plans have always included becoming a farmer like everyone else in his family. This is called generational poverty. For Isaac, using a wheelchair to get around has made this difficult life that much harder. When a pastor visited with a Food Pak and shared with Isaac’s family about Jesus, he was able to see that God’s plan was bigger than his own.

Every 25 cents you collect this week means one meal for a child like Isaac—a child who doesn’t know when they will get their next meal. You are helping to deliver hope to suffering children around the world.

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.

That’s not bad for just one day. But we’ve still got the rest of the week, so keep bringing in coins all week long! Share what you’ve learned about Isaac and Mimi with someone else and see if they want to help provide meals, too. Ask your parents if you can earn money for your Coin Pak by doing some special chores around the house. Get creative!

DO MISSION ACTIVITY: STACKED DECK

1. Tape a line across the floor in the middle of the room and have all the children line up along the line.
2. Place all the cards into the bag/bucket so the colors of the cards are not visible.
3. Have the children pull out a card from the bag.
4. Use the questions from the Digital Resources to have them move forward or backward based on the questions asked.

TALKING POINTS

- Generational poverty means you are impacted by the poverty you inherited from the generation before you. Today, we met Isaac, living in Haiti. He lives in poverty because his parents live in poverty. They cannot afford an education, so they cannot get better jobs and improve the lives of their children.
- Generational poverty is a cycle, and it’s very hard to break.
- For those who stepped forward most of the time, how did you feel about moving forward?

How did you feel about those who were moving backward?

- For those who stepped back, how did you feel about your situation?
- Can you see how hard it would be to move forward when you are already so far behind everyone else?
- What are some ways that you can help people like Isaac in Haiti and others like him around the world?

Send each child home with an “Isaac” 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: Roan (Albania)

SHOW: “Life’s Amazing Adventure” slide

All right, adventurers! Are you ready to hop on a plane with Harper and travel to a faraway country to meet another wonderfully created child of God?

Who remembers how much it costs to provide one meal for a hungry child? *Pause for participation.* That’s right! It only costs 25 cents to provide a nutritious meal to a child in need. So that means one dollar can provide 4 meals, ten dollars can provide 40 meals, and twenty-five dollars can provide 100 meals! Isn’t that incredible?

SHOW: “Life’s Amazing Adventure—Roan” slide

Who knows where the country of Albania is? *Pause for participation.* If you don’t know, picture the country of Italy, which looks like a long boot. Well, if that boot swung backward, it would kick right into Albania. Today, we’re going to meet a little boy named Roan, who lives in Albania.

SHOW: Video 3—Roan

Country: Albania

Problem: Injustice

Roan lives a very lonely life. No matter what his family does, the community around them treats them poorly for no reason other than where they are from or how they look. This is called injustice. Because Roan and his family are treated unfairly, they are often unable to afford to buy food. Every time Roan’s stomach rumbles in hunger, he is reminded that there are people that don’t like him and want him to leave.

The meals that you are providing with your coins will help show children like Roan that he is precious and valuable. For Roan and his family, a visit from a church volunteer brought the message of hope and belonging

that they needed. Instead of feeling unwanted, Roan learned that he is a child of God. Isn’t that great news?

What have you been doing this week to earn coins for your Coin Pak? Are you asking your parents if you can do an extra chore to earn money? Are you sharing with people the stories of the boys and girls you are meeting this week? Talk to your parents about different 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.

You are doing an amazing job! All the coins you bring in this week represent children who will receive a nutritious meal and have a chance to learn about the loving God who created them! Who’s excited to see how many more meals we can raise tomorrow? *Pause for participation.*

DO MISSION ACTIVITY: WHAT’S ON THE INSIDE?

1. Pass out the lemons so every student has one.
2. Tell them to study their lemon. Ask: How would you describe it? What makes your lemon different from others? Are there any unique qualities you can identify in your lemon?
3. Collect everyone’s lemons into a large basket or bowl.
4. Ask the students to find their lemon. It shouldn’t be too hard to find the fruit they had before.
5. Collect the fruit again. Without letting them see what you are doing, peel one of the lemons.
6. Hold up the peeled fruit and ask if anyone can identify that lemon as theirs.

TALKING POINTS

- Why was it so hard to tell if this was your lemon? Because we only studied the outside.
- If I peeled the rest of these, do you think they would look pretty much the same as this one? Yes. Why?
- Let’s look at this a different way. Hold up the human x-ray photo. What can you tell me about this image? They are the bones inside of a human being.
- Right, this is an x-ray image of a human. From this image, can you tell what color eyes this

person has? What about hair color? Age? Name? Where this person lives?

