



LAND DOWN UNDER LESSONS

# TEEN / ADULT



TEACHER GUIDE



# TEEN/ADULT Course Overview

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Title</b>	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
<b>Area of Australia</b>	Outback Life at Uluru	Great Barrier Reef Life	Coastal Life	Forest Life	Outback Life at Coober Pedy
<b>Land Down Under Lesson Focus</b>	The Creator of the universe created <i>you!</i> You didn't evolve from an apelike creature.	<i>You</i> are fearfully and wonderfully made, with a body full of awe-inspiring design features.	God values <i>you</i> greatly! Each and every person—young, old, healthy, sick—is a priceless treasure.	God loves <i>you!</i> He loves you so much he sent his only Son to die for you.	<i>You</i> are created on purpose for a purpose.
<b>Bible Passages</b>	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
<b>Fair Dinkum Verses</b>	So God created man in his own image, in the image of God he created him; male and female he created them. Genesis 1:27	I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well. Psalm 139:14	And as you wish that others would do to you, do so to them. Luke 6:31	Jesus said to her, "I am the resurrection and the life. Whoever believes in me, though he die, yet shall he live." John 11:25	For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. Ephesians 2:10
<b>Apologetics Focus</b>	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)
<b>Animal Pals</b>	Jumpin' Jack the Kangaroo	Shimmer the Coral	Bill the Platypus	Paula the Koala	Ringo the Dingo
<b>Turtle-y Terrific Science</b>	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
<b>Turtle-y Terrific Crafts</b>	Rockin' Dot Art Hop-a-Shot	Crocs and Kangaroos Fitness Game Manta Ray Bookmark	Life Is Precious Photo Frame Playful Platypus	Southern Cross Ornament Koala Pen	Straya Sun Pillow Clay Echidna
<b>Hoppin' Good Games</b>	Jumpin' for Jesus Aussie Rules	PS139 Obstacle Course Reef Thief	King of the Court Let Me Help You	SMYLE! Kickball Animal Pal Dash	Teamwork Towers Dingo Fence
<b>Top Koala-ty Treats</b>	Outback Hat Funky Monkey	Coral Cup Thumbprint Cookie	Celebration Cake Baby in a Blanket	SMYLE! Pizza Koala-fied Cookie	Dingo Puppy Chow Boomerang Bread
<b>Cool Contests</b>	"Lollies" Guessing Game	Team Cheers	Dress-Up Day	"Beaut" of a Bible Challenge	Mission Money Mania

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### Teen/Adult Guide

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# Handy Helps

## Welcome to “Aus-some” Australia!

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

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

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

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

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

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

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

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

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

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

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

**Turtle-y Terrific Science and Crafts**—the science, craft, music, mission, and memory verse spot. This location features a wide array of activities to choose from: engaging science experiments to explore, appealing crafts to invent, rockin' songs to sing, fun memory verse games to play, or mission time to explore (for those who want to spend more time than is given during the assembly).

After finishing the day's rotations, everyone heads back to the **Aussie Assembly** for the closing that includes more singing, a creature feature, contest results, and the greatly anticipated daily drama, which is a highlight of the mates' day. The drama features an Aussie game show called *Zoomerang*. Before the game show goes on the air each day, the mates 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 mates being called from the audience to be contestants.

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

### Our Goal

We are so thankful for how God has chosen to use the Answers VBS programs over the past years! But why did we decide to embark on such an undertaking in the first place, and why are we still at it, by God's grace?

Our primary goal has always been to bring God glory by boldly and unashamedly proclaiming him to a strategic group—young people! From both a biblical and statistical point of view, young people are a big deal. They're not only awesome—we love 'em!—but they're also dearly cherished by our Lord and tend to be soft-hearted toward spiritual things. Researchers generally agree most people become Christians when they're children, so it's apparent this age group is a huge mission field!

