



LAND DOWN UNDER LESSONS

# JUNIOR



TEACHER GUIDE



**Zoomerang**  
AnswersVBS



# JUNIOR 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 made 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



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### Junior Teacher Guide

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Project Coordinator: Stacia McKeever

Writers: Randy and Barb Witt

Assistants: Allie Klein, Amy Quinn

Content Editors: Roger Patterson, Dr. Georgia Purdom

Editor: Evonne Krell

Interior Design: Diane King

Cover Design: Jon Seest

Illustrators: Paul Agner and Austin DeGroot

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For more information, write:

Answers in Genesis

PO Box 510, Hebron, KY 41048

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# 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 as the teacher is outlined in the following pages and includes planning and preparing the daily lessons, enthusiastically engaging in teaching the lessons, and praying over all aspects of your job.

Read this guide carefully and prayerfully, using our suggestions combined with the ideas the Holy Spirit brings to your mind.

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

## 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](http://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 Teaching Tips for Teachers

1. Psalm 139 teaches that we are fearfully and wonderfully made by God. Treat every child with kindness and respect this week, remembering each is a precious image bearer of God. Our attitude toward and treatment of others will speak volumes.
2. Pray and study God's Word. This is your most important preparation. God has entrusted you with the awesome privilege of opening his Word and sharing it daily with the children. Walk worthy!
3. Read through all your lesson plans well in advance and become familiar with the Digital Resources. Begin to pray and plan now, and continue to pray during and after VBS.
4. In this guide:
  - » Teaching Tips are marked with a .
  - » Materials for each activity are listed next to the activity.
  - » The "teacher says" portion is bolded.
5. You may want to assign the task of gathering supplies for all the teachers to one person, or have the teachers divide up the supply list, with each being responsible for multiples of certain items. It's also helpful to get all the supplies ready in a box or bag ahead of time rather than gathering them day-by-day the week of VBS.
6. See Decorating Decisions for a picture and description of the teaching set. Also, when setting up the room, you may want to clear away tables and chairs, depending on the room size and number of children expected.
7. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
8. Dress as if you are a tour guide in Australia. Check the VBS catalog for a cool Aussie shirt and hat for teachers. A khaki vest can complete the look. Some teachers enjoy putting different things in or on their vest each day, such as beanie baby stuffed kangaroos and snakes coming out of the pockets on Day 1, cut-outs of pictures of body parts taped onto the vest on Day 2, etc.
9. Take on a persona to bring lessons to life. You may want to make up a fun name, dress in character and talk in first person, adopt an accent, or add something new to your "costume" each day. Teach in a way that makes you feel comfortable.
10. Call the children by name. Name tags help with this.
11. Make sure to keep eye contact as you share the lessons, helping each child sense your warmth and care.
12. Children will be at various levels of spiritual comprehension. Pray for the Lord to take the message and do with it as he wills: plant seeds, bring to salvation, or strengthen and grow those who are already believers.
13. Have Bible passages from the lessons bookmarked ahead of time, and use your Bible throughout the lessons at the appropriate times. Show through your facial expressions and your actions the importance of the Scriptures.
14. Show love. All children, regardless of age or appearance, need to be loved. Greet them warmly each day, and always be ready with smiles, encouraging words, and appropriate hugs. (Be aware of your church's appropriate touching policies.)
15. Be all there. Try to leave behind whatever is currently going on in your life, and focus your attention on the children under your care.
16. When kids are sitting on the floor for drawing or writing activities, give them a firm surface (clipboards, old magazines, or books) to use underneath the papers. Cut corrugated cardboard or coroplast sheets into 9x12-in. pieces, and add a binder clip for inexpensive clipboards.
17. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive attention, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
18. Children like order. Think through potential trouble spots in your day, and decide on a firm, loving discipline strategy. Ask for help from experienced individuals.
19. Children generally rise to the level expected of them, so challenge them to work on memory verses and their take-home student guides and challenges. Some may even want to try the bonus memory passage, which is Psalm 139:13-16.
20. Have fun! Teaching should be a joy for you. "Rejoice always, pray without ceasing, give thanks in all circumstances" (1 Thessalonians 5:16-18).

# Tips for Managing a Group of Kids

Kids are fun, and kids have energy! Prepare to confidently lead them using the following strategies.

## Attention Getters

**Call and Response**—The teacher will teach the kids that when she says something, they should reply with something else. Practice the following ideas so they know your expectations for responding to them.

- **Teacher:** Zoomerang! (clap, clap)  
**Kids:** Zoomeree! (clap, clap)
- **Teacher:** God made you!  
**Kids:** God made me!
- **Teacher:** Zoomerang! (clap, clap)  
**Kids:** Zoomeroo! (clap, clap)
- **Teacher:** All of the old . . .  
**Kids:** And young ones, too!
- **Teacher:** G'day, mates!  
**Kids:** G'day!

**Rhythm Claps**—The teacher claps a little rhythm and the kids clap the exact rhythm back. Vary the clapping patterns.

**Countdown**—Hold up five fingers and start to count down from five to one. By the count of one, they need to be completely quiet.

**Soft Talk**—Start talking about something important very softly or in a whisper. They will often get quiet to hear what you are saying.

**Flash the Lights**—This is a good signal to listen up.

## Lining Up to Walk Through the Building

**If You . . .**—Say different categories for lining up in fun ways, such as the following:

- “If you’re wearing red, line up. Now, if you’re wearing blue, line up.”
- “If your birthday is during the summer, line up. Now, if your birthday is during the school year, line up.”
- “If you have a dog, line up. Now, if you have a cat, line up. Now, if you have no pets, line up.”
- “If your first name starts with A–L, line up. Now, if your first name starts with M–Z, line up.”
- “If you are quiet, line up.”

## Proactive Tips

**Be Prepared**—One of the best ways to ward off discipline problems is to be prepared ahead of time. Think through and organize your day, leaving no downtime.

Keep things moving! This takes more effort on your part, but it’s worth it.

**Active Participation**—Keeping kids actively engaged in the lesson is perhaps the best thing you can do to keep the class from getting rowdy. The lessons are written to be creative, fun, and full of active participation. Play the games, act out the Bible accounts, and do the other ideas listed. Occupy kids’ minds and attention with good stuff!

**Helpers**—Involve the kids. Let them be helpers. Some kids just want to feel needed, so giving them a responsibility is a way to show you trust them. Try putting them in charge of a simple task like helping others learn memory verses, passing out papers, or holding a poster for the teacher. Sometimes a simple task can keep them busy and make them feel important!

