



LAND DOWN UNDER LESSONS

TODDLER



TEACHER GUIDE

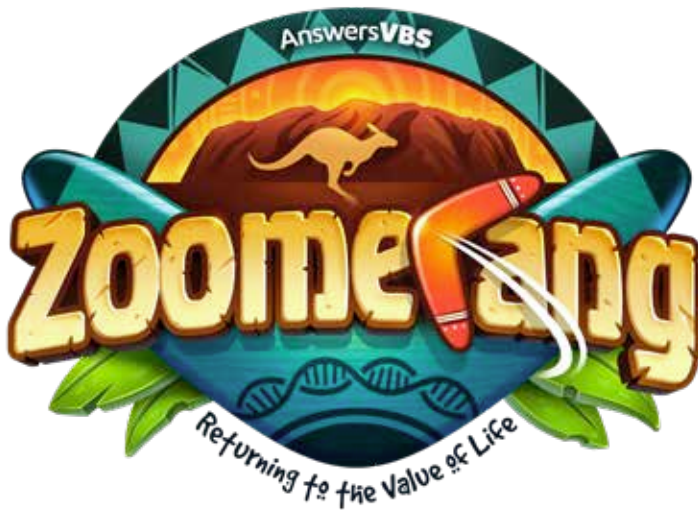


Zoomerang
AnswersVBS

TODDLER 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— <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 created on purpose for a purpose.	
Bible Passages	Genesis 1:26–28, 2:7–23	Psalms 139:13–16	Matthew 1–2 Luke 2	Select Scriptures	Acts 1:6–11 1 Corinthians 12:12–26	
Fair Dinkum Verses	So God created man in his own image. 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	Psalms 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	Dot Art Mirror, Mirror	Fingerprint Fun Trace It!	Life Is Precious Photo Frame Mini Flannelboard Nativity Set	Heart Art SMYLE! Cameras	Sunny Sun Visor Hope Hanger	
Hoppin' Good Games	Pass the Mirror Boomer Balloon Bonanza	Fearfully and Wonderfully Made Dance, Dance, Freeze	Surfer Says Take Care	Good News Tag Snatch the Croc Eggs	Parachute Paradise Dingos on the Move	
Top Koala-ty Treats	Aussie Fairy Bread	Skeleton Pretzel Frame	Gingerbread Girls and Boys	All Smiles	Cloudbursts	
Cool Contests	"Lollies" Guessing Game	Team Cheers	Dress-Up Day	"Beaut" of a Bible Challenge	Mission Money Mania	

Contents



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Toddler Teacher Guide

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Handy Helps	3
Welcome to “Aus-some” Australia!	3
Your Role	4
Frequently Asked Questions	4
Terms to Know	4
Top 20 Toddler Teaching Tips	5
Tips for Managing a Group of Kids	6
Age-Level Characteristics	7
Toddler Schedule	8
Memory Verse Songs	10
Student Extras	10
Special Needs	10
Decorating Decisions	11
Hoppin’ Good Games	14
Turtle-y Terrific Crafts	17
Top Koala-ty Treats	20
Day 1: The Beginning of Life	22
Exploration Stations	22
Devotion 1 The Beginning of Life	23
Lesson Time	27
Song Time	29
Memory Verse and Review Time	30
Day 2: The Wonder of Life	32
Devotion 2 The Wonder of Life	33
Exploration Stations	34
Lesson Time	35
Song Time	38
Memory Verse and Review Time	39
Day 3: The Value of Life	40
Devotion 3 The Value of Life	41
Exploration Stations	42
Lesson Time	43
Song Time	45
Memory Verse and Review Time	46
Day 4: Eternal Life	48
Devotion 4 Eternal Life	49
Exploration Stations	50
Lesson Time	51
Song Time	54
Memory Verse and Review Time	54
Day 5: Using Your Life	56
Devotion 5 Using Your Life	57
Exploration Stations	58
Lesson Time	59
Song Time	61
Memory Verse and Review Time	61

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 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.

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 they head back to their classroom and follow a special toddler schedule, including Lesson Time, Song Time, Memory Verse and Review Time, crafts, snacks, and games.

At the end of the day, 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 to understand how they can receive eternal life through repentance and faith in Christ Jesus. We believe VBS is a great way to introduce them to God, as it is one of the biggest outreaches of the year for most churches.

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

Your Role

Your role as the teacher is outlined in the following pages and includes planning and preparing 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.

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 and fun 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 material for the Primaries.

Top 20 Toddler Teaching Tips

1. Psalm 139 teaches that we are fearfully and wonderfully made by God. Treat every child with kindness and respect this week, remembering that each one 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 Toddler 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 in bold text.
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 to easily be switched out.
6. A puppet is used each day at some point during the lesson. It may also be used to welcome the children, sing a song, or review the lesson or memory verse. The puppet comes up from the puppet stage if there are two of you to do the puppet skit. Or, if you're 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. At one test church, some teachers added new items to their pockets or vest each day, such as beanie baby kangaroos and snakes on Day 1. Then they taped on pictures of parts of the body for Day 2.
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 it, 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 together.
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 each 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 a unique and special creation from the hand of our amazing Creator. With all their uniqueness, however, kids often share some common characteristics. Use the following guidelines as a benchmark when looking at characteristics of children as a whole. Seeing how God has wired different age groups can help us be more effective in teaching and interacting with our students.

First, you'll see characteristics of children in general and then characteristics of toddlers, ages 2–4 years, specifically.

Characteristics of Children

Children have some common characteristics:

- They are born sinners.
- God has given each a conscience, and they generally want good to win over evil.
- God has shown himself to all children through his creation, making it obvious 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 Toddlers

Physical Characteristics

Toddlers are active! They're on the move, running, climbing, and exploring. They're beginning to perform simple tasks, like using scissors. They can easily get hurt as they are rapidly developing physical skills but don't have wisdom to know when to stop running, climbing, etc.

Takeaways for Us

- Keep toddlers moving. Engage them actively as much as possible. Have them do motions to songs and actions to Bible accounts.
- Supervise them carefully.
- Provide chunky, nontoxic supplies.
- Intersperse periods of sitting with something active.

Emotional/Social Characteristics

Toddlers want to do things by themselves, such as picking out their clothes and dressing. They like imaginative, dramatic play. They're testing their powers and saying "no" a lot. They often want to please adults and try to mimic their behaviors. They're affectionate toward others. Toddlers are fearful of things that are loud and out of the ordinary.