Children are loved by their Creator. Jesus said to let them come to him (Luke 18:16). We want children to come to Christ and not be hindered in any way from doing so. To that end, we combine a biblically rich VBS with off-the-chart, irresistible fun. In a day and age when content sometimes suffers, it's critically important to us not to sacrifice rich teaching. But it's

also crucial that the most exciting book in the world not come across as boring or irrelevant. We want to reflect our creative, inspiring, joy-giving God who made laughter and fun.

So why do we do it? We want kids around the world to hear about and personally meet our awesome God and understand how they can receive eternal life through repentance and faith in Christ Jesus. We believe VBS is a great

way to introduce them to God, as it is one of the biggest outreaches of the year for most churches.

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

## Your Role

Your role as the teacher is outlined in the following pages. This is **your** guide. Read it carefully and prayerfully, using our suggestions combined with the ideas the Holy Spirit brings to your mind.

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

The best fit for this job is someone who enjoys teaching teens and adults and does the following:

- Plans and prepares the daily lessons for VBS.
- Enthusiastically engages in delivery of the lessons during VBS week.
- Prays over all aspects of this job.

## Frequently Asked Questions

The content of *Zoomerang* may be new to you. For a list of helpful articles on the topics covered in this VBS program, please visit [AnswersVBS.com/zrfaq](http://AnswersVBS.com/zrfaq).

## Terms to Know

Throughout the VBS curriculum, various terms will be used. Here's a list of some of the most common terms to know.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Tips for Teachers

1. Pray and study God's Word. This is your most important preparation. "We will devote ourselves to prayer and to the ministry of the word" (Acts 6:4).
2. God has entrusted you with the awesome privilege of opening his Word and sharing it daily with the students. Walk worthy!
3. Read through all your lesson plans in advance. Begin to pray and plan now, and continue to pray during and after VBS.
4. In this guide:
  - » Materials for each activity are listed next to the activity.
  - » The "teacher says" portion is bolded.
5. It's helpful to get all the supplies ready in a box or bag ahead of time rather than gathering them day-by-day the week of VBS.
6. Attend the Gospel Workshop. Be prepared to share the good news of salvation!
7. Call the students by name. Name tags help with this.
8. Make sure to keep eye contact as you share the lessons, helping each student sense your warmth and caring.
9. Students 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.
10. Use your Bible throughout the lessons at the appropriate times. Show through your facial expressions and your actions the importance of the Scriptures.
11. Show love. All students, regardless of age or appearance, need to be loved. Greet them warmly each day, and always be ready with smiles, encouraging words, and a handshake.
12. Be all there. Try to leave behind whatever is currently going on in your life and focus your attention on the students under your care.
13. Notice the good. Students want attention and will sometimes resort to acting up in an effort to receive attention, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
14. Students generally rise to the level expected of them, so challenge them to work on memory verses.
15. Have fun! Teaching should be a joy for you. "Rejoice always, pray without ceasing, give thanks in all circumstances" (1 Thessalonians 5:16-18).

## Land Down Under Lessons

Students will be learning a lot from God's Word when they're at the Bible Lesson Time. You can download the videos and any visuals mentioned in this guide from [AnswersVBS.com/ZRTAG](http://AnswersVBS.com/ZRTAG).

This session is approximately 100 minutes long, depending on what you choose to include, and is divided into these sections:

**Introduce It!** (5 minutes): Each day, the students will be greeted with something interesting that captures their attention and begins the teaching of the day's lesson.

**Teach It!** (30-35 minutes): The Bible teaching and apologetics content is presented during this time by a teacher.

**Apply It!** (60 or more minutes): This is the practical application time and includes a small group time and a video with discussion.

**Remember It!** (5 minutes): This is the memory verse review time.

**Fill It!** (15 minutes): Choose from the following to fill your time—snack (15 minutes), game (15 minutes), experiment (15 minutes).

