



Rain or Shine Bible Time

PRIMARY

Teacher Guide



COURSE OVERVIEW

Theme Verse: 1 Timothy 1:17

	Day 1 Creation	Day 2 Corruption and Catastrophe	Day 3 Confusion	Day 4 Christ and the Cross	Day 5 Consummation
Title	All Is Good	All Sin	All in Confusion	Savior for All Who Believe	All Is Good Again
Bible Passages	Genesis 1	Genesis 3, Genesis 6–9	Genesis 11	Various Scriptures	Revelation 21–22
Lesson Focus	We cruise to our first C of history— Creation —and head back to the beginning of the universe.	Next come Corruption and Catastrophe as sin enters the world and affects everyone.	The fourth C— Confusion —checks out the world-altering events that began at the tower of Babel.	Christ and the Cross are the next stops. The gospel is shared today.	The last C— Consummation —shows that God wins and all goes back to very good again.
Apologetics Content	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
Memory Verses	Genesis 1:1	Psalms 14:3	Genesis 11:9	John 1:12	Revelation 21:4
Colors	Green	Dark and Blue	Gray	White and Red	Yellow
Animal Pals	Eden the Green Parrot	Tox the Blue Poison Dart Frog	Scatter the Silverback Gorilla	Rose the Pink River Dolphin	Bliss the Bird-Wing Butterfly
Tree-mendous Crafts	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
Tree-mendous Science	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
Rainforest Recreation	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
Canopy Café Snacks	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
Cool Contests	Guess the Beetle Bugs	Team Spirit Day	yaD sdrawkcaB	7 C’s Scavenger Hunt	Mission Money Mania



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Primary Teacher Guide

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Project Coordinator: Stacia McKeever

Writers: Randy and Barb Witt

Assistant: Amy Quinn

Content Editors: Roger Patterson, Dr. Georgia Purdom

Editors: Evonne Krell, Angela Carlisle

Interior Design: Diane King

Cover Design: Jon Seest

Photographer: Susie Jarvis

Illustrator: Paul Agner

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For more information, write:

Answers in Genesis

PO Box 510, Hebron, KY 41048

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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 as the teacher is outlined in the following pages and includes planning and preparing the daily lessons, enthusiastically engaging in teaching the lessons, and praying over all aspects of your job.

Read this guide carefully and prayerfully, using our suggestions combined with the ideas the Holy Spirit brings to your mind.

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

Frequently Asked Questions

The content of *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.

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 Teaching Tips for Teachers

1. Pray and study God's Word. This is your most important preparation. God has entrusted you with the awesome privilege of sharing his Word, so be well prepared. "But we will devote ourselves to prayer and to the ministry of the word" (Acts 6:4).
2. Read through all your lesson plans well in advance and become familiar with the resources downloaded from AnswersVBS.com. Begin to pray and plan now, and continue to pray during and after VBS.
3. In this guide:
 - » Teaching Tips are marked with a 🌸.
 - » Materials for each activity are listed next to the activity.
4. You may want to assign the task of gathering supplies for all the teachers to one person, or have the teachers divide up the supply list, with each being responsible for multiples of certain items. It's also helpful to get all the supplies ready in a box or bag ahead of time rather than gathering them day-by-day the week of VBS.
5. See Decorating Decisions for a picture and description of the teaching set. Also, when setting up the room, you may want to clear away tables and chairs depending on the room size and number of children expected.
6. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
7. Dress as if you are journeying on a jungle river cruise in expedition-type clothes: a T-shirt and hat (see Resource Catalog), khakis, a vest, backpack, and binoculars. You may even want to include a rain poncho and rain boots.
8. 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, such as adding a rainforest animal to different pockets in a vest. Teach in a way that makes you feel comfortable.
9. Call the children by name. Name tags help with this.
10. Make sure to keep eye contact as you share the lessons, helping each child sense your warmth and care.
11. 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.
12. Have Bible passages from the lessons bookmarked ahead of time, and use your Bible throughout the lessons at the appropriate times. Show through your facial expressions and your actions the importance of the Scriptures.
13. 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.
14. Be aware of your church's safety protocols and appropriate touching policies.
15. Be all there. Try to leave behind whatever is currently going on in your life and focus your attention on the children under your care.
16. When kids are sitting on the floor for drawing or writing activities, give them a firm surface (clipboards, old magazines, or books) to use underneath the papers, or cut corrugated cardboard or coroplast sheets into 9 x 12-inch pieces and add a binder clip for inexpensive clipboards.
17. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive attention, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
18. Children like order. Think through potential trouble spots in your day and decide on a firm, loving discipline strategy. Ask for help from experienced individuals.
19. Children generally rise to the level expected of them, so challenge them to work on memory verses and their take-home student guides and challenges. Some may even want to try the bonus memory passage.
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:** Chimpanzees!
Kids: Everybody freeze!
- **Teacher:** 1, 2, 3, 4
Kids: Elephants, tigers, monkeys galore!
- **Teacher:** Pitter-patter, pitter-patter
Kids: Raindrop, raindrop
- **Teacher:** Crisscross (as they sit and cross legs)
Kids: Watch for crocs!
- **Teacher:** Rain
Kids: Forest
Teacher: Rain
Kids: Forest
Teacher: Shh!