Takeaways for Us

- Let toddlers be helpers. Give them simple one-step jobs to do. 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.
- Be consistently present all week; establish routines and stick with them.
- Be consistent in discipline. Let your "yes" be "yes" and your "no" be "no."
- Give them opportunities to dress up and play imaginatively.
- Adults—don't dress in elaborate costumes that may seem unfamiliar and scary.
- Be careful to walk worthy—act and speak in godly ways. Little eyes are watching and will want to imitate you!

Spiritual/Mental Characteristics

Toddlers are curious and want to touch, smell, feel, see, and experience their world. They have short attention spans and learn/communicate in short sentences. They understand short and simple directions. They believe what you say. Their attitude toward God and others is in the process of being formed during these years.

Takeaways for Us

- Involve toddlers' senses in learning! The more they can touch, smell, see, taste, and feel, the better!
- Give clear, simple directions.
- Keep activities and lessons short. Toddlers' attention spans are only a few minutes long before they need to switch to something new, so keep it moving!
- 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.

Toddler Schedule

When working with this age group, flexibility is key. In some cases, they are dropped off early and picked up late by parents who have VBS responsibilities. It may be important to revamp the schedule as necessary by removing some activities and allowing for more rest and free play.

Be aware that young ones get tired as the day wears on—even more so as the week wears on. The schedule may work fine at the beginning of the day or week, but toward the end, less is often better.

Exploration Station Time

There are four Exploration Stations: discovery center, touch table, dramatic play, and coloring corner. (There are two touch table options—a water and/or a sand touch table.) These stations should be set up at the end of the room opposite where the lesson time is held or in an adjoining room. See the Exploration Stations Supply List on the back cover for all the supplies needed each day.

Note: If stations aren't possible, simply choose one or more of the station activities to incorporate somewhere in your day as a group activity.

Children may rotate together through each station every few minutes, or they may independently move from one station to another, which is what our test churches do. They don't need to do every station each day, although the coloring page should be sent home daily—colored or uncolored. Many of these stations are big hits and can be repeated on other days.

Check the decorating section for more specifics on setting up the dramatic play area as a doctor's office and the coloring corner with a Christmas in July theme (a big thing in Australia). In the touch table area, use a small wading pool or a large, clear, under-the-bed storage container. Place it on a plastic tarp or tablecloth to catch the spills.

Post the signs with each station's name. Also, consider posting the directions and teaching tie-in for each station so the guides can share the main point with the kids. (See Digital Resources.)

Bible Learning Time

The Bible Learning Time is divided into three sections:

- Lesson Time
- Song Time
- Memory Verse and Review Time

The lesson time works well with a two-person team. One person serves as Teacher One and the other as Teacher Two or Teaching Assistant. If team teaching, decide ahead of time who will do what. The lesson can also be taught alone, but find someone, such as a group guide or other staff person to help when you need an extra set of hands, especially during puppet pal time.

Check the Resource Catalog for a fun T-shirt and hat to wear while you teach!

Below is a sample schedule with descriptions of each time period. Check with your director for a copy of your specific schedule and room assignment.

Sample Schedule

Based on a 3-hour VBS

Note: This schedule reflects a 30-minute period before VBS begins to accommodate VBS parents' schedules.

8:30–9:00	Arrival/Free Play
	Morning VBS Program—Breakfast Snack
9:00–9:15	Aussie Assembly—Opening
9:15–9:40	Exploration Stations (Session 1)
9:40–10:05	Lesson Time, Song Time, Memory Verse/ Review Time
10:05–10:30	Hoppin' Good Games
10:30–10:45	Turtle-y Terrific Crafts (Session 1)
10:45–11:00	Exploration Stations (Session 2)
11:00–11:20	Top Koala-ty Treats and Rest Time
11:20–11:35	Turtle-y Terrific Crafts (Session 2)
11:35–11:55	Aussie Assembly—Closing
11:55–Noon	Return to Room/Dismissal

Arrival	In some cases, children in this age group will arrive earlier than the rest of the VBS children. Therefore, make sure you're there early, as well! Be ready to greet your little ones with smiles, hugs, and love. Follow your church's check-in procedures and safety precautions.
Free Play	Provide inviting toys ready for free play. Help kids become familiar with their VBS space.
Top Koala-ty Treats Breakfast Snack	If you are running a morning VBS, offer a small snack. This helps the children get used to their setting as they focus on food rather than being dropped off at the nursery! See page 20 for snack ideas.
Aussie Assembly— Opening	Walk the children to the opening assembly. Request to be seated in the front on small chairs or in a special spot so the children can see. Plan to leave before or during the last song so you are back in your room before the other children leave.
Exploration Stations (Session 1)	Allow the children to explore the stations or participate in free play during this time. See the Digital Resources for patterns.
Lesson Time, Song Time, Memory Verse/ Review Time	This is the heart of the day. If some of the other activities need to go, make sure this one <i>does</i> happen! Present the lesson early before fatigue sets in. At the same time, if you notice the kids are especially antsy or tired, remain flexible and switch activities. You can come back later to finish the lesson, or you can break it up and finish it the next day.
Hoppin' Good Games	Play inside or outside. Just spend time playing! Young children learn as they explore their world. See page 14 for game ideas.
Turtle-y Terrific Crafts (Session 1)	Toddlers and young preschoolers need simple crafts. Gluing sensory items (cotton balls, fabric, sandpaper, etc.) onto papers, attaching stickers, and coloring are always a hit. See page 17 for craft specifics.
Exploration Stations (Session 2)	Allow the children to continue exploring the stations.
Top Koala-ty Treats and Rest Time	Make sure all snacks are bite-sized and not choking hazards. Be alert to any allergies children may have. See page 20 for snack ideas.
Turtle-y Terrific Crafts (Session 2)	If the children seem up for it, try a second craft before heading out to the closing assembly.
Aussie Assembly—Closing	Take the kids to the closing assembly, once again sitting close to the front. Leave five minutes early so they are back in their room when VBS is dismissed. Follow your church's safe dismissal procedures.

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 learn their Bible verses easily. If you choose to use these songs (either video or audio), use them 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 AnswersVBS.com for use on a handheld device. Student CDs in packs of 10 are also 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.

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. Downloads of the songs can also be purchased from AnswersVBS.com.