## Memory Verse Songs

We have partnered with Seeds Family Worship (contemporary, ESV) and Majesty Music (traditional, KJV) to create songs for each of the memory verses. They feature the full verses. Singing Scripture is an excellent way for students to learn their Bible verses easily. You can use the songs (either video or audio) during the memory verse time in each lesson. The Music Resource USB, which contains audio

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

DAY 1



# The Beginning of Life

MADE IN GOD'S IMAGE

## BIBLE PASSAGE

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

## APOLOGETICS FOCUS

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

## FAIR DINKUM VERSE

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

## LESSON FOCUS

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

## Today's Lesson at a Glance

### INTRODUCE IT!

Sanctity of Life

### TEACH IT!

Part 1: Made in God's Image

Part 2: Missing Links

### APPLY IT!

Part 1: Small Group Discussion

Part 2: *Three Ways to Make an Ape-man*  
(Download video from [AnswersVBS.com/ZRTAG](http://AnswersVBS.com/ZRTAG))

## Preparing for the Lesson

Watch *Three Ways to Make an Ape-man* by Dr. David Menton.

Read Genesis 1–2 to prepare for teaching about the creation of man.

Read this lesson several times and prepare the materials.

Visit [AnswersVBS.com/zrfaq](http://AnswersVBS.com/zrfaq) for more information on ape-men.

Pray.

# Devotion 1

## The Beginning of Life

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

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

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

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

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

Yet we have the truth about life in our hands. The Creator of all life has given us the true account of how things came to be in his book, the Bible. When we teach our children, as the Bible commands us to, the truth about where they came from and where they're going, there are no "missing links." We need to be vigilantly watching what the world teaches

so that we're prepared to tear down every false argument that sets itself against the knowledge of God (2 Corinthians 10:4-5) and build up a biblical worldview in those the Lord has entrusted to our care. Let's diligently impart the truth to our children and grandchildren.

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

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

Proverbs 2:1-11



# Introduce It!

Welcome to the Land Down Under! Does anyone know what location we are talking about? **Australia!** What comes to your mind when you hear about Australia? *Allow answers. Lead the discussion to boomerangs.* The Australian Aboriginal people designed the boomerang so that when it is thrown correctly, it returns to the sender.

Like a boomerang, we are returning to the value of life this week. Our culture has gotten away from valuing human life, hasn't it? We will explore the truth of how human life began, the value of human life, and the purpose of human life. Who has a Bible? Please read Genesis 1:26–28. *Allow a volunteer to read.* According to the Bible, people are created in the image of God. It can be overwhelming when you realize you are an image bearer of the Creator of the universe. This truth changes the way we view ourselves and those around us. This is why it is an important topic to dive into this week.

So make sure you bring your Bible every day because that is the key to understanding the sanctity of human life. The Bible was written over a period of about 1,600 years by over 40 different men who wrote under the inspiration of the Holy Spirit. Because the Bible comes from God, we accept what it teaches because God never lies. As the Word of the only one who has been around forever, the Bible provides the truth about the origin of life, the value of human life, and the purpose of human life.

When you hear the phrase “sanctity of life,” what issues in society do you think of? *Discuss the meaning of the phrase “sanctity of life”—the sacredness of life. Answers may include race, abortion, euthanasia, or genetic testing.*

There are many viewpoints on when life begins, who is entitled to life, and when life should end. There are many governments, scientists, and authorities who want to give you these answers, but there is only one true source for these answers—God's Word. The Bible is the inerrant, written word of God. It is the only book that can be trusted from the very first verse, cover to cover. Because God is the author of life, his Word, the Bible, is our ultimate authority on any questions related to the sanctity of life.

Today we will take a look at the Aboriginal people. They were the first inhabitants of Australia. They settled there some time after their ancestors left the tower of Babel about 4,200 years ago. But when European explorers encountered the Aboriginal people in the 1800s, they treated them in a derogatory manner, marginalized them, and considered them not even fully human but related to the ape kind. This also occurred as molecules-to-man evolutionary theories took a stronghold in science academia with the publication of *On the Origin of Species* by Charles Darwin in 1859. Newspaper articles published in Australia during this time period reflect this ideology. This is what one said:

Brutish, faithless, vicious, the animal being given fullest loose only approached by his next of kin the monkey . . . the Australian black may have a soul but, if he has, then the horse and the dog, infinitely superior in every way to the black human, cannot be denied possession of that vital spark of heavenly flame.<sup>1</sup>

It is distressing to see how some humans, who are made in the image of God, have viewed other cultures and people groups, who are also made in the image of God. So, let's explore the truth of how human life began, and as Christians, how we should view other people groups.