- Just like your lemons, it's easy to tell people apart when we look at the outside, but on the inside, we're all the same.
- Roan was treated unfairly because of what people saw on the outside, but on the inside, he looks the same as the other kids in his neighborhood.
- God loves us for what we are on the inside. He created us just the way we are, in his image and with great care and purpose, and we are very special to him.
- How can you show God's love to everyone?

Send each child home with a "Roan" 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: Garma (Myanmar)

SHOW: "Life's Amazing Adventure" slide

Does anyone remember what we are raising coins for this week? Pause for participation. Right! We are raising coins to provide meals for children who don't have enough food to eat. Children's Hunger Fund will send those meals in Food Paks to churches all over the world, where they will be delivered to families in need. But the churches don't just drop off food and leave; they also share the good news of Jesus!

Are you ready to meet another child?

SHOW: "Life's Amazing Adventure—Garma" slide

Myanmar is a country in Asia, located just south of China. Today, Harper's travels will take us to Myanmar to meet a young girl named Garma.

SHOW: Video 4—Garma

Country: Myanmar

Problem: Disaster

Can you imagine living in a place where it rains so much that you worry that your house might collapse? Garma has to face this fear every year during monsoon season. Where Garma lives, the homes are not built the same way our homes are built here. The roofs leak, the ground around her home fills with large puddles, and everything feels wet all the time.

When her school and the building where her father worked were destroyed, do you think Garma felt like her life was out of control? Pause for participation. Do

you think that learning about a loving God who is in charge of all things brought her comfort? Pause for participation. Me, too!

Well, we have had a few days to raise meals for kids just like Garma. 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.

These coins are going to do so much more than provide food for children in need. You are providing an opportunity for pastors to build relationships with families and share the gospel of Jesus Christ! But don't stop collecting yet! We have one more day to collect coins to provide meals, so keep up the good work!

DO MISSIONS ACTIVITY: KEEP IT DRY

1. Divide kids into small groups.
2. Place the paper house in the center of the plastic bin.
3. Tell them that there is a storm coming and they can use the available supplies to try and keep the paper house (or "home") from getting wet when the water is poured into the bin.
4. After the kids are finished building, pour water into the plastic bin (around the structure, not on top of it) to see if the paper box stayed dry.

TALKING POINTS

- In Myanmar, where Garma lives, many of the houses are built on stilts to protect them from puddles when it rains. Sometimes, though, especially strong storms make the waters rise higher than normal.
- What would happen if we poured another pitcher of water into your bins? Would your structure still survive? Pour another pitcher of water into the bins to find out.
- Would it survive if there were strong winds, too? Optional: use a fan to see if the structure falls over.
- What if there was an earthquake?
- In many places around the world, people live in mud huts or buildings made of large sheets of metal. Strong wind and heavy rains are much stronger than mud and thin sheets of metal.
- Would you feel safe in a home like that?

- How can you help people who have lost their homes in a natural disaster?

Send each child home with a “Garma” 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: Hector (United States)

SHOW: “Life’s Amazing Adventure” slide

Are you excited to head out with Harper on one more adventure this week? I hope you’ve learned as much as I have about how people are living in other countries and what we can do to help.

I’ll share with you in just a moment how many meals we’ve raised this week, but first, let’s head off on one more adventure with Harper.

SHOW: “Life’s Amazing Adventure—Hector” slide

All week long, we’ve been meeting children living in countries thousands of miles away, but the child we’re meeting today lives a lot closer. Today, we’re going to meet Hector, who lives right here in the United States.

SHOW: Video 5—Hector

Country: United States

Problem: Invisible Poor

Does it surprise you that there are people living right here in the United States who might not have enough food to eat? Hector lives in a house. His dad has a job. Looking at them, you might not think that they are living in poverty. That is why they are known as invisible poor. Sometimes, illnesses or the loss of a job can mean that a family has to choose between paying rent and buying food or paying the electric bill.

Thankfully, you can help! Not only can the coins you’re collecting this week provide meals for children like Mimi, Isaac, Garma, and Roan living in faraway countries, but they are providing meals for children right here in the United States. Kids like Hector.

Children’s Hunger Fund partners with churches around the world who search for families in need of food and the saving knowledge of Jesus. Every box of food means a chance to share the gospel. Your quarters are making a huge difference! Isn’t that incredible?

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 Life’s Amazing Adventure is ____ meals! Remember, one dollar provides four meals. To calculate your VBS meal progress, multiply the dollars raised by four.

