



LAND DOWN UNDER LESSONS

PRE-PRIMARY



TEACHER GUIDE



Zoomerang
AnswersVBS

PRE-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—Uluru	Great Barrier Reef Life	Coastal Life	Forest Life	Outback Life— 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— <i>young</i> , 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	Creation of Man Genesis 1:26–28, 2:7–23	Fearfully and Wonderfully Made Psalm 139:13–16	Jesus' Birth and Herod's Reaction Matthew 1–2; Luke 2	Jesus' Life, Death, Resurrection— Gospel Presentation Select Scriptures	Jesus' Ascension; Left for a Reason Acts 1:6–11; 1 Corinthians 12:12–26	
Fair Dinkum Verses	So God created man in his own image. Genesis 1:27	I am . . . wonderfully made. Psalm 139:14)	And as you wish that others would do to you, do so to them. Luke 6:31	Jesus said . . . "I am the resurrection and the life." John 11:25	For we are his workmanship. Ephesians 2:10	
Animal Pals	Jumpin' Jack the Kangaroo	Shimmer the Coral	Bill the Platypus	Paula the Koala	Ringo the Dingo	
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)	
Exploration Stations	Discovery Center	Let's Hear It for Ears!	Touch Time	Do You See What I See?	Smell-a-Thon	Edible DNA
	Touch Table Water	Baby Care	Baby Care	Baby Care	Baby Care	Baby Care
	Touch Table Sand	Monkeys and Man	Bare Bones	Fun Faces	Craft Stick Cross	Sandy Work
	Dramatic Play	Doctor's Dress-Up	Doctor's Dress-Up	Doctor's Dress-Up	Doctor's Dress-Up	Doctor's Dress-Up
	Coloring Corner	Genesis 1:27	Psalm 139:14	Luke 6:31	John 11:25	Ephesians 2:10
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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Pre-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. Become familiar with the Pre-Primary section of the Digital Resources. Begin to pray and plan, 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. Ask leaders to help man the exploration stations each day. Post the directions and teaching tie-ins at each station every day as an easy reference for your helpers. (See the Digital Resources.) If possible, gather all the supplies for the exploration stations and lessons before the week begins. It's particularly helpful to organize them by station and by day so they are ready and easily switched from day to day.
6. A puppet is used each day sometime during the lesson. It may also be used to welcome the children, sing a song, or review the lesson or a memory verse. The puppet comes up from the puppet stage if there are two of you to do the puppet skit. Or if working alone, the puppet can come up from behind a suitcase that is flipped open. See Decorating Decisions.
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 of the teachers at one test church added new items in the pockets or on the vest each day, such as beanie baby kangaroos and snakes on Day 1, pictures of parts of the body (eye, ear, bent leg, etc.) taped on for 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 as you interact with them. Name tags help with this.
11. Think safety. Read the Child Safety Precautions file on the Digital Resources for more information.
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. Use your Bible throughout the lessons at the appropriate times. Bookmark the passages for quick access. Through your facial expressions and your actions, show 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. (Make sure to 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. 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.
17. Modify the Exploration Stations as your situation warrants. Set them up as suggested or incorporate one or more ideas into the lesson time to do with the whole group at one time.
18. Children generally rise to the level expected of them, so challenge them to work on memory verses and complete their take-home student guides.
19. Use brown lunch bags labeled with the child's name to send everything home each day.
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 and can be used to help us be more effective in teaching and interacting with them.

First, you'll see characteristics of children in general and then characteristics of Pre-Primaries (ages 4–6) 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 God.

Characteristics of Pre-Primaries

Physical Characteristics

Pre-Primaries are active and more confident in physical activities like jumping, hopping on one foot, and walking backwards. They love to be moving. They're improving in hand-eye coordination. They're rapidly growing and may need rest after active play.

Takeaways for Us

Pre-Primaries like to play hard, so keep them moving with short, simple games and activities. They may need to sit and rest for a brief time afterward.

Emotional/Social Characteristics

Pre-Primaries are less fearful than Toddlers but still often exhibit common fears, such as fear of dogs and the dark. They can have emotional extremes and are testing others to see who can be controlled. They want to please

adults and want praise. They will often mimic adults' behaviors. They like imaginative play. Pre-Primaries can handle small tasks and levels of responsibility.

Takeaways for Us

- Let them be helpers. Give them simple jobs to do and have them help pick up things and straighten the room at the end of the lesson. Let them know they've done a good job.
- Give them opportunities to dress up and play imaginatively.
- Be consistent in discipline. Let your "yes" be "yes" and your "no" be "no."
- Be careful to walk worthy—act and speak in godly ways. Little eyes are watching and will want to imitate you!