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 and a suggested verse review game. The "Go and Do" section on the back parallels the Memory Verse/Review Time 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.

The student guides are available in packs of 10.

- Toddler ESV (11-9-074)
- Toddler KJV (11-9-135)

Adventure Journals: These fun interactive booklets feature the daily memory verses, animal pals, stickers, and a place to stamp (11-8-093) for attendance. They can receive them at any time during the first day (preferably as they arrive), and you can review them with the kids during the Memory Verse/Review Time section of the lesson. 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 are available in packs of 10. They can be passed out at the end of the week.

- 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.

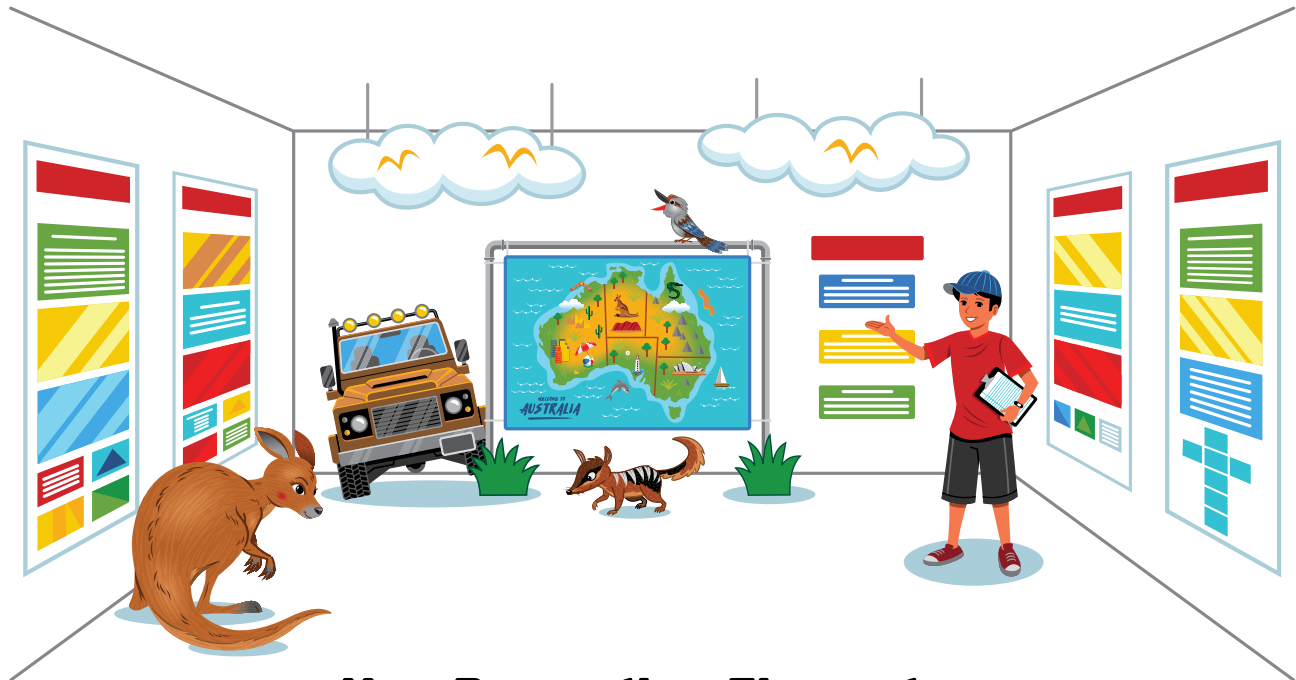
- Gospel (11-9-076)—Day 4
- Fearfully and Wonderfully Made (11-9-077)—Any day

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.

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

Classroom Scene Setter

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

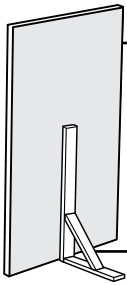
DIY Alternative

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 Australia 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. Be sure to 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 will 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 (½-inch) black border to your painted props. This helps them stand out better and makes the colors appear more vibrant.
- Because corrugated cardboard tends to curl when only one side is painted, first apply a quick single coat of paint to the back.

Puppet Stage

Because puppets are used daily in the Toddler classrooms, you will need a puppet stage. Use the SUV for this purpose by cutting out the windshield for the puppet to appear. Another possibility is to pop out from behind 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

Toddler classes will also enjoy Exploration Stations, which will include a dramatic play area, a touch table, a discovery center, and a coloring corner. Further information about these areas can be found on page 24, but check below for details on how to make the dramatic play area and coloring corner.

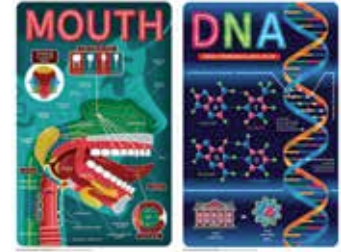
Doctor's Office Dramatic Play Area

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. Frame them with white scalloped bulletin board trim (available at teacher supply stores) and add window grids made from strips of white posterboard.

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

patients, doctor supplies, such as play stethoscopes and bandages, and old white shirts for lab coats.