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1. Western Australian Advocate, February 1906. See also The Golden West, 1906, p. 6 in Harris, J. 2013, One Blood (electronic resource): Two hundred years of Aboriginal encounter with Christianity, Concilia LTD, Brentford Square, p. 28. Retrieved from [australianstogether.org.au/discover/australian-history/early-settlers](http://australianstogether.org.au/discover/australian-history/early-settlers).

# Teach It!

## Part 1: Made in God's Image

To explore this topic, we will break into small groups of 3–4 people. Begin by reading these Scripture passages in order, and then discuss the answers to these questions. Write questions 1 through 7 on a whiteboard. Give students paper and pencils to jot down their answers. When the groups are finished, have a large group discussion on the key points below.

1. Genesis 1:26

2. Genesis 2:27

3. Genesis 2:15–23

You will answer the following questions together in your small group, and then we will discuss the answers as a large group.

1. **Q. The Bible says, “Let US make man in our image.” Who is US?**

A. God the Father, God the Son, *and* God the Holy Spirit. (Let *us* make man in *our* image, after *our* likeness.) This is the Trinity—one God, three persons.

2. **Q. Where did this account take place?**

A. In the garden of Eden (Genesis 2:15). Note: We don't know the location of the garden of Eden today because it was destroyed in the worldwide flood of Noah's day (Genesis 6–9).

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

A. He was to work and keep the garden. This included naming all the animals and taking care of the garden (Genesis 2:15, 19).

This would take intelligence. As the first man, he didn't start out like a brute who couldn't talk, like evolutionists say. He was fully functional and highly intelligent from the very beginning. He communicated with God and had an important job.

Also, from studying the Bible, we learn this happened just thousands of years ago (approximately 6,000 years ago) rather than millions, as the evolutionists claim.

4. **Q. Which tree did God command Adam not to eat from: the tree of life, the tree of the knowledge of good and evil, or the tree of abundance?**

A. Tree of the knowledge of good and evil (Genesis 2:17).

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

A. Eve

6. **Q. How are we different from the animals?**

A. Answers will vary, but make the point that we're created in God's image and have dominion (authority) over the animals. That means we are in charge of them. People have been given the job of taking care of the animals. We're not just another animal. We are set apart (sacred). Have you ever seen an animal taking care of a person? Animals can't talk in full sentences like we do, and they don't use the Bible to direct their conduct. Humans can have a personal relationship with their Creator through Jesus Christ their Savior.

7. **Q. What are some aspects of being made in God's image?**

A. Answers will vary but take time to discuss all or some of the following:

- God is all good things to a perfect degree. Each person, made in his image, can reflect those good things to a far lesser degree, in different ways, and in varying abilities.
- God is love. We're able to love.
- God cares for us. We're able to care for others.
- God relates to us. We're able to relate to others.
- God is creative. We are creative.
- God communicates with us. We're able to talk and communicate.

- Whiteboard and marker
- Paper and writing utensil, 1 per person or group
- In God's Image slide

- God made and enjoys beautiful things. We're able to enjoy beautiful things.
- God understands and knows all things. We're able to think and know things, way beyond what animals are able to think and know!
- God has authority over *all*. We have authority over the animals and plants.
- God is eternal. We're able to have eternal life.

Show **IN GOD'S IMAGE SLIDE**. Now let's think about animals. What are some ways that we are different from animals?

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

We are unique in all of God's creation. People and animals are very different. People are made in God's image. No other creature is. And because you're made in God's image, you have value and dignity—and so does every other person. That value does not come from what you do (your abilities) or what you look like or what you contribute to society. Your value is given to you by God as his image bearer.