**Use Humor**—Kids of all ages love to laugh! Have fun together. If you see a situation is getting tense or a child is getting upset for some reason, try thinking of a way to lighten the mood with humor.

## Calming Rowdiness

**Don’t Yell**—Kids may respond at first if someone yells, but they eventually dismiss it. Try some of these other ideas instead.

**Separate Kids**—Separate kids who misbehave around each other but encourage problem-solving when possible. “What are some things we could do to help you and \_\_\_ get along?”

**Give Choices**—Avoid power struggles by giving choices. If a child is resistant to doing something you’ve asked of her, try your command another way. “You can either sit with the rest of the group and listen or sit with \_\_\_ (leader’s name) at the back of the room.”

**Praise in Public, Correct in Private**—If someone does need correction, be careful not to embarrass him in front of his peers. If you need to talk to a child about a misbehavior, pull him aside while the rest of the group are distracted. Kids will be less defensive if they don’t feel they have to “save face” in front of their peers—and if they feel you really care and aren’t just coming down on them.

**Know Church Policies**—Know your church’s policy for severe behavior issues. Do you take the child to your VBS director? Do you alert the child’s parents? Do you involve other staff members? Be prepared.



# Age-Level Characteristics

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

First, you'll see characteristics of children in general and then characteristics of Juniors (ages 9–12 years) specifically.

## Characteristics of Children

Children have some common characteristics.

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

## Characteristics of Juniors

### Physical Characteristics

Juniors can vary widely as they grow, with some having a growth spurt that launches them into puberty. (This can make them get tired easily.) Height, weight, and physical maturity can be all across the board. They're continuing to grow in physical abilities. Some are becoming known for athletic abilities. Juniors enjoy going places and doing interesting things. They enjoy games and competitions.

### Takeaways for Us

- Don't comment on physical appearance, such as how tall someone is. Juniors can feel sensitive and awkward about their bodies.

- Make sure to help each child realize how special and uniquely created by God he or she is. Some have gifts/talents physically, some musically, some academically, etc. They need to be assured that they are God's masterpiece, created exactly as they are for a special purpose.
- Some love being active, and some don't, but it's good to keep them involved and moving.

### Emotional/Social Characteristics

Juniors can't wait to grow up. They look up to teenagers/young adults. They like challenges and may develop interests and hobbies, although they're self-conscious about their abilities and failures. They're becoming more independent and can handle responsibilities. They enjoy small group discussion with peers and close friends. They're greatly influenced by their friends and want to be accepted. They look to friends for information and advice on issues. They like humor and jokes but may use sarcasm. As they head into puberty, they may experience mood swings.

### Takeaways for Us

- Make sure the teens and young adults in their VBS world are good role models.
- Don't tear down Juniors or resort to sarcasm. Be an encourager, be a good listener, and be patient with them.
- Incorporate small group discussion into learning, and do things that allow groups or pairings.
- Be careful to walk worthy—act and speak in godly ways.

### Spiritual/Mental Characteristics

Juniors are beginning to think abstractly and are asking many questions, which they want good answers for. They have a much longer attention span than younger children. Their reading and memorization skills are improving. They're developing their views on current issues and often want to associate themselves with their parents' belief system. They spot inconsistencies in what people do versus what they say. Juniors enjoy serving and caring for others.

### Takeaways for Us

- Ask thought-provoking spiritual questions. They are thinking and like to talk. Be there for them as a safe person to bounce thoughts and ideas off of.
- Listen well, and pray with them.



- Some children read better than others. Be careful about asking children to read out loud unless they volunteer or you know they can read well.
- Allow them to sometimes act out lessons. Most Juniors enjoy this active involvement.
- Give them opportunities to be involved in mission/serving projects.
- Challenge them to ask God to help them grow in their love for God and his Word. Help them set up Bible

reading plans, and encourage them to memorize passages of Scripture.

- Make sure to walk the walk and not just talk the talk. They can spot inconsistencies, so it's important to walk worthy.
- Show interest in each child, helping them sense your care and interest in them.
- Be careful to speak accurately and truthfully, show care and respect for your Bible, and help them see your love for it and for the Lord.

## Special Needs

The *Special Needs Teacher Supplement* (11-9-053) can help you accommodate and modify these lessons for those who need it, either in your regular classroom or in a self-contained classroom.

## Land Down Under Lessons

At the Land Down Under Lessons, kids will zoom around Australia, landing in different regions, as they learn about the value of life. This lesson time is written as a 35–40 minute period, divided into three sections.

**Introduce It!** (5–10 minutes): Each day, the kids will head to a new destination in Australia to get the lesson going.

**Teach It!** (25–30 minutes): The Bible teaching and apologetics content is presented during this time in creative, appealing ways.

**Apply It!** (Remaining class time): This is the memory verse review and practical application time.

The lessons are jam-packed, so try to be organized and keep things moving. Ideas are written into each lesson to help you adapt if you have a longer or shorter lesson time

than the 35–40 minute block. Because of the content-rich lessons, a little extra time is great if you can swing it! But if not, there are lots of options, so you may want to shorten or skip some activities.

The lesson format is written for a two-person team. One person serves as Teacher One and the other as Teacher Two or the Teaching Assistant. The lesson format can also work if teaching alone. If you are team teaching, decide ahead of time who will be responsible for what. If you are teaching alone, simply find someone (e.g., a staff person or teen volunteer) to help on any day you can use an extra set of hands.

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

## Sample Schedule

Time	Group One	Group Two	Group Three
9:00–9:15	Aussie Assembly—Opening: Large Meeting Area (Everyone Together)		
9:20–10:00	Land Down Under Lessons	Turtle-y Terrific Science and Crafts	Hoppin' Good Games and Top Koala-ty Treats
10:05–10:45	Hoppin' Good Games and Top Koala-ty Treats	Land Down Under Lessons	Turtle-y Terrific Science and Crafts
10:50–11:30	Turtle-y Terrific Science and Crafts	Hoppin' Good Games and Top Koala-ty Treats	Land Down Under Lessons
11:35–Noon	Aussie Assembly—Closing: Large Meeting Area (Everyone Together)		

# Memory Verse Songs

We have partnered with Seeds Family Worship (contemporary, ESV) and Majesty Music (traditional, KJV) to create songs for each of the memory verses. They feature the full verses. (Pre-Primaries and Toddlers are taught condensed versions of these verses.) Singing Scripture is an excellent way for children to learn their Bible verses easily. You can use the songs (either video or audio) during the memory verse time in each lesson. The Music Resource

USB, which contains audio and videos, comes with the purchase of a Super Starter Kit and can also be purchased separately (11-9-057). You can also purchase and download the songs individually from our online store for use on a handheld device (answersbookstore.com). Student CDs in packs of 10 are available if you would like each student to have a copy of the songs (11-9-061 or 11-9-062).

