

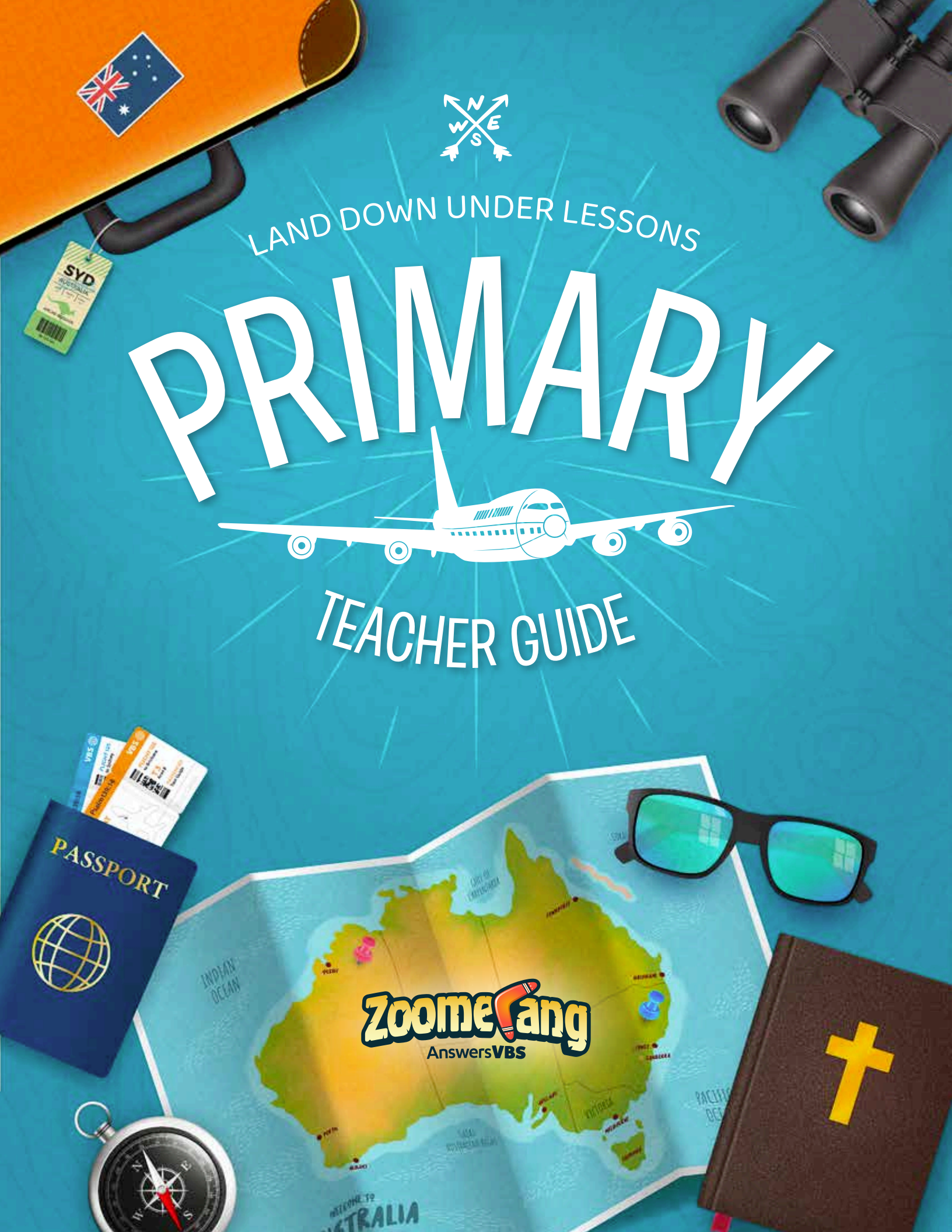


LAND DOWN UNDER LESSONS

PRIMARY



TEACHER GUIDE



Zoomerang
AnswersVBS

PRIMARY 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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Primary Teacher Guide

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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.