Spiritual/Mental Characteristics

Pre-Primaries talk a lot and ask a lot of questions, including questions about God. They understand that sin is disobeying God's commands. They need a lot of guidance in tasks but can also follow a simple series of directions. They have an attention span of approximately five minutes. They enjoy doing new things and hearing stories and songs. They're not always able to tell the difference between reality and fantasy. They're developing attitudes toward right and wrong and can do basic memory work.

Takeaways for Us

- In downtime, give them time to ask questions and be ready to patiently answer. But while you are teaching, be careful you don't get so wrapped up in letting them talk that the lesson doesn't happen!
- Vary activities often. The longer an activity goes, the wigglier they'll become!
- When engaged in pretend activities, name them as such (e.g., "Let's pretend to be explorers!"). At the same time, point out often that God's Word is not pretend but true.
- Repetition in songs and stories works well and is enjoyed by Pre-Primaries.
- Sing the memory verse songs with them. They will be able to learn at least parts of the verses by the end of the week.
- Use visuals.
- Teach them about sin and asking God for forgiveness.
- 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.

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 session is written as a 35–40-minute period, divided into two segments: Exploration Stations (15–20 minutes) and Lesson Time (15–20 minutes). You can either keep your group together for the stations and lesson time or divide the group in two, with each half switching places after 15–20 minutes.

If stations aren't possible, simply choose one or more of the station activities to incorporate into your lesson time as an activity for the whole group, rather than having a separate area for them.

Exploration Station Time

There are five stations to choose from: Discovery Center, Touch Table Water, Touch Table Sand, Dramatic Play, and Coloring Corner. These stations can be in the same room as the lesson time or in an adjoining room. If both the stations and the lesson time are in the same room, set them up at opposite ends of the room if possible.

When the children enter the stations room, you may want to have them first sit while you briefly explain each station and teaching tie-in. Then the children can rotate in small groups through each station every few minutes, or they can independently move from one to another, which is what our test churches do. If you plan to have them all move at a certain time, you may want to use some kind of a transition signal, like ringing a bell softly, playing a tune, or flicking the lights.

Photocopy the directions and teaching tie-ins for each station (see Digital Resources) and leave them at the appropriate stations for leaders to reinforce. The children don't need to do every station each day. Send the coloring page home daily, colored or uncolored.

See the Exploration Stations supply list on the back cover for a list of the supplies needed each day. Post the signs with each station's name (Digital Resources). For the Touch Table, use a small wading pool or large, clear, under-the-bed storage container, partially filled with play sand or water. Place it on a plastic tarp or tablecloth to catch the spills—or purchase an actual water/sand table.

Check the Decorating Decisions section for more specifics on setting up the Dramatic Play area to look like a doctor's office and the Coloring Corner to reflect a Christmas in July theme (a big thing in Australia).

Lesson Time

The lesson time is divided into three sections:

Introduce It! (5 minutes or less): This is a time to begin the lesson in an interesting way.

Teach It! (10–15 minutes): This deepens the lesson, with the teachers sharing the Bible account and apologetics info.

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

Ideas are given throughout the lessons to adapt the activities to your time period. There are many possibilities. Choose the activities from the options given that will fit your time frame, shortening or skipping some as needed.

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 format also works if teaching alone. If team teaching, decide ahead of time who will teach what. If teaching alone, either find someone to help with the daily puppet script or work the puppet yourself, having it come up from behind a suitcase.

Check the Decorating Decisions section for specifics on decorating the classroom for Land Down Under Lessons.

Memory Verse Songs

We have partnered with Seeds Family Worship and Majesty Music 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 easily learn their Bible verses. If you choose to use these songs, we suggest using them (either video or audio) during the memory verse time in each lesson. The Music USB comes

with the purchase of a Super Starter Kit and can also be purchased separately. You can also purchase and download the songs individually from our online store for use on a handheld device (AnswersBookstore.com). 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). The option you choose will determine which type of media device you use to play it.

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.

Sample Schedule

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.

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)		

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: during lesson time, during snack time (a good time to review!), or at the end of the day (a good time to pass out bookmarks, student guides, and other items that need to make it home safely).

Simple Songs: The songs referenced throughout this guide that are for Pre-Primaries and Toddlers are available on the Digital Resources (you'll need to upload them to an MP3 player) and on a separate *Simple Songs for Kids* CD (11-9-141) that you can play in a CD player. You may want to purchase one of the CDs for each child.

Student Guides: These age-appropriate guides feature a lesson review on the front of each daily take-home paper, as well as the memory verse, verse review game suggestion, and "Go and Do" section on the back that parallels the Apply It! part of the lesson. You can either go over these during class time or send them home with the students to be completed with a parent or caretaker. This is what our test churches do. If you send the guides home, motivate the kids to do them because they are full of good information. Give them to the group guides to pass out at the end of the day. Then have the group guides check with the kids the following day to see how they did and make a big deal about their hard work. The student guides are available in packs of 10.

