

Tree-mendous



# SCIENCE & CRAFTS



**LEADER GUIDE**

# COURSE OVERVIEW

## Theme Verse: 1 Timothy 1:17

	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
	Creation	Corruption and Catastrophe	Confusion	Christ and the Cross	Consummation
<b>Title</b>	<b>All Is Good</b>	<b>All Sin</b>	<b>All in Confusion</b>	Savior for <b>All</b> Who Believe	<b>All Is Good Again</b>
<b>Bible Passages</b>	Genesis 1	Genesis 3, Genesis 6–9	Genesis 11	Various Scriptures	Revelation 21–22
<b>Lesson Focus</b>	We cruise to our first C of history— <b>Creation</b> —and head back to the beginning of the universe.	Next come <b>Corruption</b> and <b>Catastrophe</b> as sin enters the world and affects everyone.	The fourth C— <b>Confusion</b> —checks out the world-altering events that began at the tower of Babel.	<b>Christ</b> and the <b>Cross</b> are the next stops. The gospel is shared today.	The last C— <b>Consummation</b> —shows that God wins and all goes back to very good again.
<b>Apologetics Content</b>	Examining how it all began—man’s ideas or God’s Word?	Examining the reality of a global flood	Examining where the people groups came from	Examining the need for a Savior	Examining how it turns out in the end
<b>Memory Verses</b>	Genesis 1:1	Psalms 14:3	Genesis 11:9	John 1:12	Revelation 21:4
<b>Colors</b>	Green	Dark and Blue	Gray	White and Red	Yellow
<b>Animal Pals</b>	Eden the Green Parrot	Tox the Blue Poison Dart Frog	Scatter the Silverback Gorilla	Rose the Pink River Dolphin	Bliss the Bird-Wing Butterfly
<b>Tree-mendous Crafts</b>	Face Planter My Bug Jar	Straw Serpent Rainy Day Rain Gauge	Tricky Triangle Game Toothpick Tower	Christmas Ornament Easter Diorama	7 C’s Bracelet or Necklace Beautiful Butterfly
<b>Tree-mendous Science</b>	Order and Disorder Stack the Layers	Fallen Foliage Catastrophic Eruption	Skin-Deep Tower Test	Don’t Eat Me Ring Around a Tree	Cycling in the Jungle Good Again
<b>Rainforest Recreation</b>	Jungle Obstacle Course Sea & Sky Tag	Rainy Relays Tox Tag	Confusing Competitions Babel Bricks	Capture the Gifts Cross Kickball	Seven C’s Splash Coconut Launch
<b>Canopy Café Snacks</b>	Dirt Dessert Forest Fruit	Serpent Snack Tree Treat	Shades of Pudding Parfaits Wacky Mixed-Up Trail Mix	Gospel Goodies Nativity Nibbles	7 C’s Boat Colorful Bites
<b>Cool Contests</b>	Guess the Beetle Bugs	Team Spirit Day	yaD sdrawkcaB	7 C’s Scavenger Hunt	Mission Money Mania



# Contents

## Handy Helps . . . . . 3

- It's a Jungle Out There! . . . . . 3
- Your Role. . . . . 4
- Frequently Asked Questions . . . . . 4
- Terms to Know . . . . . 4
- Top 20 Tips for Tree-mendous Science and Crafts. . . . . 5

## Science Experiments

- Day 1: Order and Disorder . . . . . 6
- Day 1: Stack the Layers . . . . . 8
- Day 2: Fallen Foliage . . . . . 10
- Day 2: Catastrophic Eruption . . . . . 13
- Day 3: Skin Deep . . . . . 15
- Day 3: Tower Test . . . . . 17
- Day 4: Don't Eat Me . . . . . 19
- Day 4: Ring Around a Tree. . . . . 21
- Day 5: Cycling in the Jungle . . . . . 23
- Day 5: Good Again . . . . . 25