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: Zoomereel! (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. It can be helpful to see how God has wired different age groups so we can be more effective in teaching and interacting with them.

First, you'll see characteristics of children in general and then characteristics of Primaries (ages 6–9 years) specifically.

Characteristics of Children

Children have some common characteristics.

- They are all sinners (Romans 3:23).
- 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 Primaries

Physical Characteristics

Primaries love games and competitions, but it can be hard for them to lose. They are continuing to grow and improve in hand-eye coordination and fine and gross motor skills. They need to have opportunities for movement.

Takeaways for Us

- Use games to teach! Primaries love any kind of games, whether active or learning-type games.
- Help them learn to take turns and to be good winners and good losers! Both winning and losing well are important in God's sight.
- Use boy vs. girl competitions to get them revved up! As long as you keep it light and fun, they will enjoy these times!

Emotional/Social Characteristics

Primaries are becoming more independent and confident in their ability to do things. Girls play most often with girls and boys with boys, but there is some mixing of girl/boy friends. They like to have a best friend and enjoy pretend play. Primaries enjoy jokes and are gaining a sense of humor. They care about being accepted by the group and want adult/teacher approval.

Takeaways for Us

- Give Primaries plenty of opportunities to work in groups or with partners.
- Use humor with Primaries. The sillier, the better!
- Be careful to walk worthy—act and speak in godly ways.

Spiritual/Mental Characteristics

Primaries like to talk and ask questions. They understand simple concepts and sentences and are concrete in their thinking, rather than being able to understand abstract or symbolic thinking. They're learning to read. They need active learning. They're gaining a growing attention span. They understand the consequences of their actions. They can tell the difference between reality and fantasy. They often have a strict sense of right and wrong.

Takeaways for Us

- Be concrete in what you say. Don't use abstract or symbolic language. For example, regarding salvation, don't ask if they have Jesus in their hearts. They will take that literally. Becoming a child of God, or being in God's family, is a more concrete way to express the same concept as they will understand what it means to be in a family.
- Activities can stretch for a longer time as they are getting older, but it's still good to vary activities and involve Primaries actively and with movement as much as possible.
- Some children read better than others. Be careful about asking children to read out loud. Try asking for volunteers.
- Small print can be a challenge, so use larger print when possible.
- Encourage memorization.
- Use visuals.
- Show interest in each child, helping them sense your care and interest in them.
- Be careful to speak accurately and truthfully, and explain Bible words and concepts.
- Remember that you are a role model.
- 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 decorations.



Key Decorating Elements

To serve as a focal point for the teaching, the Zoomerang 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 two-panel SUV also comes with the map and can be used for the puppet stage.

DIY Alternative

You can create your own classroom backdrop by transferring an image of Australia onto a large (at least 6x6ft) 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.

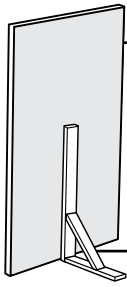
Resource Posters

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.

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.





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.

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.
- 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.

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 out.
- Because corrugated cardboard tends to curl when only one side is painted, first apply a quick single coat of paint to the back.

Puppet Stage

Because puppets are used daily in the Primary classrooms, you will need a puppet stage. Use the SUV for this purpose by cutting out the windshield for the puppet to come out of. Another possibility is to pop out from the side of your large Australia map. Or make a puppet stage out of a large cardboard box or a tri-fold display board. Cut out a rectangular hole in the box or display board, cover the hole with fabric, and then paint or decorate the outside.

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 of the universe created *you*!
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
- Part 2: Human Evolution—False!
Section 1—Doodle Pattern
Section 2—Missing Links
- Part 3: Puppet Pal
- 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
- Just for Fun Song: "God Made Adam, God Made Eve"

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 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
- ❑ Tape measure
- ❑ Optional: Pictures or slides of the outback

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

👉 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.