## Student Extras

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

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

**Australia Maps:** Use these maps as a fun review of where you've journeyed each day.

- ESV—11-9-078, pack of 10
- KJV—11-9-140, pack of 10

**Student Guides:** These age-appropriate guides feature a lesson review on the front of each daily take-home paper, as well as the memory verse, verse review game suggestion, and "Go and Do" section on the back that parallels the Apply It! part of the lesson. You can either go over these during class time or send them home to be completed with a parent or caretaker, which is what our test churches do. If you send the guides home, motivate the kids to do them because they are full of good stuff! Give them to the group guides to pass out at the end of the day. Then have them check with the kids the following day to see how they did, and consider asking your VBS director

to give contest bonus points to the individuals and teams for their hard work.

- Primary ESV—11-9-072, pack of 10
- Primary KJV—11-9-133, pack of 10

**Adventure Journals:** These fun, interactive booklets feature the daily memory verses, animal pals, stickers, and a place to stamp (11-9-093) for attendance. Check with your VBS director to find out when he or she would like to give these to the kids. They can receive them at any time during the first day. You can review them with the kids during the Apply It! section of the lesson, if you have time, or they can be stamped as the kids first arrive to VBS.

- Junior/Primary ESV—11-9-091, pack of 10
- Junior/Primary KJV—11-9-137, pack of 10

**Bookmarks:** These can be passed out at the end of class or at the end of the day.

- Gospel—11-9-076, pack of 10—Day 4
- Fearfully and Wonderfully Made—11-9-077, pack of 10—Any day

**Exploring God's Word:** This little booklet encourages your students to continue discovering God's Word for weeks after VBS has finished. It features a daily question and answer found in the Scripture verse. You or the group guides can pass out one of these to each student on the last day of class at dismissal. 11-9-075, pack of 10

# Decorating Decisions

A colorful and engaging environment helps children learn better, remember more, and leave with happy memories. So be creative and use the tools and ideas in this section to capture the imagination of the kids with your classroom



## Key Decorating Elements

To serve as a focal point for the teaching, the *Zoomer-ang* classroom backdrop features a large map of Australia with a jeep and a few animals. Mounted on the walls adjacent to the backdrop are the teaching, memory verse, and animal pal posters.

### CLASSROOM SCENE SETTER

A large map of Australia scene setter is available for purchase (11-9-126) from the Resource Catalog. Simply mount it to cardboard or foam insulation sheets using double-sided carpet tape, clear packing tape, or staples and prop it up with wooden supports (jacks). Or, you

can attach it directly to the wall with mounting putty or Mavalus tape. A jeep also comes with the map.

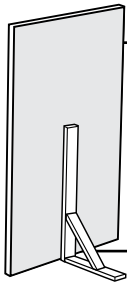
### DIY ALTERNATIVE

You can create your own classroom backdrop by transferring an image of Australia onto a large (at least 6x6 ft.) backdrop. Use sheets of corrugated cardboard, foam insulation, or roll paper. Paint the image solid black and the area around it ocean blue. Then mount the Destination Posters (in the Teacher Resource Kit) onto the black silhouette to highlight the areas that will be featured during the week.

### RESOURCE POSTERS

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





Prop up your set, and any free-standing decorations, with wooden jacks made from 2x4, 2x3, or 2x2 boards. Smaller decorations will need smaller jacks and larger decorations will need larger ones. If necessary, jacks can be weighted down with bags of sand or road salt.

## SUV

It's not surprising that sport utility vehicles (SUVs) are a popular form of transportation in Australia, so include one in your decorations. See the Digital Resources for a clip art image.

## OTHER PROPS, TIPS, AND MISC. IDEAS

- Place a rug, or raised platform, in front of your backdrop to create a stage effect.
- Use fishing line to hang boomerangs, inflatable airplanes, and tissue ball suns from the ceiling.
- Australian flag garland can be used for quick and easy decorating.

## HOW TO ENLARGE AND TRANSFER CLIP ART

1. Photocopy the clip art onto transparencies.
  2. Place roll paper or a rigid material against a wall.
  3. Using an overhead projector to enlarge the clip art, shine the image onto the paper or rigid material, adjusting it as necessary for the size desired.
  4. Trace the image outlines onto the paper or rigid material.
  5. Paint the image and cut it out.
- Australia is known for its animals, so be sure to include some in your decorating. See the Digital Resources for clip art images.
  - Painted cardboard clouds, rocks, and tufts of grass can add a nice touch.
  - Add a thin (½-inch) black border to your painted props. This helps them stand out better and makes the colors appear more vibrant.
  - Because corrugated cardboard tends to curl when only one side is painted, first apply a quick single coat of paint to the back.

Check out [Pinterest.com/AnswersVBS](https://www.pinterest.com/AnswersVBS) for colorful photos of decorations from our test churches!  
Visit [YouTube.com/AnswersVBS](https://www.youtube.com/AnswersVBS) for how-to decorating videos!



DAY 1

# The Beginning of Life

MADE IN GOD'S IMAGE

## BIBLE PASSAGES

Creation of Man  
Genesis 1:26–28; 2:7–23

## APOLOGETICS FOCUS

They can't make a monkey out of me!  
(Ape-men Frauds)

## FAIR DINKUM VERSE

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

## AREA OF AUSTRALIA

Outback Life—Uluru

## ANIMAL PAL

Jumpin' Jack the Kangaroo

## LESSON FOCUS

The Creator created *you* special! You didn't evolve from an apelike creature.

## Today's Lesson at a Glance

### INTRODUCE IT!

- Destination 1: The Outback—Uluru

### TEACH IT!

- Part 1: The Creation Account—True!  
Section 1—Genesis 1–2  
Section 2—"Made in God's Image" Game
- Part 2: Human Evolution—False!  
Section 1—Doodle Pattern  
Section 2—Missing Links
- Part 3: Talk it Over Time
- Part 4: Review Game  
Option 1—Zoom-A-Round  
Option 2—Flip the Flop

### APPLY IT!

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do

## Preparing for the Lesson

- Watch *Three Ways to Make an Ape-Man* DVD by Dr. David Menton.
- Read Genesis 1–2 to prepare for teaching about the creation of man.
- Read this lesson several times and prepare the materials.
- Visit [AnswersVBS.com/zrfaq](http://AnswersVBS.com/zrfaq) for more information on ape-men.
- Pray.