## Toddler Crafts . . . . . 27

### Main Crafts

- Day 1: Face Planter . . . . . 30
- Day 1: My Bug Jar. . . . . 32
- Day 2: Straw Serpent. . . . . 33
- Day 2: Rainy Day Rain Gauge . . . . . 34
- Day 3: Tricky Triangle Game . . . . . 36
- Day 3: Toothpick Tower . . . . . 38
- Day 4: Christmas Ornament . . . . . 40
- Day 4: Easter Diorama (V.1) . . . . . 42
- Day 4: Easter Diorama (V.2) . . . . . 44
- Day 5: 7C's Bracelet . . . . . 46
- Day 5: 7C's Necklace . . . . . 47
- Day 5: Beautiful Butterfly . . . . . 48

## More Crafts . . . . . 50

## Experiments Supply List . . . . . 52

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### Tree-mendous Science and Crafts

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# HANDY HELPS

## It's a Jungle Out There!

*Listen!* Can you hear a howler monkey screeching and insects buzzing? *Look!* Do you see a sloth hanging from a tree and a jaguar crouching, ready to pounce? *Smell!* Is that the aroma of tropical flowers wafting through the air? *Touch!* Do you feel soft grass under your feet and gentle rain on your skin? *Taste!* Is that delicious milk from a coconut and exotic spices from the rainforest?

Join us in a world of wonder that will delight our senses while captivating our hearts and minds at *The Great Jungle Journey: An Epic Cruise from Genesis to Revelation*. We will cruise through jungle rivers, making stops at seven ports of call along the way—each starting with a C. These represent seven key biblical events—the 7 C's of History.

**Day 1: Creation**—Our first C takes us back to the beginning of time and the creation of the universe when it was all good. Did the universe start with a big bang, or did God create it?

**Day 2: Corruption and Catastrophe**—Next, Adam sinned, which affected his descendants, who were so wicked that God sent a global flood as judgment for their sin.

**Day 3: Confusion**—The fourth C checks out the events that began at the tower of Babel. Can this be where all the people groups originated from?

**Day 4: Christ and the Cross**—At these stops, we realize once again that man is sinful and needs a Savior. Hallelujah, God provides one in his Son!

**Day 5: Consummation**—The last C shows the thrilling conclusion to history when all goes back to very good again, and—best news ever—God wins against sin and Satan.

Excitement and adventure await from the first minute of each day when kids meet in travel groups. The groups gather at the **Jungle Jam Assembly**, a high-energy beginning that includes wacky intros, lively songs, a Mission Moment, and prayer.

Then they're off to rotate through five fun sites:

**Rain or Shine Bible Time**, where God's Word is taught in creative, hands-on ways.

**Tree-mendous Science and Crafts**, where kids make jazzy jungle crafts and explore God's amazing world with science experiments.

**Canopy Café Snacks**, where travelers go bananas, munching on tropical treats and eats.

**Rainforest Recreation**, where kids rumble in the jungle with some wet and wild games.

**Travelers' Missions, Music, and Memory Verses**, where kids sing songs, learn their memory verses with fun games,

or go in-depth with the Mission Moment featuring Children's Hunger Fund.

Finally, everyone heads back to the **Jungle Jam Assembly** for the closing, where there's more singing, contest results, and the highly anticipated daily drama. This follows a jungle river cruise that plans to make stops at different ports of call but faces a catastrophe that affects the plan, resulting in lots of unexpected rainforest adventures.

Prepare to swing into the fun as we head out on our jungle river cruise. See you in the rainforest!

### 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 softhearted 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, and 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, we don't want 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 is outlined in the following pages. Your responsibilities may include:

- Planning crafts and science experiments for all age levels
- Overseeing assistants
- Organizing sign-up for donations of materials
- Buying all extra supplies that have not been donated
- Enlisting help and preparing necessary supplies
- Acting as the presenter during VBS or overseeing others who present the activities
- Overseeing the daily setup and cleanup of the area(s)
- Making sure key lesson themes are reinforced
- Praying over all aspects of this job before, during, and after VBS

## Frequently Asked Questions

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

## Terms to Know

Throughout the VBS curriculum, various terms will be used. Here is a list of some of the most common terms you should know.