👉 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.

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 backdrop 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 dark piece of paper. Cut out and laminate the **"YOU ARE HERE!" ARROW** and have it handy to put on the map when noted. Measure 25 feet.

Optional: Find pictures or slides to show while talking about the outback.

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: Are you ready to go to our first Australian destination? You need to fan yourself, because it's really hot today in the outback where we're going! Do so, and uncover the **DAY 1 DESTINATION POSTER**. Highlight the pictures on the poster as you share the following. If you gathered additional pictures or slides, share them as well.

- The outback has ten deserts—yes, I said ten!
- It covers most of the country, but not many people live there because of the harsh conditions.
- It's home to a lot of incredible animals, like the frilled lizard, thorny devil, dingo, wombat (whose droppings are cube-shaped), and kangaroo.
- Let's all stand up and do our biggest jump possible as we think of kangaroos, like Jumpin' Jack, our animal pal for today.

Show the **DAY 1 ANIMAL PAL POSTER**. Get up and jump, and tell them kangaroos can jump 25 feet, which would be like jumping from here to there. Show how far that is in your space. It may go out in the hall.

TG2: There's a lot of other cool stuff in the outback, too, like the world's biggest 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 they aren't allowed to anymore 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. It most likely has its basis in the true account of creation, but has sadly gotten changed into its own man-made ideas over time. But where can we go to find out the true, original, *perfect* account of the beginning of life? Is there a book out there we can trust above all others? *Pause for responses.* Yes, the Bible! It's the only book on the planet written by God, so if the Bible says it, that settles it. Let's check it out.

Teach It!

Part 1: The Creation Account—True! (10–15 minutes)

Pre-prep: Bookmark the Bible passages listed below, and make chenille stem bundles for each person by counting them out and using one as a twistie to hold each bundle together. Do not try to reuse for new teaching groups. Each child will need his own bundle.

- ❑ Made in God's Image Poster
- ❑ Chenille stems, 8 per person (any colors)

Section 1—Genesis 1–2

Pass out a chenille stem bundle to each person. Tell 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 pipe cleaners per reading.

Read or paraphrase the following passages from your Bible in the order listed. Stop after each section and have a few or all share what they made. 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

TG1: Those passages said that man was made in God's image. Let's learn what that means. First, how many of you have a pet? *Have a show of hands.* What kind is it? *Take a couple responses.* Okay, let's talk about the difference between pets and people as we play a game. I'm going to ask a question. If you think the answer is yes, do the "yes" motion I tell you to do. If you think it's no, do the "no" motion.

Spoiler alert for teachers: All the answers are no. You can either always have them do the same motion for yes and the same for no, or you can change it up every couple of times. Start with yes answers doing 5 jumping jacks, and no answers jogging in place for 5 seconds. Other possibilities can include:

Yes answer—dive. No answer—surf.

Yes answer—swing a bat. No answer—throw a boomerang.

Yes answer—climb a tree like a koala. No answer—snap your arms like a crocodile's jaws.

Yes answer—turn to the left. No answer—turn to the right.

- **Yes or no: Animals can write books.** No—make sure to say animals can't, but people can. Say that after every one.
- **Yes or no: Animals can cook a full course meal.** No—animals can't, people can.
- **Yes or no: Animals can talk in full sentences.** No—animals can't, people can.
- **Yes or no: Animals can play a concert on the piano.** No—animals can't, people can.
- **Yes or no: Animals use the Bible to figure out right and wrong.** No—animals can't, people can.
- **Yes or no: Animals can appreciate beauty, like a sunset or a beautiful painting.** No—animals can't, people can.
- **Yes or no: Animals can make inventions like computers or spaceships.** No—animals can't, people can.
- **Yes or no: Animals can have a relationship with God through Jesus Christ.** No—animals can't, people can.

Show the **MADE IN GOD'S IMAGE POSTER**.