# Devotion 1

## The Beginning of Life

*In the beginning, God created the heavens and the earth. Genesis 1:1*

*In the beginning, the land was not like it is today. It was free from life and empty. During the Dreamtime, the Spirits made the land and people. They made rivers, hills, rocks, plants, and animals. They made laws about how people were to behave.*

Sound vaguely familiar? This brief retelling of an Aboriginal creation story bears some similarities to the true creation account found in the biblical book of Genesis. At one point in the not-too-distant past, the ancient Aboriginal people knew the true account, as well. After the rebellion and dispersion from Babel (c. 2200 BC), descendants of Noah settled in Australia. As time passed and their descendants multiplied, the various Aboriginal tribes developed.

Noah, the keeper of the books of Adam and Seth, knew the true Creator God. If he did his fatherly duty and passed on that information to his sons and grandsons, then his descendants knew about the biblical God who created everything. Sadly, the information was corrupted over time, as Noah's descendants turned their backs on the truth and instead sought to develop their own view of history.

Today, many myths about the past exist. One of the more insidious and bizarre is the myth that we share an ancestor with the apes. Sadly, this idea reduces the all-powerful God to an apelike creature in whose image humans were made. It forces mankind to become just another animal without responsibility for their actions and without the need of a Savior from their sins. (When is the last time you've tried to preach the gospel to a monkey?)

Yet we have the truth about life in our hands. The Creator of all life has given us the true account of how things came to be in his book, the Bible. When we teach our children, as the Bible commands us to, the truth about where they came from and where they're going, there

are no "missing links." We need to be vigilantly watching what the world teaches so that we're prepared to tear down every false argument that sets itself against the knowledge of God (2 Corinthians 10:4-5) and build up a biblical worldview in those the Lord has entrusted to our care. Let's diligently impart the truth to our children and grandchildren.

As you go throughout your day today, think about how you can encourage a desire for true wisdom, which is found in Christ (Colossians 3:16), in the hearts of the kids you're working with.

My son, if you receive my words  
and treasure up my commandments with you,  
making your ear attentive to wisdom  
and inclining your heart to understanding;  
yes, if you call out for insight  
and raise your voice for understanding,  
if you seek it like silver  
and search for it as for hidden treasures,  
then you will understand the fear of the LORD  
and find the knowledge of God.  
For the LORD gives wisdom;  
from his mouth come knowledge and  
understanding;  
he stores up sound wisdom for the upright;  
he is a shield to those who walk in integrity,  
guarding the paths of justice  
and watching over the way of his saints.  
Then you will understand righteousness and justice  
and equity, every good path;  
for wisdom will come into your heart,  
and knowledge will be pleasant to your soul;  
discretion will watch over you,  
understanding will guard you.

Proverbs 2:1-11

- ❑ Day 1 Destination Poster with arrow, preferably laminated
- ❑ Day 1 Animal Pal Poster
- ❑ Bible or children's Bible
- ❑ Costumes for teachers (see #8 on page 5)
- ❑ Mounting putty or tape for hanging posters
- ❑ Piece of dark paper that is at least 17x22
- ❑ Optional: Pictures or slides of the outback
- ❑ Optional: Boomerang

👉 Be familiar with the lesson, but don't memorize it. Place it on a clipboard to use as a reference.

👉 If working as co-teachers rather than as a lead teacher and an assistant, decide which parts of the lesson each of you will be responsible for teaching.

👉 The Bible is listed just once a day in the materials list but is used throughout each lesson at various times, so have it handy and marked to the correct passages ahead of time each day.

👉 Teachers can adopt fun names like Dingo Dan or Outback Ellie.

GOSPEL NOTE: Although the gospel is presented in detail during Day 4, other opportunities are provided to share the gospel. Pray and ask the Holy Spirit to guide you as to which of these opportunities to use.

## Introduce It!

**Note:** These lessons are packed, so keep them moving!

### Destination 1: The Outback—Uluru (5–10 minutes)

**Pre-prep:** Put up the Australia map scene setter (11-9-126) and any other decorations. (See Decorating Decisions for more info.) Gather your Aussie tour guide costumes, which you'll wear all week. Laminate and hang the **DAY 1 DESTINATION POSTER** next to the big map or actually on it at Uluru, and cover it with a piece of dark paper. Cut out and laminate the **"YOU ARE HERE!" ARROW** and have it handy to put on the map when noted.

**Optional:** Find additional pictures or slides to show (besides the destination poster) while talking about the outback, and gather a boomerang (11-9-157).

As the mates come in and get settled, say:

**Tour Guide 1 (Teacher):** G'day, mates, and welcome to amazing Australia! My name is \_\_\_\_, and I'll be your tour guide this week.

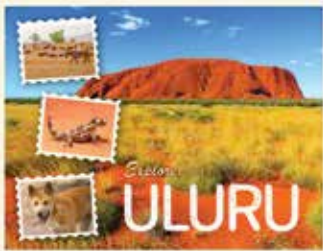
**Tour Guide 2 (Teacher or Teaching Assistant):** And I'm \_\_\_\_. We can't wait to show you around because Aus-tralia is totally "aus-some!"

**TG1:** Something cool that was invented in Australia is the boomerang. Do you know how it works? Show the boomerang. When you're outside, you can throw it, it zooms around, then ends up back where it started. Well, just like a boomerang, we're going to start in the outback today, then zoom around Australia all week, and end up in the outback on our last day.

Uncover and highlight the **DAY 1 DESTINATION POSTER** as you share the following. Share any additional pictures or slides, as well.

- Point to the Australia scene setter. **There's a section on this map called the outback. Thumbs up or thumbs down—do you think the outback covers most of the country?** Pause. It sure does—about 70 to 80%. Show the area. It's most of the inside part, but not the perimeter.
- Thumbs up or thumbs down—do you think you'd want to live there? Pause. Let's see if you change your mind after I tell you more.
- It contains ten deserts—yes, ten! It has some of the hottest weather on earth—as high as 122 degrees F (50 degrees C)!
- Point to the rancher on the **DAY 1 DESTINATION POSTER**. There aren't many people living in the outback, but some brave it and work there. One job is sheep or cattle ranching. The sheep and cattle stations are huge and spread out. In fact, one cattle station is the size of the whole country of Belgium! Workers have to fly around in helicopters to check on their cattle. Thumbs up or thumbs down—do you think you'd like that job? Pause.
- You're more likely to die from heat or lack of water than from poisonous animals in the outback, but there *are* lots of venomous snakes and spiders, like the taipan (a snake) and the redback spider. Point to the thorny devil and the dingo on the **DAY 1 DESTINATION POSTER**. There are other animals like the thorny devil, dingo, frilled-necked lizard, and wombat (whose droppings are cube-shaped). And, of course, there's the kangaroo, like Jumpin' Jack, our animal pal for today. Show the **DAY 1 ANIMAL PAL POSTER**. Thumbs up or thumbs down—would you like to see those animals in the wild? Pause.