- Pre-Primary ESV (11-9-073)
- Pre-Primary KJV (11-9-134)

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 would like to first 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 group guides can go over them during snack time. These are available in packs of 10.

- Pre-Primary/Toddler ESV (11-9-090)
- Pre-Primary/Toddler KJV (11-9-138)

Australia Maps: These maps of Australia are available in packs of 10. They can be passed out at the end of class or at the end of the day.

- Australia Maps—ESV (11-9-078) KJV (11-9-140)

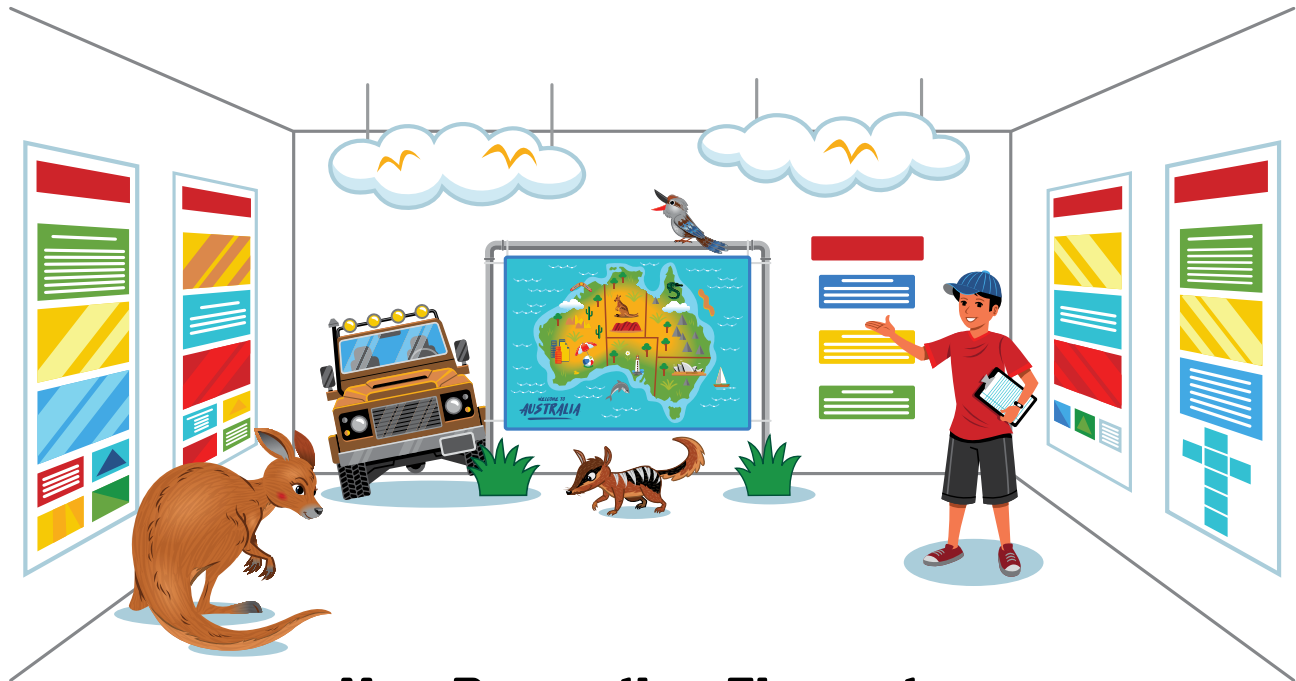
Bookmarks: These are available in packs of 10 and can be passed out at the end of class or at the end of the day.

- Gospel (11-9-076)—Day 4
- Fearfully and Wonderfully Made (11-9-077)—Any day

Exploring God's Word: This little booklet encourages your students to continue studying 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. Available in packs of 10 (11-9-075).

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.

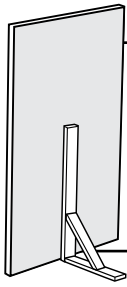
DIY ALTERNATIVE

You can create your own classroom backdrop by transferring an image of Australia onto a large (at least 6x6-foot) 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.
- 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.

HOW TO ENLARGE AND TRANSFER CLIP ART

1. Photocopy the clip art onto transparencies.
2. Place roll paper or a rigid material against a wall.
3. Using an overhead projector to enlarge the clip art, shine the image onto the paper or rigid material, adjusting it as necessary for the size desired.
4. Trace the image outlines onto the paper or rigid material.
5. Paint the image, if necessary, and cut out.

- Add a thin ($\frac{1}{2}$ 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.

PUPPET STAGE

Because puppets are used daily in the Pre-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!

Exploration Stations

Pre-Primary classes will also enjoy Exploration Stations, which will include a dramatic play area, touch tables, a discovery center, and a coloring corner. Further information about these areas can be found on page 15, but check below for details on how to make the dramatic play area and coloring corner.