## Part 2: Missing Links

Show **MONKEY TO MAN SLIDE**. There are many ideas on how human life began, but only one is correct. People who don't accept the biblical view that we just discussed instead suggest the idea of molecules-to-man evolution. Another funny way to say it is "goo to you by way of the zoo." This supposedly happens over millions of years. This idea ardently states that man did not begin as man but evolved to the current state through survival of the fittest, natural selection, and evolutionary processes from a more primitive life form. To substantiate this idea, secular scientists have been searching for the missing link, or transitional form, for over two hundred years. But has a transitional form ever been found? Charles Darwin recognized that the discovery of a transitional form was key to supporting his ideas in his publication the *Origin of Species* (1859):

Why then is not every geological formation and every stratum full of such intermediate links? Geology assuredly does not reveal any such finely graduated organic chain; and this, perhaps, is the most obvious and gravest objection which can be urged against my theory.<sup>2</sup>

- Monkey to Man slide
- Ramapithecus slide
- Lucy slide
- Neanderthal slide
- Nebraska Man slide
- Aboriginal Person slide

2. Charles Darwin (1859), *On The Origin of Species*, p. 280.

Show **MONKEY TO MAN X SLIDE**. The truth is there has never been an actual documented transitional form discovered. There are fossils that are considered transitional by secular scientists, but even amongst themselves there is doubt, uncertainty, and contention about the authenticity and identity of these examples. Every suggested transitional example has been shown to be either an extinct representative of an animal kind we see today, a variation of an animal we see today, or a fraud or hoax. There is no evidence of transitional, evolutionary processes. This includes the theorized ape-to-human transitional forms. We will take a close look at several ape-to-human transitional forms proposed by scientists and examine the truth behind these allegations.

## Ramapithecus

Show **RAMAPITHECUS SLIDE**. *Ramapithecus* is the first possible “missing link” or transitional form we’re going to talk about. Here’s the info about *Ramapithecus*:

- Where it was found: India in the 1930s
- What was found: A few teeth and a jawbone about two inches long
- What was said about it: *Ramapithecus* was the first ape to walk standing up on two legs. He was thought to be a missing link that helped prove that human evolution was true.
- The real truth: Scientists later found the whole jaw of *Ramapithecus* and proved it was just an ape after all. The jaw matched up perfectly with apes still alive. And yet we still see pictures today of *Ramapithecus* walking upright, even though it’s a well-known fact that it was just an ape.

## Lucy

Show **LUCY SLIDE**. The next possible “missing link” is named Lucy.

- Where it was found: Ethiopia in 1974 by Donald Johanson and Tom Gray
- What was found: Only 47 of the 207 bones with most of the hands, feet, and skull missing
- What was said about it: Lucy (named after a Beatles’ song) could walk upright and was pictured with a hairy body and human hands and feet. She was another supposed “missing link.”
- The real story: All the bones found of Lucy were very obviously bones from an ape. However, the scientist who found Lucy falsely said her knee bone showed she walked standing up, like men. When the bones were measured, they showed she did not walk upright but walked more like a chimp or an orangutan—an ape. Johanson himself admitted that Lucy’s jawbone resembled a primate. He said, “Her jaw was the wrong shape . . . I interpreted other things in her dentition [teeth] as primitive also, as pointing away from the human condition and back in the direction of apes . . . The larger jaws had some of those same primitive features.”<sup>3</sup>
- Additional bones were discovered in the same area as Lucy after 1974 and have been attributed to the same species. These discoveries clearly show that Lucy is an extinct primate.

## Java Man

Next comes Java Man.

- Where it was found: Java Island (Indonesia) in 1891 by Eugene Dubois
- What was found: The top of a skull and a leg bone

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3. F. Sherwin, (2017). Lucy Languishes as a Human-Ape Link. ICR. [icr.org/article/lucy-languishes-human-ape-link](http://icr.org/article/lucy-languishes-human-ape-link).