DO MISSION ACTIVITY: WOULD YOU RATHER?

1. Ask for 12 volunteers.
2. Ask each volunteer one of the Would You Rather? questions.
3. Encourage them to choose an option and avoid answering “neither,” even when neither option is good.
4. If time permits, ask the rest of the group if anyone would choose differently than the volunteer.

TALKING POINTS

- Were there any choices that were harder to make than others?
- Does it surprise you that many families in America have to make difficult decisions between two hard options?
- We call poverty in America “invisible poor” because it doesn’t look like what we see in other countries. Poverty in America doesn’t just mean someone is homeless.
- There are many people right here in America who live in poverty. They may live in your neighborhood or go to your school.
- What is something that you can do to help families who may be suffering in your community?

Send each child home with a “Hector” 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

Bonzer Boomerang

Materials

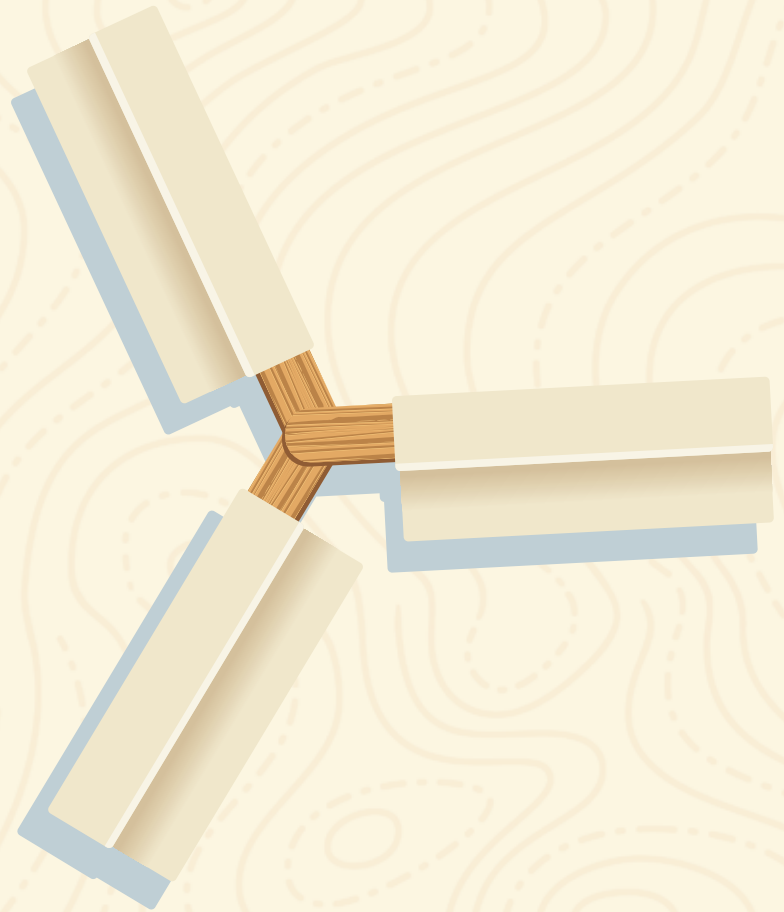
- ☐ Boomerang Pattern
- ☐ 6-inch tongue depressors, 4 per child (3 for the frame, 1 for a folding guide)
- ☐ 8 additional tongue depressors or craft sticks for the frame template
- ☐ 110# cardstock, any color or colors
- ☐ Hot glue gun (adults only)
- ☐ Tape, several pieces per child
- ☐ Pen or pencil
- ☐ Optional: picture of an airfoil

Pre-prep

1. Cut the cardstock into $5\frac{1}{2}$ x $2\frac{3}{4}$ -inch rectangles. Each child needs three. If you are working with kids who are second grade or lower, pre-prep their airfoils. If you are working with older kids (3rd grade and up), have them make their own. Directions for making the airfoils are given in Class Directions #1.
2. Prepare one frame template, which will then be used to make all the students' frames. Tape three craft sticks together in one stack and five together in another stack, then tape them on to the Boomerang Pattern.
3. Now it is time to make the kids' frames on top of that. For each child's frame, put three tongue depressors on top of the stacks you just made as illustrated on the Boomerang Pattern. Use the hot glue gun to glue the three tongue depressors together at the center meeting point.
4. Put a mark or sticker on the center of each frame to identify it as the top side. Continue to make as many frames as needed so each child has one.
5. Prepare one or more samples to show (one to hold up or one per table). You may want to have samples of the various steps in the process as well. (This is true of all science experiments.)