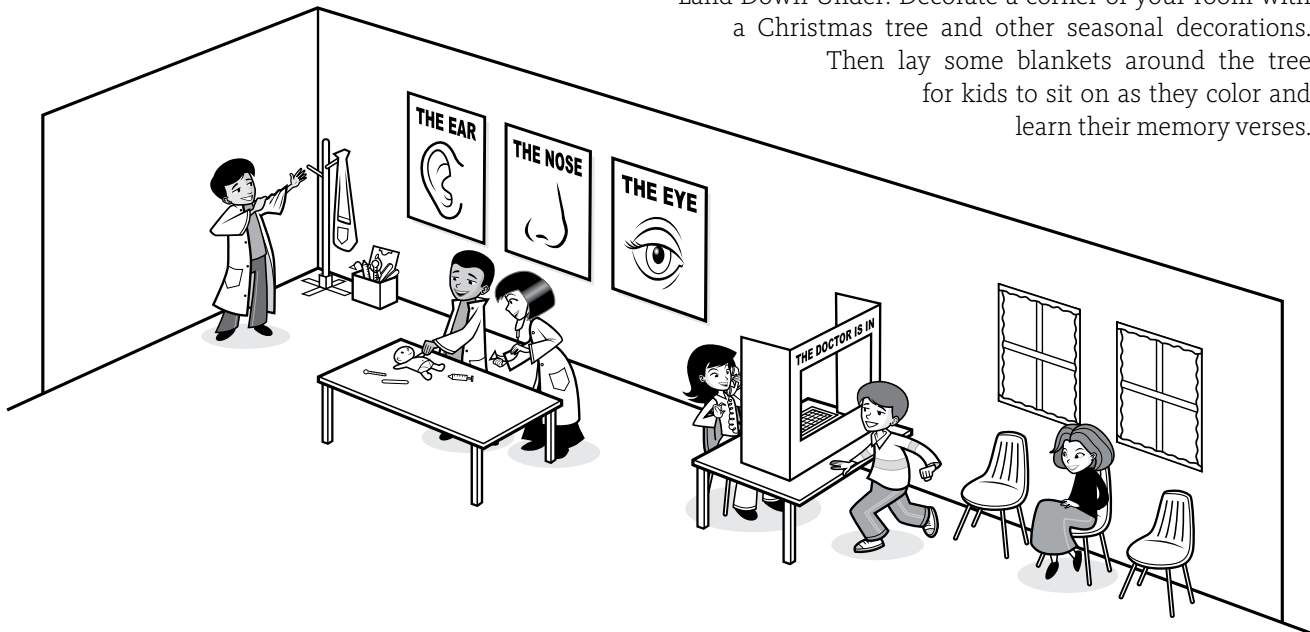
Divide the two areas with a receptionist desk and window made from a tri-fold presentation board and a child's table. Simply cut a large rectangular hole in the center panel of the board, decorate as desired, and place on top of the table. Equip the receptionist desk with a phone, a computer keyboard, 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! Decorate a corner of your room with a Christmas tree and other seasonal decorations.

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



Hoppin' Good Games

Playing is what this age group does best! While they're playing, they're learning. These games are an important part of the teaching process because they help to cement the lessons into the kids' minds in a fun way.

Consider having an outdoor playtime if you have a good space for it. It's nice to break up the day and have a new location to explore. The outdoor location should be enclosed so no one wanders off. If you don't have a safe area, use tarped hay bales or snow fencing to create one. Ask church families to bring in plastic slides, big wheel riding toys, and other age-appropriate outdoor equipment. Make sure they're labeled so they can easily be returned after VBS.

You may also want to consider having wading pools with a small amount of water for outdoor playtime. (Supervise carefully.) Make sure parents are notified ahead of time to bring swim floats, a swimsuit, a towel, and extra clothes for their child. Ask if it's okay to put sunscreen on their child and apply it at least 10 minutes before going outside. If possible, place the pools in a shady area.

For game time, use the following suggestions or other games from the *Game Guide*. Some of the Pre-Primary games can work for toddlers. Also, it's fun to repeat favorites throughout the week.

If you have mates with disabilities, be sensitive and adapt so they can participate in some way if that is at all possible.

Thematic Game Ideas

Day 1

Pass the Mirror

Before class, gather a nonbreakable mirror to pass and VBS music to play.

Have the mates sit in a circle, then share the teaching tie-in. Explain that they will pass the mirror around the circle while the music plays. When the music stops, the mate who is holding the mirror stands up, does a little dance, and then sits down. Start the music again and continue as time allows.

TEACHING TIE-IN

When you see yourself in a mirror, you can thank God for making you in his image. This means you can do things animals can't. You are God's special creation. God made ___ special. Insert one of the children's names in. God made ___ special. Continue on with each child's name.

Boomer Balloon Bonanza

Before class, draw or tape pictures of kangaroos to several blown-up balloons. See the Digital Resources for clip art of kangaroos.

Share the teaching tie-in, then explain that the mates will try to keep the balloons (the kangaroos, also nicknamed "boomers") in the air. Don't let the kangaroos touch the ground! Play as time allows.

TEACHING TIE-IN

Jumpin' Jack is our animal pal today. Do you know what kind of animal he is? Take responses. Let's jump to remind us of that. Do so. Jumpin' Jack is hopping by to remind us that God is the maker of all life. He's the one who made all the kinds of kangaroos and crocodiles and koalas and every other plant and animal. Can you think of an animal God made? Take a couple quick responses. God is also the one who made us! We're different than animals. We're God's most special creation.

Day 2

Fearfully and Wonderfully Made

Before class, gather a rope or cones for a finish line, a bucket of water, and a board to walk on as a plank.

Share the teaching tie-in, then explain that the mates are going to try a series of challenges that highlight some of the cool things our bodies can do. Do the following together:

- Do ten jumping jacks. Then say, "Thank you, God, for my arms that help me do so many things."
- Stretch up high and down low. Then say, "Thank you, God, for my bendy waist."
- Run to a finish line and back. Then say, "Thank you, God, for my legs that help me run."

- Balance on one foot and then on the other. Hop on one foot and then on the other. Say, “Thank you, God, for my feet that help me walk and hop.”
- Take a deep breath, smelling the air God made for us to breathe. Then say, “Thank you, God, for my lungs that help me breathe.”
- Dip your hand in a bucket of water. Feel the sensation God gave you on your skin. Then say, “Thank you, God, for my sense of touch.”
- Walk across a plank (a board on the ground) to test your balance. Then say, “Thank you, God, for the gift of balance.”

See if the mates can come up with more challenges to show how wonderfully God made their bodies!

TEACHING TIE-IN

God made our bodies special. He planned every part of us before we were even born! The Bible says we are fearfully and wonderfully made, so we’re going to use some of those wonderful body parts today as we thank God for them.

Dance, Dance, Freeze

Before class, gather VBS music to play.

Share the teaching tie-in, then explain that the mates will sing along and dance to VBS music. When the music stops, they must immediately freeze in whatever position they are in until they hear the music start again.

TEACHING TIE-IN

Let’s shake our right foot. *Do so.* Now let’s shake our left foot. *Do so.* Let’s wave our right arm. *Do so.* Now let’s wave our left arm. *Do so.* Let’s wiggle a little. *Do so.* Okay, I think we’re ready to move our bodies that God has made as we listen to music with the ears God has made! Thank you, God, for our wonderful bodies! Here we go.

Day 3

Surfer Says

Before class, gather one or more pictures of surfers in the ocean.