Doctor's Office Dramatic Play Area

This area can be set up in a variety of ways. If you have the space, make a separate waiting room along with the doctor's office. In the waiting room, place chairs, toys, and magazines. Add windows by hanging squares of blue roll paper or poster board, framing them with white scalloped bulletin board trim (available at teacher supply stores), and adding window grids made from strips of white poster board.

In the doctor's area, a child's table can serve as the examination table. Add posters about the human body (see [Teaching Posters](#)) and provide "patients" (baby dolls),

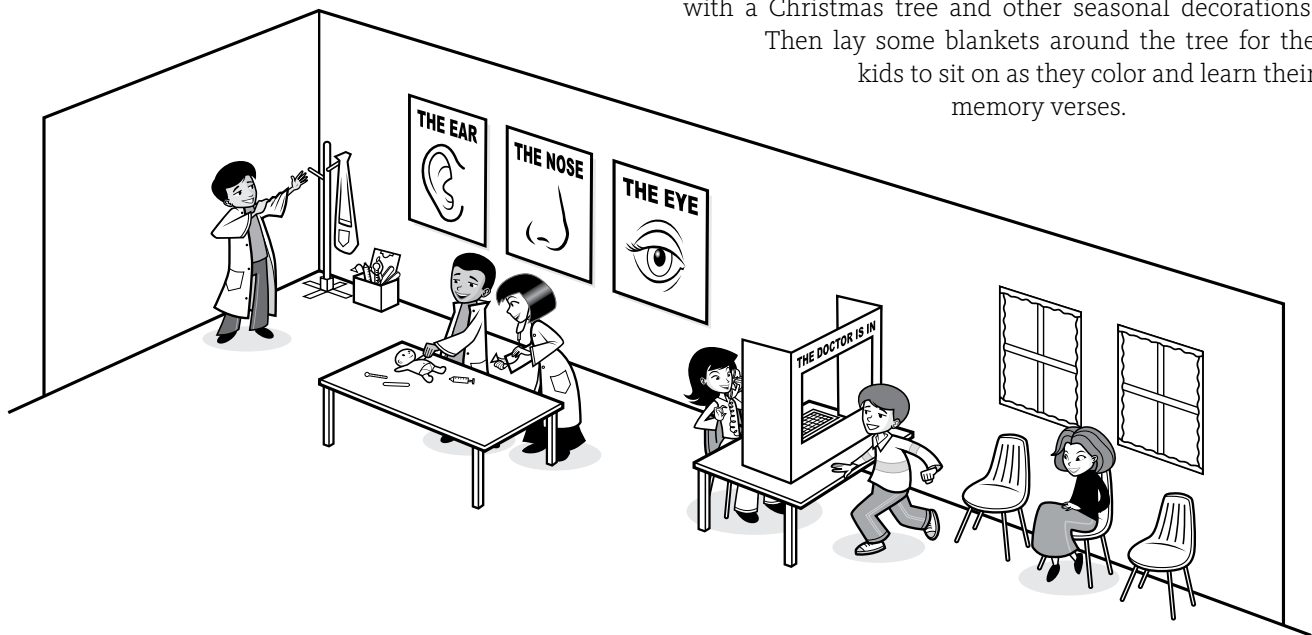
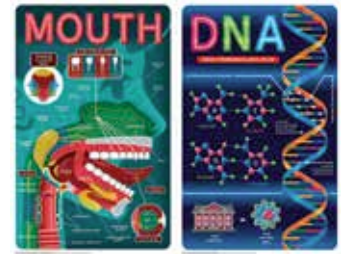
doctor supplies (play stethoscopes, bandages, plastic gloves, etc.), and old white shirts for doctor lab coats.

Divide the two areas with a receptionist desk and window made from a tri-fold presentation board and a child's table. Simply cut a large rectangular hole in the center panel of the board, decorate as desired, and place on top of the table. Equip the receptionist desk with a phone, a computer keyboard, clipboards, and other supplies. You're now open for business!

Christmas in July Coloring Corner

Because Australia is in the southern hemisphere, its winter season happens during the months of June, July, and August. As a result, Christmas in July is popular in the Land Down Under, so decorate a corner of your room with a Christmas tree and other seasonal decorations.

Then lay some blankets around the tree for the kids to sit on as they color and learn their memory verses.



DAY 1



The Beginning of Life

MADE IN GOD'S IMAGE

BIBLE PASSAGES

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

APOLOGETICS CONTENT

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

FAIR DINKUM VERSE

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

AREA OF AUSTRALIA

Outback Life—Uluru

ANIMAL PAL

Jumpin' Jack the Kangaroo

LESSON AIM

The Creator of the universe created *you*.
You didn't evolve from an apelike creature.