Class Time Directions and Dialogue

Listen to these crazy laws that are still on the books:



- Bingo games can't last more than five hours in North Carolina.
- You may have to pay a fine in Oklahoma if you make faces at someone's dog.
- It's illegal to bite someone's arm off in Rhode Island.
- In Missouri, you're not allowed to drive with an uncaged bear in your car.

Well, these are silly, aren't they? But can anyone think of any real laws people follow? Take responses. Possibilities can include things like observing speed limits, paying taxes, being a certain age to drive, not disturbing the peace, etc.

Did you know people aren't the only ones who follow laws? God created the universe to follow certain physical laws, too. There's an entire type of science called physics that's devoted to the study of these physical laws.

Today, we're going to learn about some of the physics (physical laws) that make airplanes stay up in the sky, even though gravity is trying to pull them down to earth. Has anyone ever flown in an airplane? Take responses. Ask how they liked it.

Has anyone heard the term "airfoil"? Show the picture of an airfoil if you have one. An airfoil is a structure that has curved surfaces designed to help lift an object when it's in the air. The curved shape of the wings on a plane causes a lower pressure above the wing and a higher pressure below it. This difference in pressures gives the wings lift, which is part of why the plane stays in the air. It's also why other flying objects, such as boomerangs, stay in the air.

Boomerangs have been used for thousands of years by the Aboriginal people. Did you know boomerangs were first created to be hunting tools? They could go three times farther than a spear, so they sure came in handy. This wasn't the only use, however. They were also used to help start fires, dig in the ground, and scrape bark off trees—not to mention they acted as musical instruments and toys. Some boomerangs were designed to return, and others were not. It took intelligence for Aboriginal people to make boomerangs. Aboriginal people were not sub-humans, as evolutionists believed, but were—and are—intelligent people, made in God's image.

We're going to make our very own returning boomerangs today, so let's start by making airfoils.

1. Each person will make three airfoils that will eventually go over the three tongue depressors that make up their boomerang frame. Give each child an extra tongue depressor to use as a folding guide, three rectangles of cardstock, and tape. Apply a strip of tape going down the long edge of one cardstock rectangle so just under half the tape is actually on the cardstock and the rest is not attached to anything yet. Flip the rectangle over so the sticky side is facing up and toward you. Firmly hold a tongue depressor on the cardstock 2 millimeters (approximately) above and parallel to the taped edge as you bend the remaining cardstock up and around, keeping it snug against the tongue depressor. Press the folded cardstock onto the tape and slide out the tongue depressor. Repeat the process until you have three airfoils.
2. Now it is time to put the airfoils on the boomerang frame. Remind mates to pay close attention because it is critical that the airfoils are put on the tongue depressors in the proper direction for the boomerangs to work. Hold one of the airfoils with the taped side down. For mates that are right-handed, the

pocket needs to be on the right side, and for those who are left-handed, the pocket needs to be on the left side. Before sliding the airfoil onto the tongue depressor, ensure that the taped side is facing down! Check that the frame is facing up and then slide the airfoils as far as they go onto the blades of the frame. Use tape to fasten the paper to the frame.

3. Repeat the same steps to attach the other two airfoils.
4. Remind the mates that boomerangs are only to be thrown outside.

Now, let's look at one of your airfoils from the side. Do you see how the pocket end is thicker than the tail end? **Pause.** We discussed how the airfoil shape gives lift, but we haven't talked about what makes a boomerang come back yet. Take a look at your frame. You should see a mark in the center that means it's the top side. The reason why that matters is because if you look carefully, the blades on the top side bend up just a tiny bit. Can you see that? This angle is called a *dihedral angle*, and it's what makes your boomerang curve and come back to you. So the *airfoil* is what helps keep the boomerang in the air and the *dihedral angles* on your frame are what make the boomerang come back to you!

Show mates how to throw a boomerang and remind them again to throw them only outside. To throw a boomerang, hold it between your thumb and the side of your index finger. Bend your wrist back so the boomerang almost touches your arm. Angle the blades at what would be one o'clock. If you are left-handed, angle toward eleven o'clock. If you are outside, flick your wrist and throw it. It should come back to you, so watch out!

Tip Corner

- As the presenter, try this ahead of time to make sure you've got it down. This is true of every experiment. Watch the AnswersVBS instructional video on how to make it.
- This particular experiment is a little more complicated than any of the others, but is worth doing. The kids at the test churches loved it!
- If you do not have 110# weight cardstock, substitute heavy duty file folders.
- There are a lot of great videos online about how to throw a boomerang correctly. Consider showing one to the class.
- If you have time, go outside and have the kids take turns throwing.
- Two science terms introduced today are *airfoil* and *dihedral angle*.