TG2: Did you notice the answers were all no? That's because people are made in God's image and are different than animals. We can do many things God designed special just for people to do. And God himself is always good. Each person, made in his image,

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

👏 Teacher 1 and Teacher 2 can take turns sharing any bulleted points, game questions, and the like throughout each lesson. Decide ahead of time who will do what.

👏 Gospel Opportunity



can reflect his good qualities—not perfectly, but to some degree—such as the following. Help finish the sentence when I pause.

- God is *love*. And because God is love, and people are made in God's image, then people are also able to _____. (love)
- God *cares* for us. And because people are made in God's image, people are able to _____. (care for others)
- God is *creative*. And people are 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 always existed. He existed forever in the past and will exist forever in the *future*. We didn't exist forever in the past, but we're able to exist forever in the _____. (future)

TG1: So remember, people and animals are very different. People are unique in all of creation—the only ones made in God's image. No other creature is. Because you're made in God's image, you have value, and dignity—and so does every other person. That value has nothing to do with what you look like or what you can do. It's given to you by God.

TG2: Okay, so we've shared the truth about how human life began. Now let's take a few minutes to talk about a false idea about the beginning of life called human evolution.

Part 2: Human Evolution—False! (10–15 minutes)

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

Pre-prep: Cut the **MONKEY-TO-MAN POSTER** and the **MISSING LINK POSTER SET** into individual posters. Laminate the **MONKEY-TO-MAN POSTER**. Download digital resources such as the **DOODLE PATTERN** from AnswersVBS.com/ZoomResources or ask your director to send you the files from the Resource USB.

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

Section 1—Doodle Pattern

TG1: You may have heard this idea of human evolution at school, at the zoo, or somewhere else. Evolution involves the idea of us coming from apelike creatures. Let's get up and do our best ape imitation. *Do so.*

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

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


TG1: Some scientists call these apelike creatures that are in between an ape and a man a missing link. Let's try a little drawing activity to explain this more.

Pass out (if each person is doing it) or hold up (if doing as a demo) the **DOODLE PATTERN**. Also pass out the drawing utensils if the students will be drawing.

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. Imagine what it is and draw (or raise your hand to tell me) what the rest of the creature looks like that belongs to the doodle. *Have them draw it, or take a few answers, then show what it's supposed to be.*

TG1: You had to figure out what that doodle was just by looking at that one squiggly line. Your imagination took over, didn't it? But look what it actually was! In the same way, scientists find one little tooth, a piece of a bone, or a skeleton and they try to reconstruct the animal. Sometimes, they have artists draw what they think the rest of the creature looks like—just from one bone or tooth.



 The test church kids had great fun drawing this themselves, and it was an impactful teaching moment.

TG2: 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 the missing links idea.

TG1: We're going to check out some of these supposed "missing links," remembering the Bible is the final authority.

Section 2—Missing Links

Share several or all of the following examples of 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. Older primaries can handle more than younger ones, but make sure to keep it moving. Use the **MISSING LINKS POSTER SET** as you discuss. For more information on these finds, visit answersingenesis.org/missing-links/.

Tour Guides 1 and 2 can take turns sharing these.

Lucy

One possible "missing link" is named Lucy. What's a missing link, again? [Take answers.](#) Okay, here's the info about Lucy.

Show the **MISSING LINK POSTER—LUCY**.

- 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.
- 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.



Ramapithecus

Ramapithecus, or Ram for short, is another possible "missing link."

Show the **MISSING LINK POSTER—RAMAPITHECUS**.

- 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.
- The real truth: This picture shows Ramapithecus looking more like a person, like you'd see in a book or 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.



Neanderthal (knee-ANDER-thal)

Another famous possible "missing link" is called Neanderthal man.

Show the **MISSING LINK POSTER—NEANDERTHAL**.

- 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.



- The real truth: Neanderthals were just people who sometimes lived in caves. They were our relatives (just as all humans are our relatives). They probably moved into Europe sometime after the tower of Babel incident. 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.