Today's Exploration Stations

- Discovery Center: Let's Hear It for Ears!
- Touch Table Water: Baby Care
- Touch Table Sand: Monkeys and Man
- Dramatic Play: Doctor's Dress-Up
- Coloring Corner: Genesis 1:27

Today's Lesson at a Glance

INTRODUCE IT!

- Destination 1: The Outback—Uluru

TEACH IT!

- Part 1: Genesis 1–2
- Part 2: Puppet Pal

APPLY IT!

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do
- Song 1: "Oh, Be Careful Little Ears"
- Song 2: "God Made Adam, God Made Eve"
- Wrap-Up Review: Happy Face, Sad Face

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 frauds.
- 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

Exploration Stations

Discovery Center: Let's Hear It for Ears!

MATERIALS

- ☐ Plastic cups with lids or foil rubber-banded on them
- ☐ Sets of matching small items such as paper clips, jingle bells, beans, pebbles, crayons, keys, coins

PRE-PREP

Put an item in each container and cover it. Make sure the containers and lids are not transparent. When finished, you should have five to eight sets of items (10–16 total containers).

DIRECTIONS

Shake each container to try to find matching sets of sounds.

TEACHING TIE-IN

God made our ears to hear, and they're a wonderful creation. From the outer shape of them that catches sounds to the ear wax inside that keeps them clean, God thought of everything! Read Proverbs 20:12.

Touch Table Water: Baby Care

MATERIALS

- ☐ Under-the-bed storage container, small wading pool, real baby bathtub(s), or "official" touch table
- ☐ Water
- ☐ Tarp
- ☐ Waterproof baby dolls (not precious keepsakes!)
- ☐ Baby washcloths, mitts, scrubbies
- ☐ Baby bath towels
- ☐ Soap (can be in pump bottles with mostly water and just a tiny bit of soap—shake up, or can be pretend bottles)
- ☐ Empty small baby powder bottle

PRE-PREP

Place a tarp on the ground under the touch table. Partially fill the touch table with water. Today's supplies will be used all week, with additional items being introduced each day so the fun stays fresh. Ask parents or grandparents for donations or check garage sales or used clothing stores.

Note: It would be great to have baby dolls with different shades of skin. Also, if you have enough dolls, you may want to swap them out for different ones throughout the week.

DIRECTIONS

Wash and care for the babies. Monitor water play carefully.

TEACHING TIE-IN

You were a baby when you were little, weren't you? Everyone in the world started as a baby, *except* the first two people. Who knows their names? (Adam

and Eve) God made Adam and Eve as grown-ups, and they were the smartest people ever. That means they were never babies like you and me. But they had babies of their own. Let's take care of these babies!

Touch Table Sand: Monkeys and Man

MATERIALS

- ☐ Under-the-bed storage container, small wading pool, or "official" touch table
- ☐ Tarp or plastic tablecloth
- ☐ Play sand, available from hardware stores (make sure it's marked play sand, not regular sand)
- ☐ Water for wetting down sand
- ☐ Wet wipes for cleanup
- ☐ Little plastic people like Fisher Price people
- ☐ One container of Barrel of Monkeys
- ☐ Small opaque plastic or styrofoam cups

PRE-PREP

Cover the floor under the touch table with a tarp or plastic tablecloth. This will be used all week. Put the play sand in the table and wet it down a bit. Place some plastic people on the sand and cover each one with a cup. Do the same with the monkeys.

DIRECTIONS

Take turns uncovering the people and monkeys. Decide if each is a person or an animal and put them in two separate piles—all the people in a pile and all the monkeys in a pile.

TEACHING TIE-IN

The Bible is the true account of how people came to be. It tells us that God made us! But some people don't listen to the Bible and say people didn't start as people but as apelike creatures, like these monkeys. Isn't that crazy? But remember—God made apes apes and people people. What the Bible says is true, and it tells us *God* created us! They can't make a monkey out of me!

Dramatic Play: Doctor's Dress-Up

This station, which will be a big hit, can be as low-key or as elaborate as you'd like.

MATERIALS

Choose from the following, depending on your situation. These will be used all week.

Note: It's a good idea to put out only part of the doctor and waiting room supplies the first day and add in new items each day. Check the second and third bullets below for

ideas—or set up just the doctor’s office the first two days and then add in the waiting room on day 3.

- ❑ Doctor’s office decorating supplies, including a small exam table (see Decorating Decisions for an illustration)
- ❑ Doctor supplies (e.g., play stethoscopes, bandages, plastic gloves, old X-ray files, clipboards, small flashlights, white shirts for doctor or nurse costumes, play doctors’ kits, plastic bowls and spoons to feed patients, baby dolls [patients], small blankets, non-breakable magnifying glasses and mirrors)
- ❑ Waiting room supplies (e.g., receptionist desk with an old telephone, an old computer keyboard, clipboards with “forms,” chairs for “patients” to sit on, a table with magazines)

PRE-PREP

Set up the doctor’s office and waiting room and gather the other supplies.