**TG2:** There's a lot of other cool stuff in the outback, too, like the world's biggest single rock, which is today's destination. It's called Uluru (oo-lar-oo), or Ayers Rock. Place the **"YOU ARE HERE!" ARROW** by the **DAY 1 DESTINATION POSTER**.



**TG1:** Uluru is taller than the Statue of Liberty, the Great Pyramid, and the Eiffel Tower! Thumbs up or thumbs down—do you think you'd like to climb it? Pause.

**TG2:** People used to climb it but are no longer permitted to because many Aboriginal people of Australia believe Uluru is a sacred place that's actually alive. They believe the spirits of their past relatives woke up at one point and created the world, including animals and people, and then went back to sleep in places like the Uluru rock.

**TG1:** This particular idea about the beginning of the world is called Dreamtime. Because the ancestors of the Aboriginal people came from Noah and his family after the tower of Babel, they had learned the truth about God and his creation. But, sadly, the truth has been changed by people's ideas over time.

**TG2:** Where can we go to find the true, original, perfect account of the beginning of life? Take responses. Right! The Bible. There's no other book on the planet written by God except the Bible. Because God is perfect and true, we know his Word is true and the Bible is *the* place to go to find out how life began. Let's check it out.

✋ The ancestors of the Aboriginal people had migrated to Australia from the tower of Babel at some point during the past 4,300 years. The people at Babel had heard the truth about creation and the flood from Noah and his family. Over time, the true account changed into what is now part fact (man was created and didn't evolve), and part fiction.

## Teach It!

### Part 1: The Creation Account—True! (15 minutes)

**Pre-prep:** Bookmark the Bible passages listed below. Make chenille stem bundles for each person by twisting one stem around the others to hold each bundle together. (Do not try to reuse for new teaching groups. Each child will need his own bundle.) Print the **C-R-E-A-T-E-D LET-TERS** (download [digital resources](#) from [AnswersVBS.com/zoomresources](#) or ask your director to send you the files from the Resource USB).

#### Section 1—Genesis 1–2

Teacher 2 can pass out a chenille stem bundle to each person while Teacher 1 tells them they are going to make something based on what you are reading in the book of Genesis, which is the true account of how life began. You'll read three passages. Suggest they use two or three chenille stems per reading.

Take turns reading the following passages from the Bible in the order listed. Stop after each section and have the kids share what they made with the chenille stems. Emphasize that they are creating with materials that are already created. Only God can start with nothing when he creates!

- Genesis 1:26
- Genesis 2:7
- Genesis 2:15–23

#### Section 2—"Made in God's Image" Game

Next, Teacher 2 can pass out dry erase boards and dry erase markers or paper and writing utensils either to individuals or small groups while Teacher 1 explains the directions below. For each right answer, they'll be earning a letter for each person or team, which they can write at the top of their dry erase board or paper. Letters are awarded in random order, as described below. (Hold up the E after answer 1, for instance.) Those who got the answer wrong should close and cover their eyes for a moment so they don't see the letter. At the end, have everyone unscramble the letters. The first to get the word correct wins.

If you're short on time, move quickly through the first six questions or skip questions to allow time to discuss question 7. This is the most crucial—make sure to prioritize it. If you skip any questions, give everyone that letter right before unscrambling the letters.


**TG1:** So, we've seen what God has revealed in his Word about where people came from. Let's take a quick quiz. I'll ask a question and you write down your answer. If you get it right, we'll show you a letter that you'll use to form a word at the end of the game. If you got it wrong, just close your eyes when we say. Okay, here we go.

- ❑ **Made in God's Image Poster**
- ❑ **C-R-E-A-T-E-D Letters**, 1 of each
- ❑ Chenille stems, 8 per person (any colors)
- ❑ Dry erase boards and markers, or paper and writing utensils, 1 of each per person or team

✋ It goes faster each day if you have all supplies for each person already passed out, especially if the kids are sitting on chairs or in a pew. Put them underneath and tell them to leave them there until you tell them what to get out.

✋ One test church did the "Made in God's Image" Game as a whole group using just one large marker board.



 Teachers can take turns reading questions during any game.

1. Q. We just read a verse in the Bible that says, “Let *us* make man in our image.” Who is *us*?

A. *God.* God the Father, God the Son, and God the Holy Spirit. There is one God who exists in three persons.

Letter if they got the answer right: E

2. Q. What was Adam made out of?

A. *God formed Adam of dust from the ground* (Genesis 2:7). God breathed into his nostrils the breath of life, and he became a living creature. This means Adam’s respiratory system, the system that helps you breathe, was fully formed and working perfectly right away. Our good Creator God designed Adam and all his parts to work together right from the start!

Letter if they got the answer right: A

3. Q. Yes or No: Did Adam share an ancestor with an ape?

A. *No.* God made different kinds of apes and monkeys on day 6 (Genesis 1:24–25), the same day he made Adam in his image. No animal kind, including apes, can change into a different animal kind or into a person.

Letter if they got the answer right: E

4. Q. God gave the first man, Adam, a job. What was it?

A. *Naming all the animals and taking care of the garden* (Genesis 2:15, 19). *Work*, in the beginning, was a good part of God’s design for people.

God created Adam to know how to do this. Adam wasn’t an apelike creature who couldn’t talk, like some people suggest. He was fully functional and intelligent from the very beginning. He communicated with God and had an important job. Also, from studying the Bible, we learn God created Adam about 6,000 years ago. The first people didn’t come about millions of years ago.

Letter if they got the answer right: D

5. Q. Who was the other person God made?

A. *Eve.* Both Adam and Eve were made in God’s image. Adam wasn’t able to find a helper from the animals. Adam was a human man and he needed a human woman to be his special mate.