Rainstorm—Use your fingers, hands, legs, and feet to simulate rain that goes from very light to heavy and back to very light. Start with silence, then rub hands together for the wind. Snap fingers for light rain, then pat your legs for a heavier rain. Clap hands and add stomping feet for heaviest rain. Do in reverse to wind back down to no rain.

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. Or say, “If you can hear me, clap once.” Continue softly with other commands.

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 today’s color, line up. Now, if you’re wearing ___, 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 you are quiet, line up.”
- “If your first name starts with A–L, line up. Now, if your first name starts with M–Z, line up.”

Proactive Tips

Be Prepared—One of the best ways to ward off discipline problems is to be prepared. 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, 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 everyone else is busy. Kids will be less defensive if they don’t feel they have to “save face” in front of their peers—and if they feel you really care and aren’t just coming down on them.

Know Church Policies—Know your church’s policy for severe behavior issues. Do you take the child to your VBS director? Do you alert the child’s parents? Do you involve other staff members? Be prepared.

Age-Level Characteristics

Kids are awesome! Each one is unique and is a special creation from the hand of our amazing Creator. With all their uniqueness, however, they also share some common characteristics. That doesn't mean every child always exhibits the following characteristics at the suggested age, but these guidelines can be a benchmark to use when looking at characteristics of children as a whole. It can be helpful to see how God has wired different age groups so we can be more effective in teaching and interacting with them.

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

Characteristics of Children

Children have some common characteristics.

- They are all sinners (Romans 3:23).
- God has given each a conscience, and they generally want good to win over evil.
- God has shown himself to all children through his creation, making it obvious to all that there is a Creator.
- Children enjoy active learning—moving around, seeing things, touching things, smelling and hearing things, and being involved.
- Children need to be loved, encouraged, and praised.
- Children are rapidly growing and changing.
- Children trust the adults who are responsible for them.
- Children can get discouraged with criticism and failure.
- Children are eager to learn and are curious about the world and about God.

Characteristics of Primaries

Physical Characteristics

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

Takeaways for Us

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

Emotional/Social Characteristics

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

Takeaways for Us

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

Spiritual/Mental Characteristics

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

Takeaways for Us

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

Special Needs

The *Special Needs Teacher Supplement* (12-1-053) can help you accommodate and modify these lessons for those who need it, either in your regular classroom or in a self-contained classroom.

Rain or Shine Bible Time

As we open God’s Word during Rain or Shine Bible Time, we will learn a Bible timeline of history as we journey to seven ports of call to explore the 7 C’s.

The lesson time is written as a 35–40-minute period divided into three sections.

Introduce It! (5–10 minutes): Each day, kids will get in their “boat” and head to the jungle to get the lesson going.

Teach It! (25–30 minutes): The Bible teaching and apologetics content is presented during this time in creative, appealing ways.

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

The lessons are jam-packed, so try to be organized and keep things moving. Ideas are written into each lesson to

help you adapt if you have a longer or shorter lesson time than 35–40 minutes. Because of the content-rich lessons, a little extra time is great if you can swing it! But if not, there are lots of options, so you may want to shorten or skip some activities.

The lesson format is written for a two-person team. One person serves as Teacher One and the other as Teacher Two or the Teaching Assistant. The lesson format can also work if teaching alone. If you are team-teaching, decide ahead of time who will be responsible for what. If you are teaching alone, simply find someone (e.g., a staff person or teen volunteer) to help on any day you can use an extra set of hands.

Below is a sample schedule of a typical day at VBS. Check with your director for a copy of the schedule and room assignment for your VBS.