DIRECTIONS

Dress up and play doctor’s office, using baby dolls as the patients.

TEACHING TIE-IN

Do any of you want to be a doctor or nurse when you grow up? Doctors and nurses take care of sick people. They have to study and train for many years to learn about our bodies. Our bodies are very detailed and amazing! But there is someone who knows *everything* about our bodies—God! That’s because he made us! He even knew all about us before we were born!

Coloring Corner: Genesis 1:27

MATERIALS

- ❑ [Day 1 Memory Verse Coloring Sheet](#)
- ❑ Christmas in July area (e.g., a Christmas tree, red and green garland, and other Christmas decorations)
- ❑ Markers or crayons
- ❑ Optional for marker and crayon storage: red or green basket or bucket
- ❑ Optional: glue sticks, stickers, and additional supplies to glue on

PRE-PREP

Christmas in July is a big thing in Australia because that is Australia’s winter.

Make or gather Christmas decorating supplies and set them up. These will be used all week. Photocopy the **DAY 1 MEMORY VERSE COLORING SHEET**, one per child. Gather additional supplies to glue on to the coloring sheets if desired, such as cotton balls for clouds or blue cellophane pieces for sky.

DIRECTIONS

Color the sheet. Add additional supplies if desired.

TEACHING TIE-IN

Explain to the mates that in Australia, people often celebrate Christmas in July because that’s their winter. Christmas is a special time all over the world when we celebrate the most special baby ever—Jesus.

As the mates visit this spot and color, they can practice saying the memory verse on the sheet. Discuss its meaning.

Additional Exploration Station Ideas

Body Part Art—Trace the kids’ hands or feet—or get butcher paper on a roll and make a body pattern for each child. Figure out where various parts go on the body pattern. For instance, place a construction paper heart where the heart goes, crumpled up tissue paper for the tummy, yarn for the intestines, etc. (This could also be done in miniature with an 8.5-by-11-size body pattern and smaller versions of body parts to sticker or glue on, such as a sticker for the heart.) Emphasize how amazing our Creator God is to have perfectly designed each part.

You may want to buy a 3D organ apron (a hit at one test church), a squishy human body, or my body posters, all available online, for a fun visual to go along with this.

Beach Book Nook—Because Australia has over 10,000 beaches and is surrounded by water, make an exciting beach spot for reading by putting down some beach towels and beach umbrellas. Use beach tote bags to hold books such as sensory books that kids can feel, smell, hear, and see, along with books about how God made our bodies. Gather others about Jesus’ birth, life, death, and resurrection.

Flannel Board Fun—Provide a flannel board with people and items from each day’s Bible lesson, along with animals and items from Australia. Or you can use your flannel board to emphasize different people and how special each is.

A to Z Australia—Have magnetic ABC letters attached to a cookie sheet. Teachers name an animal that God made that lives in Australia, and the kids find the first letter of that animal’s name. For example, if the teacher says “koala,” the child finds a K. Emphasize that God is the one who makes all life. (For a list of Australian animals A to Z, check the Director Guide.)

People Puzzles—Find puzzles that show all kinds of people. Emphasize that God made each person special and unique. In addition, use simple children’s puzzles (my body) to show different parts of our bodies.

Texture Trays—Provide various textures on which and in which the kids can trace words or pictures of key Bible concepts they will learn about. Possible textures include shaving cream or hair gel in zippered baggies that are duct-taped shut (try coloring the hair gel bright yellow), burlap, trays of salt, thick fleece, magic slates, or chalkboard and chalk. Supervise carefully and make sure they know not to put their hands in their mouths. You may want to put out different textures on different days. Provide wipes for cleanup.

Play Dough—Play dough is always a favorite, so you may want to feature a station with it all week, adding thematic supplies that have to do with the daily Australian region, such as kangaroo cookie cutters for day 1, pipe cleaners to stick into the play dough to simulate coral for day 2, people cookie cutters and wiggle eyes for day 3, koala cookie cutters and leaves to press into the play

dough for day 4, and play gems to press into the play dough for day 5. You may also want to make scented play dough. Note: Gluten-free play dough is available on Amazon.

How to Make Play Dough

2 c. flour	2 t. oil
½ c. salt	Food coloring
2 c. warm water	Optional: several different
4 t. cream of tartar	essential oils

Mix the first five ingredients in a saucepan, blending well. Stir over low to medium heat until the dough is formed and is no longer sticky. Remove from the pan, add the food coloring, and knead until smooth. Add a few drops of essential oils to each batch if making scented play dough. After it has cooled, store in an airtight container.