Letter if they got the answer right: R

6. Q. What does it mean to have dominion over the animals?

A. *People are to take care of the animals and have authority over them.* We are to be kind stewards of the animals. We can use animals for our benefit but we are not to abuse them. People are not just another animal—we are made in God’s image and set apart from the animals.

Letter if they got the answer right: T

7. Q. What might it mean to be made in God’s image?

A. Answers will vary, but discuss the following. Use the prompts to have the students finish the first six sentences below, and then continue.

God has many qualities or characteristics, all of them good and perfect. Each person, made in his image, can reflect those good qualities—not perfectly and not in all ways, but to some degree. Help finish the sentence when I pause.

- God is *love*. People are able to \_\_\_\_\_. (love)
- God *cares* for us. We’re able to \_\_\_\_\_. (care for others)
- God is *creative*. We’re able to be \_\_\_\_\_. (creative)

- God *communicates* with us. We're able to \_\_\_\_\_. (communicate/talk)
- God made and enjoys *beautiful* things. We're able to enjoy \_\_\_\_\_. (beautiful things)
- God has authority over *all*. We have authority over the plants and the \_\_\_\_\_. (animals)

Now, let's think about animals. Write down one thing people *can* do that animals *can't* do on your dry erase board (or paper). Discuss responses, then show the **MADE IN GOD'S IMAGE POSTER** and add any of the following, depending on what they said.

- Animals *can't* write poems or letters. (If my dog ever wrote me a letter—whoa! But he won't, because he can't.) People *can* form letters, combine them to form words, and use them to write poems and books.
- Animals *can't* make the notes on a piano into a beautiful song. People *can* design, build, and play instruments.
- Animals *don't* use the Bible to figure out right and wrong. People *do* look to their Creator and his guidelines given in his Word to determine what's right and wrong.
- Animals *don't* enjoy and appreciate beauty. (Have you ever seen Fido getting excited about listening to classical music or wanting to watch the sun set? And what about beautiful flowers? Fido is more likely to eat them!) People *can* appreciate a beautiful sunset or a piece of artwork.
- Animals *can't* invent new tools to make other tools. (And now, the latest invention by Ellie the Elephant—I don't think so.) People *can* design and invent new machines.
- Animals *can't* cook or bake in an oven or on a stove. People *can* use a variety of different foods to come up with a delicious meal.
- Animals can't talk in full sentences. People *can* form words into sentences to communicate.
- Animals *can't* have a relationship with God through Jesus. People *can* have a personal relationship with their Creator through belief in Jesus Christ.



Letter if they got the answer right: C

Have them now try to unscramble the word. The correct answer is CREATED. Announce the winners of the game and remind them of the following.

People and animals are very different. People are unique—we're made in God's image. No other creature is. And because you're made in God's image, you have value and dignity—and so does every other person. That value's not because of something you've done (your abilities) or what you look like. Your value is given to you by God as his image-bearer.

So we've studied the truth about the beginning of human life. Now let's take a few minutes to talk about a false idea of how human life began.

## Part 2: Human Evolution—False! (15 minutes)


**Pre-prep:** Cut the **MONKEY-TO-MAN POSTER** and the **MISSING LINK POSTER SET** into individual posters. Laminate the **MONKEY-TO-MAN POSTER**.

**Optional:** Print the Nebraska Man picture by Amedee Forestier and a historical picture of Aboriginal people in chains.

### Section 1—Doodle Pattern

**TG1:** We already mentioned the Dreamtime, which is one idea about where people came from. It acknowledges people are created but has sadly lost the truth about who the Creator is. Now let's look at another popular idea called human evolution. You may have heard of evolution at school, at the zoo, on TV, or in a museum. "Molecules-to-man evolution" is the idea that people evolved from apelike creatures.

Put up the **MONKEY-TO-MAN POSTER**.

 Gospel Opportunity

- ☐ **Monkey-to-Man Poster**, laminated, and dry erase marker
- ☐ **Missing Link Poster Set**
- ☐ **Doodle Pattern**, 1 per person
- ☐ **Doodle Pattern Answer Key**
- ☐ Drawing utensils, 1 per person
- ☐ Optional: Nebraska Man picture by Forestier
- ☐ Optional: Picture of Aboriginal people in chains





A faster version of this activity is to hold up the doodle pattern for all to see and take suggestions as to what it might be. If time, however, have the kids draw it. It was great fun and an impactful teaching moment at the test churches.

**TG2:** Some people and books will tell you we didn't start out as humans but as some kind of ape. Point to the picture on the far left. Have you ever heard that? Take responses. Some people believe monkeys and apes came from the same ancestor, and an apelike creature turned into an ape-man, who then turned into modern humans. This gradual change from apelike creatures to man is called human evolution.

**TG1:** To try to prove this idea of human evolution, scientists have searched for a missing link, something they need for evolution to be true. A missing link would be a creature that's in between an animal and a person. Point to the examples on the poster. It wouldn't be fully animal or fully human. It would be a transitional form in between. Let's try a little drawing activity to explain this more.

Pass out the **DOODLE PATTERN** and writing utensil to each child. When everyone is ready, hold up the **DOODLE PATTERN** and say:

**TG2:** How many of you like to doodle? Pause. Well, this looks like it's just a doodle right now. But it's part of a creature. I want you to imagine what that creature is and quickly draw the rest of the creature from the doodle. Don't let anyone else see what you're drawing.

Give them a minute to do so. Then briefly check out the pictures and discuss the possibilities of what creature the doodle belongs to. Show them the **DOODLE PATTERN ANSWER KEY** and say that's what it was supposed to be. Then say:

**TG1:** Look at the various ways you interpreted that little part of a picture. Some of you thought the doodle belonged to a \_\_\_\_\_. Knowing that it was just a doodle, your imagination took over and created the rest of the animal, didn't it? But look what it really was!

**TG2:** In the same way, scientists may find a tooth, a bone, or an entire skeleton and then try to figure out what type of animal it belonged to. Nobody was there, so they try to use other ideas to reconstruct the animal. Sometimes the scientists have artists draw what they think the creature looked like from just one tooth or bone. Well, as you can probably imagine, in some cases, the drawing of the creature doesn't look anything like what it actually was. But these drawings are then used to support evolutionary ideas about missing links.

**TG1:** Let's check out some supposed missing links to hear more about this, remembering that the Bible is the final authority.



This can also be done using one large whiteboard up front, with the whole group deciding together which column each fossil find goes in.



If you are running short on time, skip having them make a chart, but instead just share some or all of the examples. You can move fast through the info—they will catch on and be interested!