Sample Schedule

Time	Group One	Group Two	Group Three
9:00–9:15	Jungle Jam Assembly: Large Meeting Area (Everyone Together)		
9:20–10:00	Rain or Shine Bible Time	Tree-mendous Science and Crafts	Rainforest Recreation and Canopy Café Snacks
10:05–10:45	Rainforest Recreation and Canopy Café Snacks	Rain or Shine Bible Time	Tree-mendous Science and Crafts
10:50–11:30	Tree-mendous Science and Crafts	Rainforest Recreation and Canopy Café Snacks	Rain or Shine Bible Time
11:35–Noon	Jungle Jam Assembly—Closing: Large Meeting Area (Everyone Together)		

Memory Verse Songs

We have partnered with Seeds Family Worship (contemporary, ESV) and Majesty Music (traditional, KJV) to create songs for each of the memory verses. They feature the full verses. (Pre-Primaries and Toddlers are taught condensed versions of these verses.) Singing Scripture is an excellent way for children to learn their Bible verses easily. You can use the songs (either video or audio) during the memory verse time in each lesson. The Music Download, which

contains audio and videos, comes with the purchase of a Super Starter Kit and can also be purchased separately. You can also purchase and download the songs individually from our online store (AnswersVBS.com) for use on a handheld device. Student CDs in packs of 10 are available if you would like each student to have a copy of the songs (12-1-061 or 12-1-062).

Student Extras

Check with your VBS director and choose one or more of these fun optional materials to give to your students so they can take home a review of the daily lesson content.

Also, decide with your director when it will work best to give out the various items: at the beginning of the day, during lesson time, during snack time (a good time to review), or at the end of the day (a good time to pass out student guides, bookmarks, and other items that need to make it home safely).

7 C's Map: Use these maps with stickers as a fun, daily review of each day's stop on the 7 C's of History.

- 12-1-078, pack of 10

Student Guides: These age-appropriate guides feature a lesson review on the front of each daily take-home paper, as well as the memory verse, verse review game suggestion, and "Go and Do" section on the back that parallels the Apply It! part of the lesson. You can either go over these during class time or send them home to be completed with a parent or caretaker, which is what our test churches do. If you send the guides home, motivate the kids to do them because they are full of good stuff! Give them to the group guides to pass out at the end of the day. Then have them check with the kids the following day to see how they did, and consider asking your VBS director to give contest bonus points to the individuals and teams for their hard work.

- Primary ESV—12-1-072, pack of 10
- Primary KJV—12-1-133, pack of 10

Adventure Journal: These fun, interactive booklets feature the daily memory verses, animal pals, stickers, and a place to stamp (12-1-093) for attendance. Check with your VBS director to find out when he or she would like to give these to the kids. They can receive them at any time during the first day. You can review them with the kids during the Apply It! section of the lesson, if you have time, or they can be stamped as the kids arrive at VBS.

- Junior/Primary ESV—12-1-091, pack of 10
- Junior/Primary KJV—12-1-137, pack of 10

Bookmarks: These can be passed out at the end of class or at the end of the day.

- Gospel—12-1-076, pack of 10—Day 4
- Books of the Bible—12-0-077, pack of 10—Any day

Exploring God's Word: This little booklet encourages your students to continue discovering God's Word for weeks after VBS has finished. It features a daily question and answer found in the Scripture verse. You or the group guides can pass one of these to each student on the last day of class at dismissal.

- 12-1-075, pack of 10

DECORATING DECISIONS

A colorful and engaging environment helps kids learn better, remember more, and leave with happy memories. So be creative and use the 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 Great Jungle Journey* classroom set features a jungle river backdrop and the front of a boat with a ship's wheel. Mounted on the wall adjacent to the backdrop are the teaching, animal pal, and memory verse posters.

Jungle River Backdrop

Your backdrop should look like you're on a river cruise in the jungle. You can make your own or purchase a classroom scene setter. See Classroom Scene Setter on the next page.

To make your own backdrop, use a rigid material such as foam insulation board or corrugated cardboard. Then paint a jungle scene with a river in the center. See the [Resource Download](#) for various jungle trees, shrubs, and animal clip art images. If you are using corrugated cardboard, apply one coat of paint to the back side to minimize curling. Your backdrop and any large freestanding pieces should be braced from behind with wooden supports (jacks) and weighted down with bags of sand or rock salt. Check [YouTube.com/AnswersVBS](https://www.youtube.com/AnswersVBS) for how-to videos on building a jack.