**Travel Groups/Travelers:** Groups of children (individual classes) named after jungle animals, such as Bengal Tigers, Butterflies, Toucans, or Howler Monkeys.

**Group Guides:** Group leaders who lead the travelers from place to place during VBS. No teaching is required of this position.

**Rain or Shine Bible Time:** Bible and apologetics lesson time in the jungle.

**River Guides:** Teachers of the Rain or Shine Bible Time.

**Tree-mendous Science and Crafts:** Rotation site where crafts are made and science experiments are explored.

**Canopy Café Snacks:** Indoor or outdoor location where snacks are served.

**Rainforest Recreation:** Indoor or outdoor site (outdoor is preferred) for recreation time.

**Travelers' Missions, Music, and Memory Verses:** Rotation sites where kids can spend additional time learning songs, memory verses, and missions.

**Memory Verse:** Daily Bible verse to learn.

**Animal Pals:** Our friendly animal mascots that remind us of the main themes of each day.

**Toddlers:** 2–4-year-olds.

**Pre-Primaries:** 4–6-year-olds or children ages 4 through those who have completed kindergarten.

**Primaries:** 6–9-year-olds or children who have completed grades 1–3.

**Juniors:** 9–12-year-olds or children who have completed grades 4–6.

For multi-age K–6 travel groups, we recommend using the material for the Primaries.

# Top 20 Tips for Tree-mendous Science and Crafts

1. Pray and study God's Word as you prepare. 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.
2. This guide offers main craft and science experiment suggestions as well as ideas for extra crafts and craft kit options. Some are simple and quick, while others are more involved. There are also crafts for toddlers. Think through your time and resources and decide which crafts and/or science experiments you will do each day.
3. Gather faithful helpers who will prepare items well in advance. Record their names, addresses, cell phone numbers, and email addresses so you can contact them quickly and easily.
4. Make a sample of every craft and science experiment before you meet with your team for the first time so they can visualize what you are presenting. Each helper should make a sample of each craft so they're familiar with all the steps. Try out each science experiment ahead of time and make sure your presenters have done a trial run as well.
5. Host "Craft Shops" or "Science Shops." Workers can drop by and pick up something to work on at home, or they can stay for part or all of the time. Assembly lines can be set up to prep crafts quickly. Weekday or Saturday mornings from 9 a.m. to noon, complete with donuts and coffee, can be an enjoyable time.
6. Use an office paper cutter for prep cutting of patterns or paper with straight edges. Make sure to remove the paper cutter and any other dangerous supplies, such as miter saws and craft knives, from the classrooms. If a science experiment calls for this type of item, store it in a safe place before and after use.
7. Be prepared. Organize craft and science supplies into individual kits for each child, using plastic baggies or lunch sacks. Place the individual kits into boxes labeled for each rotation.
8. Some experiments are written for each child to get supplies, which is great, allowing for more active participation. If cost or time prohibits this, consider doing the experiment in groups at tables or as a teacher-led demo.
9. Cover the tables with plastic tablecloths and secure with tape.
10. Craft glue, such as tacky glue, works better than school glue. Toothpicks work well for dipping into and applying the glue.
11. For older kids, permanent markers in vibrant colors can be a good alternative to paints. They work on most surfaces—paper, wood, fabric, and plastic.
12. Decorate the room to correspond with the theme. See *Decorating Decisions* in the Director Guide for possible ideas. Play VBS music to set the mood. Display the memory verses on each table or around the room. Place a sample of each craft or science experiment on every table so children can visualize what they will be making or doing.
13. Overhead projectors can be used to display craft and science experiment directions.
14. Use this time to engage in conversation and share God's love. Be ready to offer smiles, hugs, and laughs. (Be aware of your church's appropriate touching policies.) Also, be ready to help children who are easily frustrated. Helping with steps requiring physical dexterity does not detract from the child's creativity.
15. To reinforce the day's lesson, share the teaching tie-in that goes along with each craft or science experiment. Ask the kids about what they're learning throughout your time together or right before they leave this rotation.
16. Print the daily memory verses on address labels and place on crafts or experiments, if possible.
17. Give leftover craft supplies to sick children, another VBS, or your church's resource area.
18. Always, always, always put names on crafts and take-home science experiments! Strips of masking tape work well for name labels.
19. The test churches divided this rotation time by having 17 minutes in a science room, attempting one or two science experiments, and 17 minutes in a craft room, doing one or two crafts.
20. This book is loaded with fabulous stuff—more than you'll probably be able to do—so consider incorporating unused ideas at other times during your ministry year.