This game is similar to “Follow the Leader.” Share the teaching tie-in, then explain that the leader will call out actions for the mates to do using the phrase “Surfer says ____.” Actions can include hopping on one foot, twirling, sitting, doing jumping jacks, bending at the waist, touching toes, etc. Every so often, the leader yells, “Wipeout!” and lets the mates go crazy running and moving for a few seconds. Then start again with them following the leader’s commands.

TEACHING TIE-IN

Lots of Australians live near a beach. Have you ever been to a beach and played in the sand and water? *Take responses.* Well, many Australians love the beach, and many like to surf. *Show a surfing picture.* Isn’t it amazing to think how God knows every one of the people in Australia by name and that he cares about every one of them? He knows all of you by name, too, and he cares about each one of you! Let’s remember God knows you and cares about you as we play “Surfer Says.”

Take Care

Before class, gather two baby pools with water, a lot of miniature people figurines (like Fisher Price or DUPLO—3 or more per child), and a foam plate for each child. Place the pools a short distance from each other. Add mini people to each pool.

Share the teaching tie-in, then explain that the mates will carefully carry a miniature person from one baby pool to another on their plate. This requires them to pay attention and take good care of the person. Don’t let them fall off their plate! Put them in the water gently! Once they’ve transported their first mini person, have them go back and do it again. Play as time allows.

TEACHING TIE-IN

Who made all people? *Take responses.* And how do you think God wants us to treat other people? *Take responses.* With love! It doesn’t matter how old or young they are, if they are healthy or sick or in a wheelchair, or if they have dark skin or light skin. Every person is special to God, so we should consider them special, too, and treat them with care! Let’s practice taking good care of some pretend people in this fun game.

Day 4

Good News Tag

Before class, tape a smiley-face picture to the end of a pool noodle.

Share the teaching tie-in, then explain that mates will run around the playing field while a leader tries to tag them with the smiley-face pool noodle. When a mate is tagged, the leader says, “Smile, God loves you.” Then the player grins his biggest grin and repeats, “Smile, God loves you!” He then returns to the game. Play as time allows.

TEACHING TIE-IN

What do you see here on the end of this pool noodle? *Take responses.* Yes, a smiley face. That reminds

us that we have the best reason in the world to smile—God loves us! Let’s practice our biggest smiles because that’s the best news ever—God loves us! Do so.

Snatch the Croc Eggs

Before playing, gather plastic Easter eggs and put strips of paper with simple messages in each one, like “God loves me!” “Jesus is alive!” “Jesus didn’t stay dead!” “God sent his Son!” “Jesus came to save us!” and so forth. Scatter these “crocodile eggs” across the playing space. Place a bucket or baby pool in the middle of the area. Use a stopwatch or phone for a timer.

Share the teaching tie-in and explain that players have to gather the croc eggs and take them back to the bucket/pool in the time allotted. To add an element of fun, a leader can be the crocodile and chase students back to the bucket/pool.

After the eggs are gathered, take turns opening them and reading what they say.

TEACHING TIE-IN

We’ve been talking about Jesus coming to earth as a baby, living, dying, and coming back to life. He did all this because he loves you and wants you to be his child. Let’s find some pretend crocodile eggs and read messages about Jesus to remind us of this.

Day 5

Parachute Paradise

Before class, gather a bed sheet or parachute and a bunch of cotton balls.

Share the teaching tie-in first, then begin. Have everyone grab onto the outer edge of the sheet/parachute and lead them in the following activities as time allows.

- Players pretend to enter the empty tomb by sitting under the mushroomed parachute with the edge of it tucked under them. While there, explain Jesus came out of the tomb on the third day and have everyone count to three. Then crawl out saying, “Jesus is alive!”
- Explain that after Jesus came back to life, people saw him, and then he went back up to heaven as the clouds hid him from sight. Toss some cotton balls onto the parachute to represent clouds. Have everyone shake the parachute so the clouds move, then catapult the

clouds by having the mates raise their arms and quickly snap them down.

- Jesus left us here to tell others about him and his love. Have everyone begin by slightly shaking the parachute while whispering, “Jesus loves you.” Continue to shake it more and more vigorously by pumping the arms faster and higher. Say, “Jesus loves you!” louder and louder.
- Remind the mates that Jesus wants us to use our hands, our feet, our voices, and our whole bodies to serve him. Have them use their bodies as they move in fun ways while holding onto the parachute. First, walk in one direction, then switch and walk in the other direction. Next, do the same thing, except have each person hold the parachute with just one hand and extend the other arm for balance. Finally, try going one way then the other while doing different animal motions, such as hopping like a kangaroo, running like a dingo dog, flying like a kookaburra bird, jumping like a jumping spider, scurrying like a Western pebble mouse, waddling like a king penguin (yes, there are penguins in some parts of Australia), and gliding like a sugar glider.

TEACHING TIE-IN

We’ve been talking about Jesus dying, coming back to life, going up to heaven, and leaving us here to tell others about him. We’re going to use our parachute to remind us of these things. Here we go.

Dingoes on the Move

Before class, set up a start and finish line with cones, rope, or tape.

Share the teaching tie-in first, then have players line up at a start line on all fours (like a dog). When the leader gives the “Go!” signal, mates act like dingoes, running on all fours and howling or barking as they make their way to the finish line. Play again as time allows.

TEACHING TIE-IN

How many of you have a dog? Take responses. What does your dog look like? Take responses. Our animal pal today is part of the dog family that God made. It’s a special kind of dog called a dingo. Dingoes, like Ringo the Dingo, are wild dogs that run around all over Australia. Let’s pretend we’re dingoes as we play “Dingoes on the Move.”

Turtle-y Terrific Crafts

Simple. Simple. Simple. Young children need simple crafts that are fun to touch and explore. More pre-prep needs to take place so the children are left with simply decorating, attaching stickers, and gluing. This hands-on fun time helps kids really connect with what they're learning.

As with all other items used with the toddlers and young preschoolers, watch carefully that items are not choking hazards and that all items are nontoxic. Use

chunky crayons. Remember to put names on all crafts as children work on them.

Plan two craft times a day, but be prepared to skip one or both if the children need more rest time. Some of the crafts follow the "big kids" craft time but are simplified for this level.

Decide who will be in charge of preparing the craft materials (craft leaders, toddler teachers, or someone else). Whatever ideas you choose, have fun and use the crafts to reinforce the big themes of the week.