In addition, the daily lessons reference a hidden color word (or words) each day. If you are making your own

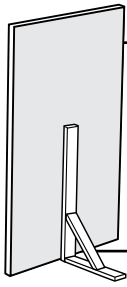
backdrop, these will need to be prepared by photocopying the **COLOR WORD PATTERNS** onto their designated colors and then mounted each day as directed in the lessons.

Boat and Ship's Wheel

The daily lessons reference the kids pretending to get in the "boat" each day as they cruise to new ports of call. So make the front of a boat and position it as if it's heading into the river. (See photo.) The teachers stand in the boat with the kids seated where they are, pretending to be passengers.

To make the front of a boat, take four 4 x 8-ft sheets of wood paneling and cut them into 2½ x 8-ft. strips. Next, start with one side of the boat, laying two strips parallel and back-to-back, with the outer strip slightly ahead of the inner strip. Then join them together with four or five 2 x 2-in. boards in between, evenly spaced and positioned vertically. Repeat with the other two strips of paneling for the other side of the boat. Then join the two sides together at the front and trim the tops (gunwales) and ends with strips of brown or black cardboard. (IMPORTANT: The leftover paneling [four 1½ x 8-ft. strips] can be used to make another "boat" for the Toddler and Pre-Primary Exploration Stations.)

**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!**



Prop up your set and any free-standing decorations with wooden jacks made from 2x4-in., 2x3-in., or 2x2-in. 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.

Make or buy a ship's wheel. See the [Resource Download](#) for a clip art image or use the ship's wheel in the scene setter below. Mount your ship's wheel on cardboard or foam board, then attach it to a freestanding post and place it in the front of the boat.

7 C's Color Panels

Seven large colored panels in the seven designated colors should be placed on the wall adjacent to the backdrop. The color order is: bright green, dark, bright blue, gray, white, red, and bright yellow. On days that feature two colors, fold the panels in half and put the two colors side by side.

These color panels are used to display the resource posters (see below) from each of the previous day's teaching. At the end of each day, move the posters from the backdrop to a colored panel. Use roll paper or inexpensive rectangular plastic tablecloths (preferred) for this purpose. Our test churches used plastic tablecloths and arranged the posters as shown in the photo of a Pre-Primary room.



Resource Posters

Contained in the Teacher Resource Pack are the daily teaching, animal pal, and memory verse posters. These are important visuals for the kids and should be mounted as directed on the color panels.

Clip Art Images

Check the [Resource Download](#) for clip art images of animals or trees you may want to add to your set. These are an important part of your decorations. Use an overhead projector to enlarge and transfer the images onto paper, poster board, or a rigid material such as corrugated cardboard.

HOW TO ENLARGE AND TRANSFER CLIP ART

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

Classroom Scene Setter

As a quick and easy alternative to making your own classroom backdrop, a scene setter is available for purchase (12-1-126) from the Resource Catalog. It features the 7 C's color words hidden within the scene. Simply mount the panels onto cardboard, foam insulation sheets, or plywood using double-sided carpet tape, clear packing tape, or staples, and prop them up with wooden supports (jacks). Or you can attach them directly to the wall with mounting putty, Mavalus tape, or double-sided tape on top of painter's tape.



Puppet Stage

Puppets are used daily in the Primary rooms. Add a large freestanding rock or bush in front of the set for the puppet to come out from behind. It should be high enough that the puppeteer can fit behind it unseen.





DAY 1

CREATION

BIBLE PASSAGE

All Is Good
Genesis 1

APOLOGETICS CONTENT

Examining how it all began—man's ideas or God's Word?

MEMORY VERSE

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

COLOR

Green

LESSON FOCUS

We cruise to our first C of history—**Creation**—and head back to the beginning of the universe.

ANIMAL PAL

Eden the Green Parrot

Today's Lesson at a Glance

- Introduce It!
Take Off on Your Journey
- Teach It!
Part 1: Account 1—The Story of Dot
Part 2: Account 2—The Bible Account of Creation
Part 3: Puppet Pal—Praise the Creator
Part 4: Evidences of a Young Earth
Part 5: Daily Review
- Apply It!
Part 1: Memory Verse
Part 2: Go and Do

Preparing for the Lesson

- Read Genesis 1 and 2 several times.
- Read this lesson thoroughly and prepare the materials.
- For more information on the big bang, visit AnswersVBS.com/junglefaq.
- Pray.