- What was said about it: Scientists first said he was an ape-man. (The term “Java Man” actually means “ape-man.”) At first, he seemed more on the ape side than the man side. Then they changed their minds and decided he was more man than ape. Dubois stated in 1892, “The Javanese *Anthropopithecus*, which in its skull is more human than any other known anthropoid ape, already had an upright, erect posture, which has always been considered to be the exclusive privilege of humans.”<sup>4</sup>
- The real truth: The bones were found over fifty feet apart in gravel and most likely were not even from the same animal or person. Dubois didn’t tell anyone for over thirty years that he also found regular human skulls in the same gravel. This showed that people were already alive at this time, so Java Man is not a missing link ape-man.

### Neanderthal (knee-ANDER-thall)

Show **NEANDERTHAL SLIDE**. Another famous possible “missing link” is called Neanderthal man.

- Where it was found: In a cave in the Neander valley in Germany beginning in 1856
- What was found: Skulls, shoulder bones, hip bones
- What was said about it: This was labeled as a man—an early, apelike man who was stooped over, hairy, primitive, and swinging a club.
- The real truth: Neanderthals were people who lived in caves. They were our relatives (just as all humans are our relatives). They probably moved into Europe some time after the people separated at tower of Babel about 4,200 years ago. We know that some may have had rickets or arthritis, and so some were a bit stooped over in posture because of those conditions. It makes sense that they would get those diseases after living in cold, damp caves with little sunlight and a poor diet. Just because they lived in caves doesn’t make them ape-men. People today in various areas of the world, including Australia, live in caves. People have lived in caves throughout time because this is a reasonable shelter at times. In fact, we have found evidence that the Neanderthals were really quite intelligent. They buried their loved ones and had elaborate funerals. They had many tools and worked with skins and leather. They played instruments (a flute was recently found). They wore jewelry.

### Piltdown Man

Show **PILTDOWN SLIDE**. Another supposed “missing link” is Piltdown Man.

- Where it was found: Near the town of Piltdown, England, between 1908 and 1912
- What was found: A human-looking skull, an ape-looking jawbone, and a set of teeth. These artifacts were supposedly uncovered over several years.
- What was said about it: At the time, this was supposedly the oldest man ever found.
- The real truth: Piltdown Man was a complete fraud. The jawbone was from an orangutan (ape), but chemicals had been used on it to make it look old. The skull was from a human, and the teeth had been filed down to fit with the orangutan jawbone.
- The search for the “missing link” was fueled by Charles Darwin’s *Origin of Species*.

“According to Peter Hancock, author of ‘Hoax Springs Eternal: The Psychology of Cognitive Deception,’ the Piltdown Man hoax really begins with the 1859 publication of Charles Darwin’s *On the Origin of Species*. If Darwin’s theory of evolution by natural selection was true, people thought, there should be fossils that clearly connected apes to modern humans. This connecting fossil came to be called the missing link. The search for it became a race that overtook the 19<sup>th</sup> century archaeological community.”<sup>5</sup>

4. [todayinsci.com/D/Dubois\\_Eugene/DuboisEugene-Quotations.htm](http://todayinsci.com/D/Dubois_Eugene/DuboisEugene-Quotations.htm).

5. J. Szalay, 2016, Piltdown Man: Infamous Fake Fossil. Retrieved from [livescience.com/56327-piltdown-man-hoax.html](http://livescience.com/56327-piltdown-man-hoax.html).

## Nebraska Man

Show **NEBRASKA MAN SLIDE**. We also have one called Nebraska Man.

- Where it was found: In Nebraska in 1922
- What was found: A tooth
- What was said about it: The tooth found for Nebraska Man was used as proof for human evolution. He was drawn as a hairy ape-man.
- The real truth: It was later discovered that the tooth was from a rare pig! It was not a man or an ape, yet the artist drew Nebraska Man, his family, and his cave all from one pig tooth fossil.

## Aboriginal People

Show **ABORIGINAL PERSON SLIDE**. Aboriginal people are the last supposed “missing link” we’re going to talk about.