# DAY 1 EXPERIMENT

## ORDER AND DISORDER

### Materials

#### For Demo

- ❑ **LEGO Pictures**, one color copy of each
- ❑ LEGO bricks for demonstration:
  - » 12 small squares of same color
  - » 6 medium bricks of same color
  - » 6 large bricks of same color

#### Per Student, Small Group, or Table

- ❑ 6 small blocks per child
- ❑ 1 bin large enough to hold the blocks
- ❑ 1 bowl to hold the following:
  - » 1 AA battery
  - » 1 AA battery holder with wire leads
  - » 1 mini light bulb and socket

### Prep

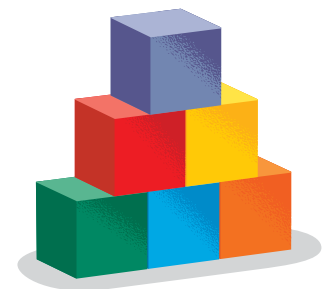
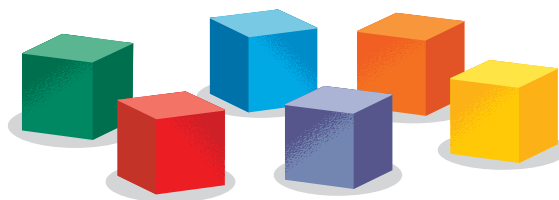
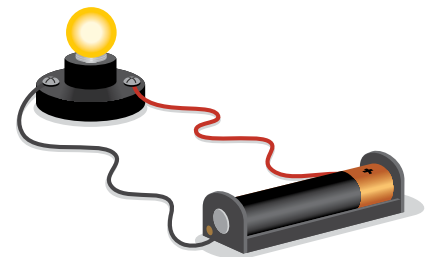
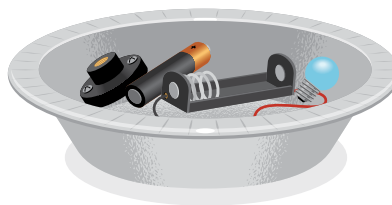
1. Print the **LEGO Pictures** from [AnswersVBS.com](http://AnswersVBS.com).
2. Decide if doing per child, small group, or table, then prepare bowls containing a battery, a battery holder, a light bulb, and a light bulb socket in each.
3. Place blocks in the bins.
4. Distribute one filled bin and one filled bowl to each student, group, or table.

### Class Time Directions & Dialogue

#### Introduction

Where did the universe come from? Take answers. The Bible, God's Word, tells us God created the heavens and the earth. Scientists study what God has made. They've even made special equipment that allows them to look deep inside matter, which is the "stuff" that makes up the universe. They can actually see the very tiniest particles that make up matter. These tiny particles are called atoms.

God used different atoms to build everything in creation. Picture it like this: imagine each LEGO brick is an atom. Show one large LEGO brick. When different atoms mix, they form molecules. For instance, when one oxygen atom mixes with two hydrogen atoms, we get a water molecule. Connect two small, square bricks to the first brick. But if you have six oxygen atoms (add four more large bricks), 12 hydrogen atoms (add 10 small squares), and six carbon atoms (add 6 medium bricks) you would get sugar! However, there are different types of sugar that are made from the same kinds of





atoms. Move some bricks to make a new shape. Which sugar you wind up with depends on where each atom is placed.