Thematic Craft Ideas

Several of these crafts require simple materials for the craft volunteers to use ahead of time, such as an office paper cutter, scissors, and a pen or pencil. These items will not be listed in the supply lists below.

Day 1

Session 1—Dot Art

Gather the following supplies: [Dot Art Pattern](#), white cardstock, and washable dot markers.

Ahead of time, photocopy the Dot Art Pattern (one copy per child). Tarp the area.

During class, the toddlers will dot art their pictures.



TEACHING TIE-IN

Did you know some of the people who first settled in Australia made beautiful dot art pictures? God made those people smart and creative, didn't he? I'm glad they made dot art. Let's create our own version of dot art!

Session 2—Mirror, Mirror

Gather the following supplies for each child: one square of flexible mirror sheet sticker paper, one square of white cardstock, one tongue depressor, piece of tape, stickers, and washable markers.

Ahead of time, buy the flexible mirror sheets (we used Q-BICS Flexible Mirror Sheets from Amazon) and cut into



3-inch squares with an office paper cutter. (You can get 18 squares out of a pack of three 6x9-inch sheets.) Cut the white cardstock into 4½-inch squares, one per child. Make a sample mirror.

During class, toddlers color and sticker all over their white cardstock square. When they are done, press the mirror square in the middle of the cardstock square and tape the tongue depressor onto the back.

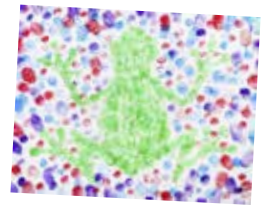
TEACHING TIE-IN

Hold up a sample mirror. **What is this called?** Take responses. **Yes, a mirror.** **When you look in a mirror, you see yourself.** **Who made you?** Take responses. **Yes, God did, and you are wonderfully made! When you look in the mirror, think of our wonderful God who made you.**

Day 2

Session 1—Fingerprint Fun

Gather the following supplies: white copy paper (one piece per child), washable, non-toxic ink pads (stamp pads), and wet wipes for cleanup.



Ahead of time, gather some sample fingerprint art to show. (Search online for "fingerprint art.")

During class, toddlers have fun pressing their fingers into the ink pads and then onto the paper. For more structured possibilities, if interested, they can check out the sample fingerprint art.

Check [Pinterest.com/AnswersVBS](https://www.pinterest.com/AnswersVBS) for colorful photos of the toddler crafts!

TEACHING TIE-IN

Everybody, hold up your finger. *Do so.* Now look at the tip of it. Can you see little lines on it? *Pause.* Those are called fingerprints. God made your fingerprints, and nobody in the world has the same fingerprints as you. You're special! Let's use our fingerprints to make some fingerprint art.

You may want to use a phone flashlight to shine light on each child's fingertip so they can see it better.

Session 2—Trace It!

Gather the following: white copy paper (one piece per child) and washable markers.

During class, trace the toddlers' handprints onto a piece of paper. Toddlers enjoy coloring it with washable markers.



TEACHING TIE-IN

Let's wave our hands. *Do so.* Now let's close our hands. *Do so.* Now let's put up our fingers one at a time. *Do so.* Now flex our fingers. *Do so.* Wow, isn't it fun to see how our hands move? *Pause.* God made our hands, and he made our arms, our feet, our heads, our hearts, and all of us! God is our wonderful Creator, and the Bible tells us we're wonderfully made. Let's trace our wonderful hands!

Day 3

Session 1—Life Is Precious Photo Frame

For this craft, follow the directions for the Pre-Primary Day 3 main craft, substituting stickers for the fun foam.

Ahead of time, bring in a few photos of people. You could even take photos of each child on the first day and bring them in today.



TEACHING TIE-IN

Let's look at some photos. *Show each one.* Isn't it fun to see different people God made? God doesn't make any mistakes. Each person is made just the way God wants him to be.

Let's make a picture frame today and remember that every single person, small ones and tall ones, young ones and old ones, healthy ones and sick ones, are all special to God, and they should be special to us, too.

Session 2—Mini Flannelboard Nativity Set

Gather the following: Mini Nativity Pattern, 9x12-inch manila envelopes (one per child), Velcro sticky dots (5 per child), white cardstock, flannel (8x11-inch piece per child), glue sticks, and markers.



Ahead of time, for each child, photocopy the Mini Nativity Pattern and cut out the pieces along the dotted lines. Put a Velcro sticky dot on the back of each figure and place the set in a manila folder. Cut the flannel into 8x11-inch rectangles and glue each one to the front of a manila envelope.

During class, kids color the figures from the Mini Nativity Pattern. Once they finish decorating, they can play with the figures on the mini flannelboards.

TEACHING TIE-IN

Look at these little people. Does anyone know who they are? *Take responses.* Right, it's baby Jesus, Mary, Joseph, and the shepherds. Baby Jesus was the most special baby ever born because he is God. He left heaven and was born as a baby! That's what we celebrate at Christmas. Let's make a set of people to help us remember what the Bible says about this most special birth.

Day 4

Session 1—Heart Art

Gather the following: white copy paper, washable paints and paintbrushes (or washable dot markers), and removable heart stickers, stencils, or vinyl decals.



Ahead of time, tarp the area.

During class, toddlers first put their heart stickers, stencils, or vinyl decals all over their papers. Then they paint their whole paper however they want. Then it's time to peel off the stickers and see the heart impressions left behind!

TEACHING TIE-IN

What shape is this? *Hold up a heart sticker.* Today, you're going to make some heart art. Hearts remind us of love, and love reminds us of God. Let's all say, "God loves me!" together. *Do so.*

Session 2—SMYLE! Cameras

Gather the following: corrugated cardboard (one 3x4-inch piece per child plus two circles—see below), scrapbook paper (one 1½ x 4-inch strip per child), black markers and glue sticks (one of each per child). You will also need 2 lids for tracing (approximately 1-inch and slightly larger) and an X-Acto knife (adult use only) to cut the cardboard.



Ahead of time, cut the corrugated cardboard into 3x4-inch rectangles. Trace the two lids onto cardboard and cut out a pair of circles for each child. Cut the scrapbook paper into 1½ x 4-inch strips with a paper cutter. Assemble the supplies into craft kits so each child has a cardboard rectangle and two circles of different sizes, a strip of scrapbook paper, a glue stick, and a black marker.