Devotion 1: God Is the Good Creator

The LORD is good to all, and his mercy is over all that he has made. Psalm 145:9

For a few moments, imagine yourself strolling through a section of the garden of Eden. This beautiful abundance of flora and fauna was just declared by the Creator to be “very good.” The creation was a manifestation of the goodness of the Creator. In your mind’s eye, how does this original paradise reflect the goodness of God?

Do the flowers fill the air with glorious fragrances? Do the serpents hanging from the trees fill you with delight at their bright colors and silky smooth skin? Do you gently stroke the thick fur of the large bear to your right? Do you gasp in awe at the towering sauropod as he lumbers past?

Contrast this with the view that Carl Sagan held about God and his creation:

“If God is omnipotent and omniscient, why didn’t he start the universe out in the first place so it would come out the way he wants? Why is he constantly repairing and complaining? No, there’s one thing the Bible makes clear: The biblical God is a sloppy manufacturer. He’s not good at design, he’s not good at execution. He’d be out of business if there was any competition” (Carl Sagan, *Contact* [New York: Pocket Books, Simon & Schuster, 1985]).

In Sagan’s Eden, the flowers God created prick you with thorns when you bend over to inhale their fragrance. The serpent slithering past your feet inspires a fearful shriek. The lion creeping up behind the lamb suddenly takes a bite out of it. And the dinosaurs are nowhere to be seen because they died out millions of years ago.

What important factor did Carl Sagan fail to take into account? *He believed that the world we live in today is the world God originally created. He didn’t understand that we now live in a fallen world—a world that has been corrupted with sin. His view has been colored by the belief that the world is millions of years old and that the fossil record—filled with evidence of death, disease, suffering, and thorns—is a record of the way things have been for the past several million years.*

Carl Sagan isn’t alone in viewing the Creator this way. Media mogul Ted Turner and even Charles Darwin

himself are just a few of the many who can’t comprehend the goodness of God because of what they see today.

Although all of creation shouts, “There is a God!” (Romans 1:20), it has been marred with our sin.

Read Psalm 33:5. In what ways do you see the love of God still reflected in his creation?

In what ways do you see the effects of our sin?

Think about how you represent the all-good Creator to those in your care. For example, are the “design features” you share with your children reflective of a good God or a fallen creation?

As you present today’s C, do so in a way that emphasizes the goodness of God. His original creation was complete and “very good.” It was full of life, peace, and joy. He provided light for us to see by (day 1), air for us to breathe (day 2), vegetation for us to eat (day 3), majestic arrays of stars to study before bed (day 4), abundant fauna for us to enjoy (days 5–6), and a creation for us to care for. He created for his glory.

Read Psalm 107:1, 15, and 119:68, as well as this Puritan prayer about the infinite goodness of the Creator.

King of glory, divine majesty,
Every perfection adorns thy nature and sustains
thy throne;
The heavens and earth are thine,
The world is thine and its fullness.
Thy power created the universe from nothing;
Thy wisdom has managed all its multiple concerns,
Presiding over nations, families, individuals.
Thy goodness is boundless;
All creatures wait on thee;
Are supplied by thee;
Are satisfied in thee.
How precious are the thoughts of thy mercy
and grace!
How excellent thy lovingkindness that draws
men to thee!

—Arthur Bennett, *The Valley of Vision*
(Carlisle, PA: The Banner of Truth Trust, 2005), 216.

◆ 7 C's Creation Poster

- ★ Optional: **Creation Color Word** and one sheet of green copy paper
- Bible
- River guide/jungle costumes for teachers
- Mounting putty or tape for posters
- M&M's, 2 per person
- Optional: snack baggies or zippered pill baggies, 1 per person

⚙️ Download **these items** from AnswersVBS.com. A shortened one-person script is also available.

⚙️ Think of fun names for yourselves: Jungle Judy, River Rick, Cruisin' Kate, Rainforest Ron, or Tiger Tom.

⚙️ The Bible is listed just once daily in the supply list but is used throughout, so keep it handy and marked at the correct passages.

⚙️ Be familiar with the lesson, but don't memorize it. Place it on a clipboard to use as a reference.

⚙️ If working as co-teachers, decide daily which parts of the lesson each of you will be responsible for teaching. Both plan to dress in costumes.

⚙️ Mounting putty or tape is listed just once daily but will be used whenever you hang up posters. Hang them up as you talk, or just hold them up while teaching and hang them up after class.