## Section 2—Missing Links

Have the kids flip over their doodle paper and use the back to make a chart with three columns labeled APE/ANIMAL, APE-MAN, and MAN. Share several or all of the following fossil finds and how they were really fakes or mistakes. Decide which key pieces of information you want to share about each one, but don't feel compelled to share everything written here. It is suggested to include the last one, Aboriginal people. Use the **MISSING LINKS POSTER SET** as you discuss. At the noted time, have them determine which column each goes in. (Spoiler alert for teachers: None goes in the ape-man category.) They can write abbreviations for the terms, such as RAM for Ramapithecus. By the end, they will see no ape-men have ever been found and none ever will be.

For more information on these finds, visit [answersingenesis.org/missing-links](http://answersingenesis.org/missing-links).

Tour Guides 1 and 2 can take turns reading these.

### Lucy

One possible “missing link” is named Lucy. What's a missing link, again? Take answers. Here's info about *Lucy* you may have heard.

- Where it was found: Ethiopia in 1974
- What was found: Some bones

- What was said about it: Lucy (named after a Beatles' song) could walk upright, had a hairy body, and had human hands and feet. Do you think Lucy was an ape/animal, an ape-man, or a man?

Have them write their guess on their chart at this point. When done, show the **MISSING LINK POSTER—LUCY**.



- The real story: All the bones found of Lucy were very obviously bones from an ape. However, the scientist who found Lucy falsely said her knee bone showed she walked standing up, like men. When the bones were measured, they showed she didn't walk upright but walked more like a chimp or an orangutan—an ape. A scientist also said her hip bone showed she walked upright, but he actually had to grind away parts of the bone and glue them together to make it look like she walked upright. Lucy was actually a type of chimp!
- Where it goes on the chart: APE/ANIMAL—Have them give themselves a star if they got that right.

## Ramapithecus

*Ramapithecus*, or Ram for short, is another possible “missing link.”

- Where it was found: India in the 1930s
- What was found: A few teeth and a jawbone about two inches long
- What was said about it: *Ramapithecus* was the first ape to walk standing up on two legs. He was thought to be a missing link that helped prove that human evolution was true. Where do you think Ram belongs on the chart?

Have them write their guess on their chart at this point. When done, show the **MISSING LINK POSTER—RAMAPITHECUS**.



- The real truth: This picture shows Ramapithecus looking more like a person, like you'd see in a textbook or in a museum. However, scientists later found the whole jaw of *Ramapithecus* and proved it was just an ape after all. The jaw matched up perfectly with apes still alive. And yet we still see pictures today of *Ramapithecus* walking upright, even though it's a well-known fact it was just an ape. When you see pictures like this, you can know they are based on imagination and not truth. Ramapithecus was just an ape.
- Where it goes on the chart: APE/ANIMAL—Have them give themselves a star if they got that right.

## Neanderthal (knee-ANDER-thall)

Another possible “missing link” is Neanderthal man.

- Where it was found: In a cave in the Neander valley in Germany beginning in 1856
- What was found: Skulls, shoulder bones, hip bones
- What was said about it: This was labeled as an early, apelike man who was stooped over, hairy, primitive, and swinging a club. Where do you think he goes on the chart?

Have them write their guess on their chart at this point. When done, show the **MISSING LINK POSTER—NEANDERTHAL**.



- The real truth: Neanderthals were people who sometimes lived in caves. They were our relatives (just as all humans are our relatives). They were descendants of people who had moved from the tower of Babel about 4,200 years ago during the ice age. We know that some may have had rickets or arthritis, and so some were a bit stooped over in posture because of those conditions. It makes sense that they would get those diseases after living in cold, damp caves with little sunlight and a poor diet.



- Living in a cave doesn't make a person an ape-man. People today in various areas of the world, including Australia, live in caves. People have lived in caves throughout time because this is a reasonable shelter at times. Living in a cave does not make you an animal!
- Neanderthals were intelligent.
- They buried their loved ones and had elaborate funerals.
- They had many tools and worked with skins and leather.
- They played instruments. (A flute was recently found.)
- They wore jewelry.
- Where it goes on the chart: **MAN**—Have them give themselves a star if they got that right.

### Piltdown Man

Another supposed “missing link” is Piltdown Man.

- Where it was found: Near the town of Piltdown, England, between 1908 and 1912
- What was found: A human-looking skull and an ape-looking jawbone
- What was said about it: At the time, this was supposedly the oldest man ever found. Where do you think it goes on the chart?

Have them write their guess on their chart at this point. When done, show the **MISSING LINK POSTER—PILTDOWN MAN**.

- The real truth: Piltdown Man was a complete fake. The jawbone was from an orang-utan (ape), but chemicals had been used on it to make it look old, and the teeth were filed down to fit the skull, which was a human skull. When you see pictures like this, you can know they are based on someone's imagination and not on scientific truth.
- Where it goes on the chart: **NOWHERE**—it is disqualified because it was a complete fake. Have them give themselves a star if they got that right.

### Nebraska Man

We also have one called Nebraska Man.

- Where it was found: In Nebraska in 1922
- What was found: A tooth
- What was said about it: The tooth found for Nebraska Man was used as proof for human evolution. He was drawn as a hairy ape-man. You may want to show the famous picture of Nebraska Man drawn by Amedee Forestier. Where do you think it goes on the chart?

Have them write their guess on their chart at this point. When done, show the **MISSING LINK POSTER—NEBRASKA MAN**.

- The real truth: It was discovered that the tooth was from a rare pig! Yet, from just that one tooth fossil, the artist drew Nebraska Man and his surroundings. Drawings like this are based on someone's imagination and are not scientific truth.
- Where it goes on the chart: **APE/ANIMAL**—Have them give themselves a star if they got that right.

### Aboriginal People

Aboriginal people are the last example we're going to talk about. For a long time, people have thought wrongly about Aboriginal people. But in the 1800s, a man named Charles Darwin made popular the idea of human evolution and missing links. As his ideas spread, the mistreatment of the Aboriginal people increased. They were nicknamed “savages” and were considered less human and more apelike than other humans. You may want to show a picture of Aboriginal people in chains.



- What was done: As settlers came to Australia, they believed it was okay to treat the people who had been living there for a long time (called Aborigines or native Australians) the same as wild beasts or birds. Their homes and property were taken. Their children were taken. Aboriginal people were killed and some were shipped to museums as exhibits in the name of evolutionary ideas.
- What was said: Men would put them on display, trying to demonstrate that they were sub-human and not as smart as other humans.
- After hearing this, where do you think Aboriginal people belong on the chart?