During class, kids glue the scrapbook paper across the cardboard rectangle, then attach the two cardboard circles in the middle. Glue the bigger circle down first, then the smaller one on top of it. Draw a black rectangle in the corner for the viewfinder.

Note: You can also cut out the viewfinder with the X-Acto knife for kids to peek through.

TEACHING TIE-IN

Have you ever had your picture taken? *Pause.* Did you smile? *Pause.* Let's take a picture now! Everyone, smile! Quickly take a picture. Today we're going to make a SMYLE! camera to remind us that it makes us smile to know God loves us and wants us to be his child.

Depending on the age of the kids, you may want to review the SMYLE! acronym: S=sin, MY=my sin, L=love, E=eternal life.

Day 5

Session 1—Sunny Sun Visor

For this craft, follow the directions for the Pre-Primary Day 5 main craft. Everything will be prepped and the toddlers will color it.



TEACHING TIE-IN

Look at this awesome hat we're going to make! On what part of your body do you wear a hat? *Take responses.* Right, your head! And who made your head? *Pause for responses.* God did! Who made your legs? *Pause.* God did! Who made your arms? *Pause.* God did! God wants us to use our bodies to take care of each other.

Session 2—Hope Hanger

Gather the following supplies: Hope Hanger Pattern, white or pastel-colored cardstock, and washable markers.

Ahead of time, photocopy the Hope Hanger Pattern onto cardstock (one per child) and cut out the hangers using a paper cutter for the straight cuts and scissors for the doorknob hole. Cut out either just the "X" or the entire circle.

During class, have the kids color the hangers with markers.



TEACHING TIE-IN

Sometimes people get sick, don't they? Do you know anybody who has been in the hospital or in a nursing home? *Take responses.* When people are sick, they need to know someone cares about them. Let's use our hands to make a door hanger for someone. It can cheer them up and remind them that we care! Read the text on the hanger.

Top Koala-ty Treats

Yum! Snacks are always a hit. But with this age group, it is especially important to find out from parents about food allergies. Toddlers may not be able to communicate this information. If you are choosing other snack options, be mindful of small foods that may be choking hazards (e.g., hot dogs, nuts, marshmallows, raisins or dried fruits, hard

or very chewy candies, chunks of cheese or fruit, and popcorn). Some “big kid” snacks are safe for toddlers. You may want to serve smaller portions of those.

Decide who will prepare the snacks—teachers or the snack team—and decide if you are serving one or two snacks per day. And of course, remember to pray before eating.

Thematic Snack Ideas

Day 1

Aussie Fairy Bread

Just three ingredients make up this favorite treat of Aussie kids: white bread, room-temperature butter (1 T. per bread slice), and colorful sprinkles (about 2 T. per bread slice). Remove the crusts from the bread and spread each slice with butter. Put the buttered bread in a container (to catch the stray sprinkles), then shake on a thick layer of sprinkles. Gently press the sprinkles. Cut each slice into triangles. Serve 1–2 pieces per child.



TEACHING TIE-IN

The kids in Australia like to eat this treat called Aussie Fairy Bread. It's a special treat we're excited to have all you special children try. While you're eating it, we hope you remember that each and every child is special to God!

Let's thank God for creating each person in this world, and then we'll eat our yummy Fairy Bread.

Note: For additional snack ideas, check the *Snack Guide*. The toddlers at the test churches had the Funky Monkey snack for their second snack today.

Day 2

Skeleton Pretzel Frame

Print the [Skeleton Pretzel Frame Pattern](#), one per child. Have children place stick pretzels (about 10–15 per child) and mini pretzels (2–3 per child) on the skeleton. Or you may want to cover pretzel sticks in white chocolate to resemble bones.



TEACHING TIE-IN

Touch your knuckles on your hands. Demonstrate where knuckles are. What do you think those hard things are under your skin? Take responses. Your bones! You have bones from your head to your feet. All your bones together are called your skeleton. Let's see if you can put the bones on your skeleton with pretzel sticks before we eat. Do so, then say:

Let's thank God for making our skeletons in our bodies, and then let's eat.

Note: The toddlers at the test churches enjoyed the Coral Cups this day for their second snack.

Day 3

Gingerbread Girls and Boys

Use your favorite gingerbread recipe and girl and boy cookie cutters (available online) to make gingerbread girls and boys. Ice the cookies as pictured. Let the kids add a couple decorations, such as candies and chocolate chips. (Use extra icing as needed for “glue.”)



TEACHING TIE-IN

Look at these cute gingerbread girls and boys! We're going to decorate them, but first, listen to this from God's special book, the Bible: Read the first part of Genesis 5:2. God is the one who makes boys and girls like you! And you are very loved and valued by him. Let's thank God for loving us, and then we'll decorate our cookies and eat!

Note: The toddlers at the test churches celebrated their birthdays with Celebration Cakes today.

Day 4

All Smiles

Use various pre-packaged items that are smiley-face foods or make your own smiley-face goodie. Store-bought possibilities include McCain Smiles Potatoes, Great Value Fruit Smiles, and Gerber Banana Cookies. DIY options include smiley-face sugar cookies, rice cakes with chocolate chip eyes and string licorice mouths, or round crackers with a spray cheese smiley face.



TEACHING TIE-IN

Can you give me a big smile? *Pause.* It's fun to smile. Do you smile when you see your mom? Your dog? Your friend? *Take responses.* The best thing that makes me smile is knowing that Jesus loves me and gave his life to save me.

Let's thank God for his love, and then we'll eat our smiley treats.

Note: The toddlers at the test churches munched on some round crackers with spray cheese smiles for their second snack.

Day 5

Cloudbursts

Gather a cloud-shaped cookie cutter (available online), watermelon, and blueberries. Cut the watermelon into thin slices, and use the cookie cutter to cut cloud shapes. Place on a paper plate and add several blueberries as "raindrops" coming down from the "cloud" of watermelon.



TEACHING TIE-IN

What does your watermelon look like? *Take responses.* Yes, a cloud. Our Bible account today teaches us that after Jesus came back to life, he went up to heaven and was hidden in a cloud. Wouldn't that have been amazing to see him leave the ground and go up to heaven? Now he lives in heaven, and someday all his children will live there with him, too. But for now, we have his work to do here on earth.

Let's thank God for giving us jobs to do here for him, and then we'll eat our cloudbursts.

Note: On the last day, the toddlers at the test churches gobbled down some Dingo Puppy Chow.