Piltdown Man

Another supposed "missing link" is Piltdown Man.

Show the [MISSING LINK POSTER—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.
- 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.



Nebraska Man

We also have one called Nebraska Man.

Show the [MISSING LINK POSTER—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.
- 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.



Aboriginal People

Show the [MISSING LINK POSTER—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. 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 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. Some were even killed.

- 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 it was done in the name of human evolution, which claims that some people are better than others because they're higher on the evolutionary chart. That idea is totally false. Each person is created equal and precious, including every Aboriginal person.

The truth of the matter is no true ape-men have ever been found, and they never will be because there's no such thing. God made the kinds of apes to produce more apes like themselves, and he made people to produce more people.

Now let's talk to Sydney, our puppet pal, to hear more about this.

Part 3: Puppet Pal (3 minutes)

Pre-prep: Get the puppet stage ready. Make one to look like a jeep (see Decorating Decisions), or come out from behind the large Australia map. (Pop up off to one side of it.) If alone, use a suitcase with the lid flipped up, having the puppet come up from behind the lid. Tape one **SCRIPT** in place and put the other **SCRIPT** on a clipboard.

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

Decide which one of you will be the puppet, and figure out when you need to leave the previous teaching to be in position for the start of puppet time. If you don't have a teaching assistant or co-teacher, enlist a group guide or other volunteer ahead of time to work the puppet each day. If you're alone, have the puppet come up from behind a suitcase with the lid flipped up, or just stand and work the puppet. (It's fine if your lips move. No need to be a ventriloquist.)

You can use either a boy or a girl puppet. Use a consistent voice for the puppet all week. Speak clearly and exaggerate words and expressions. For instance, draw out certain words for emphasis, or make an exaggerated action for things like groaning, turning its head, or sneezing. Use your free hand to do things with the puppet's hands or arms. For example, if the puppet is "thinking" put the puppet's hand on its chin. When the puppet is talking, make sure the mouth is open. (This is opposite of what people often do!) In other words, the mouth should be open on most syllables. You don't have to open very wide, which will help you move the mouth faster and more naturally.

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

Puppet: Pop up immediately following the end of the last section. Did you say the first person's name was Adam?

Teacher: Oh, g'day there, Sydney. Yes, I did. I was telling the mates out here all about Adam.

Puppet: Was Adam smart?

Teacher: He was very smart.

Puppet: Could he talk?

Teacher: Of course he could talk. He even had the important job of naming all the animals.

Puppet: Jump around doing a monkey imitation. Did he come from an apelike creature?

Teacher: Absolutely not! The Bible tells us the truth, and it says God made him from the dust of the ground. Adam didn't come from an ape. Where'd you get that idea?

Puppet: When I go to the zoo, the monkey cage says that the apes are my relatives and I came from them. And some of my books show drawings of ape-looking men. In fact,

- ☐ **Monkey-to-Man Poster**, laminated, and dry erase marker
- ☐ **Day 1 Puppet Script**, 2 copies
- ☐ Puppet stage, or suitcase with lid flipped up
- ☐ Boy or girl puppet in costume
- ☐ Clipboard

✎ The puppet can be dressed with a tiny khaki vest made from felt, or a small VBS T-shirt. To make a small T-shirt, photocopy, cut out, and laminate a color copy of the logo and tape it to a baby-sized T-shirt.

here's a picture I found right here. Hand the **MONKEY-TO-MAN POSTER** to the teacher, who holds it up.

Teacher: Sydney, I want you to remember something. Ready to hear it?

Puppet: I'm ready!

Teacher: There's no such thing as an ape-man, an ape turning into a man. Put an X over the **Monkey-to-Man Poster** with a dry erase marker, then put it down. When you see those drawings or hear people saying that, just remember that it's not true. God's Word is true, and it tells us exactly how people came to be.