- Where are they located: Indigenous to Australia between 2,000–3,000 years ago
- Possible first encounter with Europeans more than 1,000 years ago, first documented European encounter was by Captain Cook around 1770
- What was said about them: Considered the “missing link” in the 19<sup>th</sup> century and were hunted for their scientific value. They were marginalized, oppressed, and massacred. Here is an account from Bishop Polding in 1845:

“I have myself heard a man . . . maintain that there was no more harm in shooting a native, than in shooting a wild dog. I have heard it maintained by others that it is the course of Providence, that blacks should disappear before the white, and the sooner the process was carried out the better, for all parties. I fear such opinions prevail to a great extent. Very recently in the presence of two clergymen, a man of education narrated, as a good thing, that he had been one of a party who had pursued the blacks, and that he was sure that they shot upwards of a hundred. When expostulated with, he maintained that there was nothing wrong in it, that it was preposterous to suppose they had souls.”<sup>6</sup>

- The real truth: Originally, there were hundreds of different tribes with varying language and customs. Multiple historical artifacts reveal their knowledge of the global flood and the tower of Babel. They are descendants of Noah and ultimately Adam and Eve. Recent discoveries (estimated to be thousands of years old) have shown exquisite rock paintings, high levels of cultural achievement, oral history, and technology that was comparable to other indigenous people groups all over the world during the same time period. They are fully human, made in the image of God.

The truth of the matter is they have yet to find any true ape-men, and they never will find true fossil evidence for a missing link between apes and men because there is no such thing. You’ll continue to hear reports of new fossil finds, but remember that these finds always have an untold story behind them and are really either *apes* or *men*.

## Apply It!

There are several main ideas I want you to walk away from this lesson with. First, all humans are made in the image of God and are descendants of Adam and Eve. Second, God has revealed these truths to us in his perfect, holy Word. We must let Scripture form our understanding of human origin. Third, there are no transitional forms supporting evolutionary ideas, and there never will be.

Use the following discussion questions in small groups or as a class to review the lesson and determine how the truths apply to our lives today.

6. Aboriginal Heritage Office. Retrieved from [aboriginalheritage.org/history/history](http://aboriginalheritage.org/history/history).

Many people groups have been marginalized throughout our history and continue to be victimized today. What are some other people groups who have experienced oppression, and how as Christians should we respond? Discuss answers while drawing attention back to God's Word. We are all humans made in his image as described in Genesis 1. Christians should respond with the fruit of the Spirit of God: love, joy, peace, patience, gentleness, meekness, compassion. All humans have 99% of our DNA in common because we are one human kind.

Secular scientists continually claim that they have uncovered the "truth" behind our "evolutionary" past. The few claimed examples of transitional species we discussed are not the last to be propagated as our early ancestors. As Christians trying to discern fact from fiction, what should we look for in scientific publications, social media, and broadcasts? Discuss answers. Do the published "results" align with what is revealed in God's Word? What is the worldview of the scientist or organization publishing the research? Did they manipulate data or artifacts to reach their conclusions? Are there other ways to understand the results? Should we wait to see if additional results are forthcoming and change the original conclusions?

The dominating worldview in a society will affect how that society views the value of life. If a society or culture supports molecules-to-man evolutionary ideas, then their belief system is based on man-made ideas and people determine right and wrong on their own, apart from the ultimate standard of goodness found in God and his Word. In this system of belief:

- It is okay to marginalize people who are not as "evolved" as we are.
- It is okay to allow the weak to die off.
- It is okay to murder unborn children for any reason (abortion).
- It is okay to alter my genetic gender to suit my desires.
- It is okay to eliminate someone when society deems they are no longer contributing to the collective (eugenics or euthanasia).