Have them write their guess on their chart at this point. When done, show the **MISSING LINK POSTER—ABORIGINAL PEOPLE**.



- The real truth: Aboriginal people were and are fully human! They're made in the image of God. This mistreatment of them is sickening and evil and was done in the name of human evolution, which asserts that some people are better than others because they're higher on an imaginary evolutionary chart. That idea is totally false. Each person is created equal and precious, including every Aboriginal person.
- Where it goes on the chart: **MAN**—Have them give themselves a star if they got that right and add up how many they got.

If time, have the kids share their thoughts and conclusions about their charts. Then say:

The truth of the matter is no true ape-men fossils have ever been found, and they never will be, because there's no such thing. God created different kinds of apes and different kinds of monkeys on day 6. The same day, in his most special act of creating, God made the first two people in his image. Don't be thrown if you hear reports of new fossil finds. Just remember that these finds always have an untold story behind them and are really either *apes* or *men*. These drawings are from someone's imagination because they don't believe the Bible. They aren't based on truth. So whenever you see a drawing like this, you can do this. Draw a big X over the **MONKEY-TO-MAN POSTER**. Remember to erase the X before the next class.

If anyone says you evolved from an apelike creature or are related to monkeys, you can say: *They can't make a monkey out of me!* Say this together.

### Part 3: Talk It Over Time (5–10 minutes)

Take a few minutes to ask one or more of these questions to the class. If short on time, just wrap up your Teach It! section by focusing on one of these questions with application, such as question 5.


1. Have you ever heard the idea of molecules-to-man evolution or that it took millions of years for life to come about? What have you heard? Where have you heard it?
2. Is the fact that we have amazingly complex and intricate bodies consistent with the idea that we came about through random processes or that we were designed by God?
3. If a person thought he came from an animal, how do you think he would behave? When someone knows she has been made by God, in his image, how do you think she might behave?
4. Why do you think the idea of molecules-to-man evolution leads to some people being mistreated by other people?
5. Knowing we are made in God's image, how do you think God wants us to treat others?
6. Do you think it's important to tell others that God is the perfect Creator and he made people in his image? Why?

### Part 4: Review Game (5–10 minutes)

**Pre-prep:** Choose an option below. Option 1 requires no pre-prep except gathering the timer. Option 2 needs the supplies listed in the sidebar.

☐ Timer

- ☐ Flip-flops, 1 per team
- ☐ Cone or ball

 One test church used painter's tape on the floor for the target rather than a cone or ball.

## Option 1—Zoom—A—Round

This is the faster option each day. Put 60 seconds on the timer. Quickly read a question, and have everyone shout out their answers as soon as you finish reading the question. As soon as you hear someone say the right answer, affirm that answer and move to the next question. The group as a whole wins if they get through all the questions in one minute.

## Option 2—Flip the Flop

Some Australians like to play a version of this game. Gather one small cone or ball and one flip-flop per team. Divide into two or more teams. Ask a question. On the count of three, have the teams shout out their answers. Each team that answers correctly gets to flip the flip-flop, meaning throw a flip-flop at an established target (the cone or ball that is a distance away). Any team that has their flip-flop land so it is touching the target gets a point. If nobody does, the closest team to the target gets a point.

## Questions

### 1. Who is today's animal pal?

Answer: Jumpin' Jack the kangaroo. Jumpin' Jack is hopping by to remind us we are created special by a special Creator. We haven't evolved from animals.

### 2. What is a "missing link"?

Answer: In this context, a "missing link" is a supposed apelike creature that is in between an ape and a human. No such thing exists.

### 3. Yes or no: People share an ancestor with apes.

Answer: No. God created apes, and then he created people in his image.

### 4. In what kind of place did some Neanderthal people live?

Answer: A cave. It's not unusual for people to live in caves.

### 5. Why are some Neanderthal fossils found with curved spines, meaning they were stooped over?

Answer: The people had arthritis or rickets.

### 6. Where should we start when wanting answers about the past?

Answer: The Bible. God is the one who has always been and always will be. He is the Creator and we can trust him.

### 7. Give an example of how people can reflect God's image.

Answers will vary.

### 8. Name something people can do that animals can't.

Answers will vary.

### 9. Name something people can do that animals can't.

Answers will vary.

### 10. Yes or no: People are just another animal.

Answer: No. People are God's special creation. We are made differently from the animals. We are made in God's image.

## Apply It!

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

- ☐ Day 1 Student Guides, 1 per child
- ☐ Adventure Journals, 1 per child
- ☐ Stamp for Adventure Journals

Put a stamp in the Adventure Journals, or have the group guides do so as the kids first arrive at VBS.

## Part 1: Fair Dinkum Verses

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

**Today's Verse:** 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

Practice the verse several times by playing the appropriate memory verse song and using the **DAY 1 MEMORY VERSE POSTER** as a reference. Then try the Challenge.

**Challenge:** *Check Your Hearing*—Say the verse first in a very loud voice. Next, say it a little softer. Continue to say it softer and softer until you are just whispering or mouthing it.

**Tomorrow's Verse:** I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well. Psalm 139:14

Try the Challenge again, this time saying tomorrow's verse, which is also the week's theme verse.

## Part 2: Go and Do

- Look up Isaiah 64:8 and Psalm 100:3. Who made you? Get some play dough and form it into a person. You are the creator of that person, but you can't bring it to life, can you? How is God's creation of you so much greater than your play dough creation?
- Pray and tell God what an amazing Creator he is and why you're thankful you're specially made in his own image. Remember: God doesn't make any mistakes! He does all things well—including making you!
- Sadly, many Aboriginal people were treated poorly because other people thought they were better than them. Can you think of anyone you know who is looked down on and treated poorly for some reason? What can you do to encourage that person?
- With your parent or guardian, brainstorm things people can do that animals can't. For inspiration, you may want to observe your pet, animals at a zoo, or animals online. Remember—you don't come from an animal!
- Check [AnswersVBS.com/zrkids](http://AnswersVBS.com/zrkids) for more fun information!

Ask yourself this question: Am I prepared to treat every person with kindness and respect, knowing each one is made in God's image?

- ❑ **Theme Verse Poster** and **Day 1 Memory Verse Poster**
- ❑ **Memory Verse Music** and player



👏 End each day's Land Down Under Lesson Time with prayer.  
👏 One test church gives bonus contest points for every Go and Do the kids complete at home on their Student Guides.

👏 Stand at the door and say goodbye as the mates leave.