- ☐ **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 things
- ☐ Piece of dark paper that is at least 17x22
- ☐ Tape measure

Teachers can adopt a fun name such as 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.

Note: The approximate time each section takes is listed below. Depending on your schedule, go slower or speed up by skipping something.

Introduce It!

Destination 1: The Outback—Uluru (5 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 (Ayers Rock), 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. Measure how far 25 feet is in your room or from your room to somewhere outside the room.

Welcome the mates as they enter and get settled.

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

Tour Guide 2 (Teacher or Teaching Assistant): And I'm _____. Australia is totally "awesome," and we can't wait to show you around!

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. There are many incredible animals in the outback, including kangaroos. Let's all stand up and do our biggest jump as we think of kangaroos. Do so, 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.

TG2: Okay, let's fly on over to the outback and land at today's spot. Have everyone pretend to fly around a little, and then sit down. Here we are at a famous place called Uluru (oo-lar-oo). Let's say that together. Do so. Uncover the **DAY 1 DESTINATION POSTER** and place the **"YOU ARE HERE!" ARROW** by it.

TG1: Look at all these pictures of the outback! And here is Uluru. It's a gigantic rock—the biggest single rock in the world! It's a special place to the people who first settled in Australia. They are called the Aboriginal people.

TG2: Aboriginal people are part of our family, and all of us came from the first two people who ever lived. Jumpin' Jack our animal pal (show the **DAY 1 ANIMAL PAL POSTER**) is hopping by to remind us that we can know how the very first people came to be by reading our Bibles. The Bible has the answers! Is there someone who would like to carefully bring me the Bible? Have someone do so, treating it as a treasure and reminding them it is not like any other book. It's the only book written by God himself and is the most special book ever.

TG1: Okay, are you ready to hear how people came to be? We need you to help us, so do you have your listening ears on? Pretend to put them on.

TG2: Awesome! Let's begin!

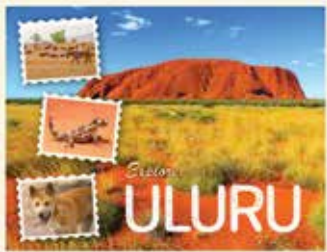
Teach It!

Part 1: Genesis 1–2 (10 minutes)

Pre-prep: Get the container of dirt ready.

TG1: We hear about the first people in the book of Genesis, the first book of the Bible. Let's put up one finger to remind us of the first book of the Bible. Do so. Genesis tells us about the very beginning of time, when God created the world and everything in it. God created the whole world in six days. Let's stand and bounce and count to six. Do so.

TG2: During those six days, God made light, the sky (point up!), the sea (make waves), the dry land, the plants (grow like a plant), the sun (make a big round sun), the moon,



- ☐ **Made in God's Image Poster**
- ☐ Container of dirt
- ☐ Wet wipes



and the stars. He also made the fish (be a fish!), the birds (be a bird!), and the animals. Everything he made was good. Let's sit down and give a thumbs-up sign. Do so.

TG1: God wasn't finished yet, though. God wanted to make people. God said, "Let us make man in our image" (Genesis 1:26). That means he wanted to make us special, different from the animals.

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

TG2: Shake your heads to answer this question. Can animals write books? Shake heads no. Can animals cook for people? No. Can animals drive cars or play the piano? No. Animals are a wonderful creation from God, but they aren't like people. God made people in his image so they could have special relationships with God and others.

TG1: Do you know the name of the first person God made? If a few say "Adam," ask "Who?" until all are answering Adam.

Yes. The first person's name was Adam. The Bible tells us God made Adam from the dust of the ground. Get out the container of dirt. Feel this ground. Imagine this becoming a person! Do so, then have them clean their hands with wet wipes.

TG2: Let's have everyone lie down on the ground to act this part out.

Once they are all down and very still, say:

At just the right time, when I breathe on you, pretend you're coming to life. Read Genesis 2:7. Pretend to breathe on them, and they will wake up and become a living person.

TG1: Wow! That's amazing! God created a person! After God made Adam, he planted a garden in a place called Eden, and he put Adam there. Adam's job was to take care of the Garden (Genesis 2:1-15). Let's pretend we're taking care of a garden. Do so.

TG2: Then God told Adam it wasn't good for him to be alone, and he would make Adam a good helper. So God brought the animals to Adam to see what he would name them. Whatever Adam called each animal, that was its name. Pretend to be an animal of some kind and move like that animal. Do so. Adam gave names to all the cattle, and all the birds, and all the beasts of the field. But there wasn't a good helper found for Adam. Let's shake our heads no for no good helper. Do so. Animals wouldn't be able to help Adam tend the garden, and name things, and talk to him, and love and care for him, would they?