God created everything. And each thing is made up of molecules put together in different ways, just as LEGO bricks can be put together to make different things. Look at some of these LEGO creations. Show color LEGO PICTURES. How do you think these artists made these pieces of art? Did they just toss the blocks on a table in a disorderly fashion and watch them assemble themselves into something orderly? Allow responses. Of course not! We know that an intelligent person took the pile of bricks and followed the instructions, which were written by intelligent people, putting each brick in order at just the right spot to make it turn out so great.

As cool as these are, putting toy bricks together is a pretty small thing when you think about the entire universe! To create that, someone had to have an infinite, or endless, amount of intelligence and power. Only God is all-powerful and all-knowing.

## Directions

Each of you has a small bowl in front of you. What do you see in that bowl? Take answers. You have a battery, a battery holder with wires, a little light bulb, and a socket for the light bulb. These items are just mixed up in the bowl. You have everything necessary to make the light bulb light up. Is anybody's light bulb lit right now? Take answers. The items are not in the right order, are they?

Try this. Gently tip your bowl so your objects fall out onto the table. How about now? Is anybody's light bulb lit? Take answers. Let's try again. Put your pieces back into your bowl and gently spill them out again. Did it work? Did your light bulb turn on? Take answers.

Even though we have all the parts we need to make the light bulb light up, the parts are in disorder. And they can't just get in order on their own. The parts will not move to a more ordered state unless they're forced to do so by someone or something. There's a very specific way the pieces must be put together for the light

bulb to work. Building a working light requires intelligent input—someone to figure out what needs to be done and then to put all the parts together in the right order. So insert the battery into the holder with the negative end—with the little minus sign—pressing the spring. Notice that the negative end does not have the raised circle on it. Show the raised area of the positive end of a battery. Gently screw the little light bulb into the socket. With a wire from the battery holder in each hand, touch the wires to the two shiny, brass areas on the sides of the light bulb socket. Point to the brass areas. What happened? Take responses. It lit up! Your intelligent direction was required to take the disorderly parts and put them in order so they could light up the bulb. Now take the four pieces apart, put them back in the bowl, and move the bowl out of the way.

Now each of you take six blocks out of the bin on your table. Hold all six blocks in your hands and drop them onto the table in front of you. Did anyone's blocks stack perfectly in the shape of a pyramid? Take responses. That would mean it went from disordered to ordered without you having to do any work. A pyramid isn't going to form on its own. Have students stack the blocks into a pyramid and make other things with the blocks as time allows. Put the blocks back into the bin.

You may hear at school or see on TV or in a book that the universe expanded from a big bang or came about on its own through random processes. But, as we've seen today, this is scientifically impossible. These ideas go against the scientific laws that govern the universe—laws that were given by the Creator. Disorder, like a big bang, can't result in an orderly universe. True science supports what the Bible teaches—that God is the all-powerful and all-knowing Creator.

## Tip Corner

- Bring in one or more LEGO builds made by a child in your class.
- If you have more LEGO blocks, give each child enough to build along with you during the beginning paragraphs of your teaching time.