◆ Brick Factory Poster

- Several pieces of foil per rotation
- Grains of salt
- Balloons, 1 per rotation
- Lots of bead letters for each rotation
- Funnel
- Pin or pointy end of a paper clip

Introduce It!

Take Off on Your Journey (5 minutes)

Prep: Prepare your set backdrop and decide what you are doing for your “boat.” If making your own backdrop, copy the **CREATION COLOR WORD** on green paper, cut it out, and mount it somewhere on the backdrop. See p. 10 for more information for your backdrop and boat. Prepare your costumes. Bookmark the Scripture passages in your Bible for the whole lesson. Optional: Put two M&M's in a baggie per person to make them faster to pass out.

Teacher 1: Welcome to our jungle cruise! Come on in and get in the “boat!” Do so. Once everyone is in and settled, continue. My name's ___, and this is ___. We're your river guides, and we can't wait to begin our ride through time.

Teacher 2: This river cruise is gonna be amazing, but it isn't for the faint of heart. It's a jungle out there, and we're heading right for it!

Teacher 1: Each day, we'll make a stop at a port named after one of the seven C's—that is, the Seven C's of History. These are big events that begin with the letter C and are explained in the history book of the universe—the Bible. Hold it up.

Teacher 2: It's time to leave on our cruise. Let's take two important travel medicines—our malaria pill to protect us from bad bug bites (hold up one M&M, showing the M for “malaria”), and our motion sickness pill (hold up the other M&M).

Pass them out and have them take their pretend pills. Be aware of allergies.

Teacher 1: Okay, now let's be on the lookout for the color green. In fact, there's a green word hidden that you need to find. Who sees it? Have them look and point without leaving their seats, and wait for responses. It is on the set backdrop.

Teacher 2: Green is the color that reminds us of our first stop—the C of Creation. Show the **7 C'S CREATION POSTER**. God's beautiful creation is filled with green plants and trees. And speaking of creation, let's hear two different ideas about how everything came about!

Teach It!

Part 1: Account 1—The Story of Dot (10 minutes)

Prep: Put the funnel in the end of the balloon and pour in lots of bead letters. Do not tie the end shut. Make one balloon letter set per rotation. Note: Those allergic to latex can use a latex-free medical glove in place of the balloon. These can be found online, at drug stores, or in medical offices. Cut out the **BRICK FACTORY POSTER**.

Teacher 1: I'm going to create a jungle animal with this foil. Try to guess what it is. Do so, then put it down so you have nothing in your hands. Now I'm going to create an animal using no supplies. Play it up as you try to make it with no supplies, and see how they respond.

Teacher 2: Are we able to create something from nothing? Take responses. Well, what about the world we live in? Could it have begun from nothing? Pause. Let's explore that question—where did everything come from? There are two main ideas about what happened in the beginning. One idea comes from people. The other account was given to us by God. Only one can be right. Let's listen to both and then talk more.

Teacher 1: Choose a volunteer and put a grain of salt in his hand. Refer to the grain of salt as you say the following: Our first idea begins with a tiny speck. Can everyone see it?

They won't be able to see it, of course. Ask the volunteer to hold the grain up. He may drop it. Even if the volunteer succeeds in holding it up, the kids still won't be able to see it.

Teacher 2: Since our speck is so tiny, I'll blow it up for illustration purposes. Remember it's no bigger than the size of a grain of salt. But for this demo, we'll make it bigger.

Have the volunteer toss the grain of salt. Blow up the balloon with the bead letters inside it. Tie it off and hand it to the volunteer.

Teacher 1: This account of the past is an idea people came up with. They decided the universe started billions of years ago with a teeny, tiny, non-living speck. They don't know how the speck got there in the first place. It just existed somehow.

Have the volunteer shake the balloon.

Teacher 2: We'll call this speck Dot. Dot was tiny, but it wasn't lightweight. You see, Dot had all the ingredients for the entire universe squished inside of that little space. That's a lot of stuff!

Teacher 1: Dot was very uncomfortable with all that stuff squished in there. Dot was so full and so jam-packed that one day, Dot just expanded with a big bang!

Poke the balloon with a pin or the pointy end of a paper clip while the volunteer holds it. This will send the letters cascading all over the place.

Teacher 2: As you can see from the floor, when Dot exploded, all the stuff in the universe, called matter, energy, and space, flew all over the place. It was a mess.