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 FOCUS

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

LESSON TIME

- Part 1: Destination Outback—Uluru
- Part 2: Genesis 1–2
- Part 3: Puppet Pal

SONG TIME

- Song 1: "Oh, Be Careful Little Ears"
- Song 2: "God Made Adam, God Made Eve"

MEMORY VERSE AND REVIEW TIME

- Part 1: Fair Dinkum Verses
- Part 2: Go and Do
- Part 3: 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 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.

Exploration Stations



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

Discovery Center: Let's Hear It for Ears!

MATERIALS

- ☐ Non-transparent plastic cups with lids or foil secured by rubber-bands
- ☐ Small items such as paper clips, jingle bells, beans, pebbles, crayons, keys, coins

PRE-PREP

Place a few pieces of the same type of item into two cups and cover them (e.g., two cups with paper clips). Repeat with other items. When finished, you should have five to eight sets of matching items (10–16 total cups).

DIRECTIONS

Shake each cup to find matching sets by how they sound.

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 a pump bottle with mostly water and just a tiny bit of soap or a pretend bottle)
- ☐ 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 and second-hand 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. 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, such as Fisher Price people
- ☐ One container of Barrel of Monkeys
- ☐ Small opaque plastic or foam 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 they say people didn't start as people but as apelike creatures, like these monkeys. Remember—God made apes as apes and people as 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. (See Decorating Decisions for specifics on the suggestions below.)

MATERIALS

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

Note: Put out only part of the doctor and waiting room supplies the first day and add in new items each day. 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 set up, including a small exam table (see Decorating Decisions for an illustration)

- ❑ Doctor's office supplies (e.g., play stethoscopes, bandages, 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 the baby dolls as 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 decorations (e.g., a Christmas tree, red and green garland, and other seasonal decorations)
- ❑ Markers or crayons
- ❑ Optional: red or green basket or bucket for marker and crayon storage
- ❑ Optional: glue sticks, stickers, and additional supplies to glue on

PRE-PREP

Make or gather the decorating supplies and set them up. (See Decorating Decisions for more information.) This 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 sheet if desired, such as cotton balls for "clouds" or blue cellophane pieces for "sky."

DIRECTIONS

Color the sheet. Glue or stick on additional items, 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 cut out a pattern of a whole body, one per child. Figure out where various parts go on the pattern. For instance, place a construction paper heart on the left, crumpled up tissue paper for the tummy, yarn for the intestines, etc. (This could also be done in miniature with an 8.5x11-inch body pattern and smaller versions of body parts to glue on or use stickers.) Emphasize how amazing our Creator God is to have perfectly designed each part.

You may want to buy a 3D organ apron (a favorite at one test church), a squishy human body, or My Body posters—all available online—for fun visuals.

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.

Flannelboard Fun—Provide a flannelboard with people and items from each day's Bible lesson, along with animals and items from Australia. Or use your flannelboard to emphasize different people and how special each one is.

A to Z Australia—Have magnetic ABC letters attached to a cookie sheet. Teachers name an animal 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 different people. Emphasize that God made each person special and unique. In addition, use simple children's puzzles that show different parts of our bodies.

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

Play Dough—Play dough is always a favorite, so you may want to feature a station with it all week. Add 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. (Monitor carefully.) You may also want to make scented play dough. Make sure to monitor it carefully with the toddlers.

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: essential oils
4 t. cream of tartar	

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

NOTE: The approximate time each section will take is listed below. Depending on your schedule, go slower if necessary or speed up by skipping something.

Lesson Time

Part 1: Destination Outback—Uluru (5 minutes)

Pre-prep: Put up the Australia backdrop and any other decorations. (See Decorating Decisions for details.) Gather your Aussie tour guide costumes, which you'll wear all week. This can be a *Zoomerang* T-shirt and hat or add an Aussie vest or "sunnies" (sunglasses). 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 dark piece of paper. Cut out and laminate the **"YOU ARE HERE!" ARROW** and have it handy to put on the map when noted. Put the Bible nearby.

TG1: It's time for our Land Down Under Lesson now, little mates. 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.

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: Uluru is a gigantic rock—the biggest single rock in the world! It's in the outback. And look at the animals in the outback! Show pictures on the **DAY 1 DESTINATION POSTER**.

TG2: Show the **DAY 1 ANIMAL PAL POSTER**. Jumpin' Jack lives in the outback, and he's hopping by to remind us that God is the maker of all people. People aren't like rocks or animals. We're a special creation of God's! Let's hear more about that from our special book, the Bible. 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.

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

TG2: Awesome! Let's begin!

Part 2: 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, right here. Show where Genesis is. 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 in six days. Let's stand and bounce and count to six. Do so.

TG2: During those six days, God made light, the sky (let's wave our hands in the sky), the sea (let's make waves), the dry land, the plants (let's grow like a plant), the sun (let's make a big sun), the moon, and the stars. He also made the fish (be a fish!), the birds (be a bird!), and the animals (be an animal). 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 food 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 he could have relationships (friendships) with us.

- ☐ 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 inches



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



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. Bring out the container of dirt. Feel this ground. Imagine this becoming a person! Do so, then use the wet wipes to clean off hands.

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 each child and have them sit up.

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 that it wasn’t good for him to be alone. God would make a good helper for Adam.

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 at this time.

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 2:18–25). Her 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. Then God said his creation was very good (Genesis 1:28–31).

Part 3: Puppet Pal (3 minutes)

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

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.

Decide who will be the puppet and allow time to get in place. 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.

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, Sydney. Yes, I did. I just finished telling the mates 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 that 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.

Teacher: Hold up poster. 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. When you see those drawings or hear people saying that, just remember it's not true. God's Word is true, and it tells us exactly how people came to be. Use the dry erase marker to draw an X over the poster. Erase after each class.

Puppet: God himself made them from the dust of the ground and breathed life into them, 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.



- ☐ "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 Time

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.)

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.)

- ☐ 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

Memory Verse and Review Time

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 maker of that item (which isn’t alive). How is God’s making of you so much greater than what you made out of play dough?
 - Talk to God (that’s prayer!) and tell him what an amazing Creator (Maker) 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?



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.

Part 3: Wrap-Up Review—Happy Face, Sad Face


Pre-prep: Make the happy and sad faces 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 the 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.

☐ Construction paper happy face and sad face

☐ Tape

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