How does a Christian's view of the value of life differ? Discuss answers while focusing on the Scripture covered in this lesson. Discuss worldview and how it determines the starting point for all the issues above. Image bearers of the Creator God have immense value. God loves us so much that he sent his son, Jesus, to pay the punishment for sin through his death. He rose from the grave on the third day and offers eternal life to all who repent of their sin and believe in Jesus. This is a message we need to share with others, and it is so important to read and study God's Word to equip yourself with the truth to defend the faith. (A good reference here is Matthew 19:4-5.) The better you understand biblical Christianity, the more prepared you will be to engage others in conversation related to these topics. Consider giving your personal testimony regarding your Bible study time.

- Media player
- [Three Ways to Make an Ape-man video](#)

## Watch It!

### **Three Ways to Make an Ape-man** (Dr. David Menton, 55 minutes)

The Bible clearly teaches that we are made in the image of God. Image bearers of the Creator have immense value and worth. God has us here for a purpose. We are not highly evolved animals but created quite differently. Because of this, we know that primates are anatomically distinctly different from humans. There are anatomical differences that you can quickly identify in both humans and primates if you know what to look for. To better understand these differences, we will watch the video *Three Ways to Make an Ape-man* by Dr. David Menton.

It would be good idea to have pictures of the skulls for these questions.

1. According to evolutionists (Julian Huxley), there is no need for the "supernatural." What is the totality of everything that has supposedly evolved over the last seven billion years? Everything! Animals, plants, humans, mind, soul, brain, body, and religion.

- According to evolutionary ideas, how long ago did the modern humans and the apes diverge on the evolutionary time line? 6 million years ago. How many years ago did modern *Homo sapiens* emerge? 200,000 years. How is this in contradiction to God's Word? Based on the lineage provided in the Bible, the earth is about 6,000 years old. God made humans in his image on the same day (day 6 of creation week) that he made the primates according to their kind.
- According to evolutionary ideas, how many human species do we have? One. Does this line up with what the Bible teaches? Yes, see Genesis 1:26–28.
- What are five differences between an ape and human that were discussed in the video?

APE	HUMAN
Nasal bones are flat	Nasal bones protrude
Sloped face	Vertical face
Flat forehead	Curved forehead
Orbit of the eye concealed	Orbit of eye visible
Small cranial capacity	Large cranial capacity

- Is *A. sediba* human or ape? Ape. Why? Nasal bones, slope of the face, visibility of the orbits, cranial capacity.
- Is *A. ramidus* human or ape? Ape. Why? Slope of face, visibility of the orbits, cranial capacity.
- Is “Nutcracker Man” (*Paranthropus boisei*) a human or ape? Ape. Why? Slope of face, visibility of the orbits, cranial capacity.
- Is Cro-Magnon a human or ape? Human. Why? Nasal bones, vertical face, curved forehead, orbit eye visible, large cranial capacity.
- What are the three ways to make an “ape-man”? What is one example? Combine parts and declare them to be one specimen, downscale humans, upscale apes.

COMBINE HUMAN AND APE BODY PARTS	DOWNSCALE HUMANS	UPSCALE APES
Pitldown Man	Neanderthal	Australopithecus “Southern Ape” or Lucy

- What is the key anatomical feature that is always shown in secular museum ape-men that is not present in any primate species? The sclera, white portion of the eyes. Why do secular museums, drawings, and representations of ape-men always include this feature? To make them look more human.

## Remember It!

As time allows, review the memory verse by playing the song from the Music USB. Or play a game such as the following. Use your arm as a volume indicator. Hold your arm out to your side and lower it for “soft” and raise it high for “loud” with variations on the loudness throughout. Students say the verse based on the volume you indicate with your arm. Change the volume before the students say the verse or as they’re saying it. Choose one or two students to also control the volume while the others say the verse.

## Fill It!

Choose from the following activities to fill your remaining class time.

## Game

Check the game guide for suggestions. Choose one appropriate to your situation.



## **Snack**

Instead of coffee and doughnuts, serve snacks that also teach an important point. Check the snack guide for more information on today's suggested snacks.

## **Experiment**

The experiments given in the science and crafts guide are geared toward children. However, if your teens or adults would like to participate, see the science and crafts guide for more information.