Puppet: God himself made the first person from the dust of the ground and breathed life into him, right?

Teacher: That's right. God's Word tells us the truth about the past, so we know it's right.

Puppet: Well, I feel better. They can't make a monkey out of me!

Teacher: Hey, that's a pretty good saying. They can't make a monkey out of me. Let's all say that together. Do so. Remember that you didn't come from animals. You are a special person made *by* God and *for* God, and you're precious to him.

Puppet: I'll remember! See you tomorrow!

Teacher: Bye! Boys and girls, let's wave good-bye to Sydney.

Part 4: Review Game (5–10 minutes)

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

Many 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 have not evolved from animals.

2. What's a "missing link"?

Answer: A supposed apelike creature that is in between an ape and a human. No such thing exists.

3. In what kind of place did some Neanderthal people live—an apartment, a bus, or a cave?

Answer: A cave.

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


Answer: The people had arthritis or rickets.

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

Answer: The Bible

☐ Timer

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

 One test church used painter's tape instead of a cone or ball.

6. Give an example of what it means for humans to be made in God's image.

Answers will vary.

7. Name something animals can't do that people can.

Answers will vary.

8. 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!

Put a stamp in the Adventure Journal, 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 song from the Memory Verse CD 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. Then, 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 something. You are the creator of that item, 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 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 for more fun information!

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

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

- ☐ Theme Verse Poster and Day 1 Memory Verse Poster
- ☐ Memory Verse Music and player



👉 One test church gives bonus contest points for every Go and Do the kids complete at home on their Student Guides.

👉 End each day's Land Down Under Lesson Time with prayer.
👉 Stand at the door and say goodbye as the mates leave.

- “God Made Adam, God Made Eve” on Simple Songs CD
- MP3 or CD player

Just for Fun Song: “God Made Adam, God Made Eve”

Sing to the tune of “London Bridge.”

VERSE 1

God made Adam, God made Eve

(Flip your hand over to the left, then the other hand to the right.)

God made you, God made me

(Point to the kids, then to yourself.)

He’s Creator, we can see (Swirl your arm up toward heaven.)

Let’s praise God!

(Clap your hands three times to the beat.)

VERSE 2

From the dust was Adam made

(Hold your hands together and act like you are “sifting” dust.)

Adam made, Adam made

(Continue that motion.)

From the dust was Adam made (Continue that motion.)

Let’s praise God!

(Clap your hands three times to the beat.)

VERSE 3

God made Adam, God made Eve

(Flip your hand over to the left, then the other hand to the right.)

God made you, God made me

(Point to the kids, then to yourself.)

He’s Creator, we can see (Swirl your arm up toward heaven.)

Let’s praise God!

(Clap your hands three times to the beat.)

DAY 2

The Wonder of Life

MADE WITH AMAZING DESIGN

BIBLE PASSAGE

Fearfully and Wonderfully Made
Psalm 139:13–16

APOLOGETICS FOCUS

God thought of everything!
(Design Features of Our Bodies)

FAIR DINKUM VERSE

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

AREA OF AUSTRALIA

Great Barrier Reef Life

ANIMAL PAL

Shimmer the Coral

LESSON FOCUS

You are fearfully and wonderfully made, with a body full of awe-inspiring design features.

Today's Lesson at a Glance

INTRODUCE IT!

- Destination 2: Great Barrier Reef

TEACH IT!

- Part 1: Parts of the Body Stations
- Part 2: Puppet Pal
- Part 3: Talk It Over Time
- Part 4: Review Game
Option 1—Zoom-A-Round
Option 2—Egg and Spoon Race

APPLY IT!

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do
- Just for Fun Song: “Head, Shoulders, Knees and Toes”

Preparing for the Lesson

- Read Psalm 139 several times.
- Read this lesson several times and prepare the materials.
- Visit AnswersVBS.com/zrfaq for more information on design features of our bodies.
- Pray.