DAY 1 EXPERIMENT

Fossil Handprint

Materials

- ☐ Air-dry clay, amount varies (see Tip Corner)
- ☐ Plaster of Paris*, amount varies
- ☐ Petroleum jelly, amount varies
- ☐ Paper plates, 1 per child
- ☐ Wet wipes for cleanup, 1 per child
- ☐ Zippered baggies and air-tight containers for clay, 1 baggie per child
- ☐ Optional: fossils or pictures of fossils

IMPORTANT: For safety reasons, plaster of Paris should be mixed according to manufacturer's directions and away from children (preferably outside). Never put your hand in wet plaster of Paris. The reaction with the water creates heat that can cause burns.

Pre-prep

Decide if the mates will make impressions of just their fingers or of their whole hand. This will affect how much clay you give them. Break or cut the air-dry clay into small to medium pieces and put into zippered baggies, then in air-tight containers. Mix the plaster of Paris just before using it.

Class Time Directions and Dialogue

Who knows what a fossil is? Take responses. Show pictures of fossils if you have any. A fossil is the remains of a plant or animal that has turned to stone. Who has heard that it takes millions and billions of years for fossils to form? Pause for responses. That's actually not true. In order to form a fossil, you just need the right conditions—lots of water and sediments that bury animals or plants quickly. In fact, most of the fossils we find today were formed during the flood of Noah's day. This worldwide flood had—you guessed it—lots of water and mud covering lots of animals and plants! The flood lasted about a year and happened about 4,300 years ago—not millions of years ago.

There are fossils of many plants and animals, including animals in the process of eating. It doesn't take millions of years to eat dinner! Delicate parts like dragonfly wings have also been fossilized. What do you think would have happened to those wings if the fossilization process happened over a long period of



time? Take responses: they would have decayed before they could have been fossilized.

There are also fossils of cowboy hats and teddy bears. Are they millions of years old? Of course not!

Fossils are often used to try to prove that life has been evolving for millions of years. This includes the thought that people evolved from an animal to an apelike creature to man. However, no fossils have ever been found of transitional life forms—one kind of life form changing into another completely different kind, such as an apelike creature changing into a man. Don't you think there should be millions of these fossils, or missing links, if this were true? None have been found, and none ever will be found, because that idea isn't true.

Also, molecules-to-man evolution involves the death of the different animals along the supposed evolutionary time line from the beginning and continuing over millions of years. But what does God teach us about his creation in the beginning? According to Genesis,

God created all things, including the different kinds of animals and plants, in six days—not over millions of years. And he created them “after their kind,” which means they were to reproduce more like themselves—not change from one kind into another kind. And when God was finished, he declared everything “very good.” This happened just a few thousand years ago.

There was no death in God’s original creation. Death came as a result of the sin of the first man, Adam. If there were millions of years of fossilized bones piled up under the garden of Eden, would you consider that “very good”? Of course not. The idea of molecules-to-man evolution over millions of years isn’t true.

God has given us the account of what he did in the beginning, and we can know that his eyewitness account of how life began is true. It’s awesome to see that science backs that up. Always start with God’s Word to make sense out of the world!

Now let’s make our own fossil impression.

1. Give each person a ball of air-dry clay on a paper plate. Have them flatten the clay.
2. Each person should smear petroleum jelly on the inside of their fingers or hand. This is so their hand won’t stick to the clay.
3. Have the kids press their fingers or their whole hand into the clay. Create a good impression by pushing

down on one hand with the other hand. Remove their hand from the clay and wipe it off with a wet wipe.

4. Make sure to label each impression with the child’s name.
5. Teachers should carefully fill each impression in the clay with plaster of Paris. (This should be done in a spot that is away from students. Students should not work with plaster of Paris.) Because the plaster takes 20–30 minutes to set (and at least 24 hours to thoroughly dry), you may want to allow it to dry overnight. Teachers can even wait to do this step until just after all students have left.
6. The next day, instruct the kids to remove the clay and reveal their “cast fossil.” Label each cast with the child’s name.

Tip Corner

- Again, a reminder to never stick your hand in wet plaster of Paris. The reaction with the water creates heat that can cause burns. Do not have children work with plaster of Paris.
- If you want kids to do their whole handprint, give them a bigger ball of clay. This also requires more plaster of Paris and more petroleum jelly per person.
- A science term introduced today is *fossil*.