TG1: So God caused a deep sleep to fall on Adam. Let's get down on the floor and pretend we're in a deep sleep. Don't move or squirm or talk at all. See how still you can be, because it's a deep sleep. Do so, and continue to say the next paragraph as they "sleep." Tour Guide 2 can get behind the puppet stage while Tour Guide 1 finishes this out.

When Adam was in the deep sleep, God took a rib (a bone) from Adam. Then he made the rib into a woman. And God brought the woman to Adam (Genesis 2:18-22). The woman's name was Eve.

Let's wake up from our sleep now and imagine seeing the first woman. Do so.

Adam was so happy! He said: Read or paraphrase Genesis 2:23.

And God blessed them and said his creation was very good (Genesis 1:28-31).

Part 2: Puppet Pal (3 minutes)

Pre-prep: See Decorating Decisions to set up the puppet stage. Tape one puppet script inside the puppet stage and place the other on the clipboard. Dress the puppet in a mini VBS T-shirt (use a baby-sized T-shirt and a laminated color copy of the logo that has been cut out and taped to the shirt), a mini khaki vest made from felt, a visor, or something else Australian-inspired.

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.



- ☐ **Monkey-to-Man Poster**, laminated
- ☐ **Day 1 Puppet Script** (2 copies)
- ☐ Puppet (girl or boy) in costume
- ☐ Clipboard
- ☐ Dry erase marker

Decide which one of you will be the puppet, and figure out when you need to leave the previous teaching so you will be positioned in time for the start of the puppet pal time.

If you don't have a teaching assistant or co-teacher, enlist someone (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—the jeep or the Australian map. (See *Decorating Decisions*.) 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, Sydney. Yes, I did. I just finished 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, here's a picture 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 is no such thing as an ape-man, an ape turning into a man. When you see those drawings or hear people saying that, just remember that it's not true. Use the dry erase marker to draw an X over the **MONKEY-TO-MAN POSTER**. Erase the X after each class. God's Word is true, and it tells us exactly how people came to be.

Puppet: God himself made the first man 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, you didn't come from animals. You're special people made *by* God and *for* God, and you're precious to him.

Puppet: That's right, mates. See you tomorrow!

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



Apply It!

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

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

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. 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 following Challenge.

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

Tomorrow's Verse: I am . . . wonderfully made. Psalm 139:14

Try the Challenge again, this time with tomorrow's verse. You may also want to practice the week's theme verse, using the **THEME VERSE POSTER** as a reference.

Part 2: Go and Do

- Look up Isaiah 64:8 and Psalm 100:3 with an adult. Who made you? Get some play dough and form it into something. You are the creator of that item (which isn't alive). How is God's creation of you so much greater than what you created out of play dough?
- Talk to God (that's prayer!) and tell him what an amazing Creator he is!
- With an adult, think of some things people can do that animals can't. Here's one to get you started: Animals don't enjoy a sunset and other beautiful things, but people do. God made people special, in his image!
- With an adult, check AnswersVBS.com/zrkids for more fun information!

Ask yourself this question: Have I thanked God for making me just the way I am?

Song 1: "Oh, Be Careful Little Ears"

Remind the mates that they must always be careful to examine what they hear and see in light of what the Bible says.

VERSE ONE

Oh, be careful little ears what you hear
(Cup your ears.)
Oh, be careful little ears what you hear
(Cup your ears.)
For the Father up above is looking down
with love (Point up to the Father and pretend to look down.)
So be careful little ears what you hear
(Cup your ears.)

VERSE TWO

Oh, be careful little eyes what you see
(Point to your eyes.)

ADDITIONAL VERSES

Oh, be careful little feet where you go
(March in place.)
Oh, be careful little mouth what you say
(Cup your mouth.)

- ☐ 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 CD and player

Another idea for learning memory verses is to make up motions to the key words of the verse. This can be done with any verse, any day.



- ☐ "Oh, Be Careful Little Ears" song
- ☐ "God Made Adam, God Made Eve" song
- ☐ MP3 or CD player
- ☐ Songs are also available on Simple Songs CD (11-9-141)

Song 2: “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.)



End each day’s Land Down Under Lesson with prayer!

- ☐ Construction paper happy face and sad face
- ☐ Tape

Wrap-Up Review: Happy Face, Sad Face

Pre-prep: Make the happy face and the sad face and tape them on opposite walls before the class begins.

As the mates prepare to leave, do this quick and fun review.

Have the kids stand in the middle of the room. Ask yes or no review questions from today’s lesson, and have the kids hop like a kangaroo to the happy face on one wall (yes) or the sad face on the other (no).

- The name of the first man was Adam. Yes—happy face.
- We came from monkeys. No—sad face.
- God made you. Yes—happy face.
- God made all the world. Yes—happy face.
- People are just another animal. No—sad face.
- Our Bible verse tells us we are made in God’s image. Yes—happy face.