# DAY 1 EXPERIMENT

## STACK THE LAYERS

### Materials

#### Per Student

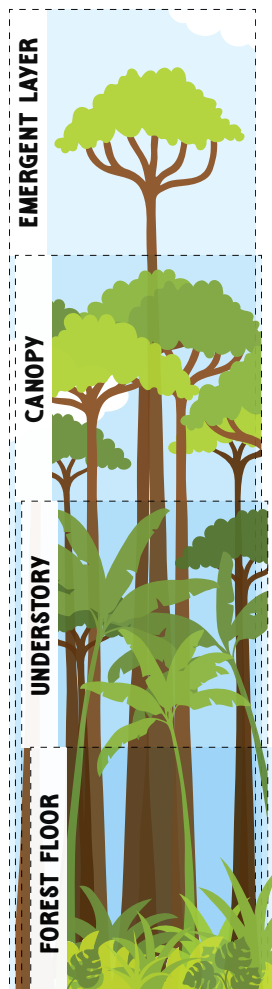
- Rainforest Layers Pattern
- Envelope (see Prep #5)
- 8½ x 11 sheet of printable transparency film
- Small brass fastener
- Permanent marker
- Optional: small rainforest animal stickers

#### Teacher Use

- One set of the **Rainforest Animal Pictures**
- Scissors or paper cutter
- Small hole punch

### Prep

- Print the RAINFOREST LAYERS PATTERN onto transparency film, one per student.
- Cut out the four pictures on each film sheet.
- Stack the pictures in order, aligning the bottom edges.
- Punch a small hole through all four layers in the bottom left corner.
- For older kids, place a set of pictures in an envelope for each student. They will stack and secure their pictures with a brass fastener during class. For younger students, secure the layers by punching a brass fastener through the holes ahead of time.



### Class Time Directions & Dialogue

#### Introduction

What do you think the garden of Eden looked like when God first created it? *Take answers.* There were lots of plants and animals, right? *Acknowledge.* From the very beginning, God created plants as food for animals and people. In fact, before sin came into the world, even tyrannosaurs were vegetarians!

*Optional Paragraph:* God designed a unique system where plants get energy from the sun, and animals and people get energy from the plants they eat. There's a scientific law that describes this use of energy from one thing to another. It's called the law of conservation of energy. God created all the energy in the beginning, and it continues to this day. New energy can't be created. And the energy we have already can't be destroyed. It can only change from one form of energy to another, like the energy a plant uses is changed to the form an animal needs when it eats the plant.

This week in VBS, we're journeying through the jungle, which is one part of a rainforest. Rainforests are typically very hot and humid, and the name *rainforest* gives away the fact that it rains a lot there!

Tell me some animals you would expect to find in a rainforest. *Take answers.* Yes, there are different kinds of birds, fish, amphibians, insects, mammals, and reptiles that make their homes in the rainforest. In fact, about half of the earth's animal and plant species live in rainforests. But animals need energy to live. And to have so many animals, there needs to be plenty of food for them, right? Rainforests are also home to over 40,000 species of plants! Wow! These plants grow in different layers—some grow on the ground, and some grow really tall. There are four different layers in the rainforest—forest floor, understory, canopy, and emergent layer. We'll take a look at these next.

## Directions

Each of you has an envelope with four pictures, one for each plant layer of the rainforest. Let's start by looking at picture 1. It has the tallest plants. Do you all have it? *Acknowledge.* This is called the emergent layer, where the tallest trees grow. There's plenty of sunlight in this layer because these trees are not in the shadows of any others.

Note that the animals mentioned throughout this section are not all found in the same rainforest. Rainforests around the world have different animals that live in them. What kinds of animals do you think would live way up in the emergent layer? Show **RAINFOREST ANIMAL PICTURES—EMERGENT**. *Take answers:* flying animals like harpy eagles, scarlet macaws, pygmy gliders, and bats. You can use a marker to draw a bird high up on the treetop (or add stickers).

Find picture 2. Have older students stack each picture as you go. This shows the next layer down, which is called the canopy. It's very crowded with tree limbs and leaves that act like an umbrella, shielding the area below it from the sun. This causes everything below the treetops to stay wet. Show **RAINFOREST ANIMAL PICTURES—CANOPY**. The canopy has many different kinds of animals—spider monkeys, orangutans, toucans, sloths—and the list goes on. Draw one or two of those animals in the canopy (or add stickers).

Find picture 3. The next level down is the understory. This is the area just below the canopy but still above the ground. In addition to young trees, this level has plants with large leaves. Why do you think they have large leaves? *Take answers.* We just learned that the canopy shields the area below it from the sunlight, so the plants below the canopy need a good way to absorb any sunlight that makes it through to them. The larger the leaves, the more sunlight they can get. What animals would you find here? *Take answers.* Show **RAINFOREST ANIMAL PICTURES—UNDERSTORY**. There are geckos, boa constrictors, fruit bats, kinkajous, and

blue-tailed iguanas, along with many others. But animals in this layer often become lunch for the predators on the forest floor. Draw a boa constrictor (or add stickers).

Picture 4 is the forest floor. Getting enough sunlight can be a real challenge for the shrubs, grasses, mosses, and ferns that are found here. These plants don't grow very tall. The forest floor can also be thick with decaying (rotting) matter. What kinds of animals do you think would live on the dark and damp forest floor? *Take answers.* Show **RAINFOREST ANIMAL PICTURES—FLOOR**. There may be tapirs, striped okapis, and a large, heavy bird called a cassowary. The jungle cats like jaguars and tigers live here too, along with snakes, mice, pigs, anteaters, insects, spiders, and even crocodiles and fish.

Now, if you were a sloth, do you think you would be safer in the canopy or on the forest floor? *Take answers:* canopy. *Why?* *Take answers.* There are some big predators on the forest floor and sloths move so slowly they wouldn't be able to escape. Yikes! Draw a big cat on the forest floor (or add stickers).

*For the older kids:* To connect the layer pictures, make sure they're in order, then line up the small holes at the bottom. *Pass out one fastener to each student.* Insert a brass fastener through the holes and open the tabs on the back side of the fastener to hold it in place. You can take this home with you to remind you of the rainforest and how God designed a system of energy that's used by plants and animals.

## Tip Corner

- Print **these items** from AnswersVBS.com.
- Print additional pictures of the various animals mentioned to show as you talk about them. They are fascinating, and the kids may not be familiar with what many look like.



# DAY 1 CRAFT

## FACE PLANTER

### JUNIOR, PRIMARY & PRE-PRIMARY

#### Materials

- Shoes Pattern
- Genesis 1:1 Verse Pattern
- Take Home Instructions Pattern
- 4 oz. soufflé cups with lids, 1 per child
- Potting soil, approx. ½ cup per child
- Grass or cress seed, ¼ tsp. per child
- Wiggle eyes, 2 per child
- Mini pom-poms, 1 per child
- Red chenille stems, 1-inch piece per child
- Glue dots, 4–5 per child
- Snack-size zippered baggies, 1 per child
- Light-colored card stock, 1 sheet for every 9 children
- Light-colored card stock, 1 sheet for every 28 children
- Light-colored card stock, 1 sheet for every 10 children

#### Tools and Basic Supplies

- ½ cup measuring cups
- 1 tsp. measuring spoons
- Large bowls
- Office paper cutter
- Scissors
- Glue sticks
- Colored markers

#### Prep

1. Photocopy the **Shoes Pattern**, the **Genesis 1:1 Verse Pattern**, and the **Take Home Instructions Pattern** onto light-colored card stock and cut out one of each per child.

2. Cut the chenille stems into 1-inch pieces.
3. Place ¼ tsp. of seeds into zipper baggies for each child to take home.
4. Before class, put potting soil into large bowls, making sure there's enough for each child to have approximately ½ cup of soil. Add a ½ cup measuring cup. Place bowls on craft tables.

#### Teaching Tie-In

Show the sample craft and say:

Today, you're going to make a Face Planter that will grow cress (or grass) seeds. Before we get started, let's remind ourselves that God the Creator made the world



and everything in it in six days. And what an amazing world it is, filled with beautiful plants and animals and people. None of these things could have just happened on their own—God made them!

A good habit to get into is to notice beautiful things God has made. When you're out today, see if you can praise God for something in his amazing world, and remember to praise him for being the One to create all of nature, including cress seeds and soil and plants!

## Class Time Directions

1. Color the shoes with colored markers, then attach to the bottom of the plastic cup with 1–2 glue dots.
2. Attach the wiggle eyes to the front of the cup with glue dots.
3. Attach the pom-pom nose just below the eyes with a glue dot.
4. Form the red chenille stem piece into a smile and attach with glue stick.
5. Glue stick the Genesis 1:1 verse oval to the back of the cup.
6. Measure  $\frac{1}{2}$  cup of potting soil into the cup and snap the lid on.

7. Take your planter home with a bag of seeds and instructions for growing the “hair” for your Face Planter.

## Tip Corner

- Download all **patterns** from AnswersVBS.com.
- Don't plant the seeds during craft time as they could get jostled and mixed into the soil during the ride home. (After planting, the seeds need to stay near the surface.) Put them in a baggie to go home instead.

## Super Simple Idea

Each day, at least one super simple option that goes along with the main concepts of the day is included. These options are premade craft kits from Oriental Trading Company (call 1 (800) 875-8480 or visit [OrientalTrading.com](http://OrientalTrading.com)).

As an alternative to the Day 1 main crafts, try the following craft kit. Note that this is available at the time of printing and may not be available later.

- DIY Ceramic Mini Flowerpots (Item: #56/9292)—Manufacturer does not recommend for children under three years of age.

# DAY 1 CRAFT

## MY BUG JAR

### JUNIOR, PRIMARY & PRE-PRIMARY

#### Materials

- Genesis 1:1 Verse Pattern**
- Clear plastic jars with screw-on lids, 1 per child
- Colored chenille stems, 2 per child
- Small bug stickers, 5–7 per child
- Pine needles, small pine cones, small sticks
- Colored card stock, 1 sheet for every 28 children

#### Tools and Basic Supplies

- Glue sticks
- Black permanent markers
- Hand drill with  $\frac{1}{64}$ -inch drill bit
- Scissors

#### Prep

1. Drill several air holes in the lids of each jar, including two opposite each other for the chenille-stem handle.
2. Quick-cut the verses, one per child. The kids will do the finish cutting.

#### Teaching Tie-In

Show the sample craft and say:

Anybody seen any bugs today? *Take responses.* What's your favorite? *Take responses.* Did you know bugs include beetles, ladybugs, fireflies, ants, dragonflies, butterflies, and bees, among many others? Even though some people don't like bugs, if you learn more about them, you'll find God, in his creativity, made a lot of them—all incredibly interesting and useful. Let's make bug jars so you can care for and study some bugs for yourself!

#### Class Time Directions

1. Choose two complimentary colored chenille stems.
2. With the stems side-by-side and the ends even with each other, twist together tightly from top to bottom to form a single unit.

3. To make a handle for the jar, thread one end of the twisted stems through a near side hole in the lid and the other end through a far side hole. Then, on the underside of the lid, twist the two ends together and gently pull on the loop from the top side until it's snug against the underside of the lid.
4. Cut out the Genesis 1:1 verse oval and glue to the top of the lid or the side of the jar.
5. Put 5–7 bug stickers on the outside of the jar (but not too many).
6. Put a few pine needles, a small pine cone, and/or a small stick inside the jar.
7. Take a black permanent marker and write, "My Bug Jar" and your name on the lid.
8. Go find some bugs to put in your bug jar!

#### Tip Corner

- Ask the people of your church to save their plastic mayonnaise jars, large jelly jars, etc. (including the lids!) for this craft.
- 24–32 oz. deli containers can also work, but the chenille-stem handle would need to connect to the sides instead of the lid.

#### Super Simple Idea

Try the following craft kit from Oriental Trading Company. (Call 1 (800) 875-8480 or visit [OrientalTrading.com](http://OrientalTrading.com).) Note that this is available at the time of printing and may not be available later.

- My Bug Jar Craft Kit (Item: #48/5625)—Manufacturer does not recommend for children under three years of age.