Teacher 1: Now, I don't know about you, but anytime I think of an explosion, I think of chaos. Show the **BRICK FACTORY POSTER**. For instance, pretend you own a brick factory, and it explodes. Do you think a perfectly built brick house would result from the explosion, or a big, messy pile of bricks? Pause.



Teacher 2: But the writers of this story say this explosion was different from all other explosions. They say the stuff that exploded this time didn't stay in a big mess. Without the help of any intelligent person, it started to organize and arrange itself.

Teacher 1: Let's look at this mess on the floor. Have everyone gather around for a closer look if your class is not large. If we sit and watch it, do you think it seems possible for that mess to end up arranged into a book, with nobody's help? Pause for responses. But in this story of Dot, with no intelligent person working with it, the matter got organized all by itself. In fact, as billions of years went by, it arranged itself into complex galaxies and (somehow) into our sun, moon, and earth.

Teacher 2: Keep in mind that, so far, all the stuff that came from Dot was still not alive. Somehow, after millions and millions more years, the stuff that *wasn't* alive turned into stuff that *was* alive. Wow! And then it eventually turned into all the perfectly formed plants and animals we know of today. It even turned into you and me! They call this "evolution—molecules to man evolution."

Teacher 1: So, to review, the authors of this story of evolution say all things started from a big bang that came from that Dot billions of years ago.

Part 2: Account 2—The Bible Account of Creation (10 minutes)

Prep: Print the **CREATION DRAWING PATTERN** and put on clipboards or a hard surface for each person. Practice drawing the illustrations ahead of time on the dry erase board or chalkboard.

Pass out a **CREATION DRAWING PATTERN** and drawing utensil to each person.

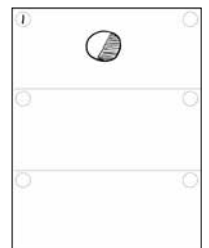
Teacher 1: I need you to help me with the next account. As I share it from the Bible, please draw it along with me. This account begins not billions or millions of years ago, but just thousands of years ago. It's right here in the book of Genesis. Now remember—God gave us the Bible and he is truthful, so we can trust the Bible to tell us the truth. According to Genesis 1, in the beginning, God is the one who created the heavens and the earth.

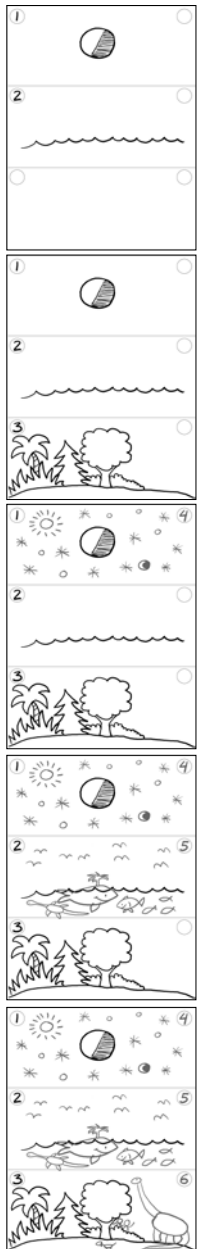
Teacher 2: Read or paraphrase Genesis 1:1–5. Have everyone recite Genesis 1:1 together.

Teacher 1 demonstrates how to write the number 1 in the top left corner of the paper and draw the earth with shading. The kids do it on their papers. Point out that light was shining on the earth, making day and night, but it was not the sun.

Teacher 2: Read or paraphrase Genesis 1:6–8.

- ★ **Creation Drawing Pattern**, 1 per person
- Clipboards or hard surfaces such as magazines, 1 per person
- Drawing utensils, 1 per person
- Large dry erase board and dry erase marker, or chalkboard and chalk





Teacher 1 demonstrates how to write the number 2 in the middle left section and draw a waterline. The kids do it on their papers. **God created the atmosphere that we need to breathe. He was creating a beautiful place for us to live!**

Teacher 2: Read or paraphrase Genesis 1:9–13.

Teacher 1 demonstrates how to write the number 3 in the bottom left section and draw a line for dry land. The kids do it on their papers. Continue drawing plants and trees. Allow the right side to remain open to be filled on day six. **God created these plants and trees to provide food for the animals and humans.**

Teacher 2: Read or paraphrase Genesis 1:14–19.

Teacher 1 demonstrates how to write the number 4 in the top right corner and draw the sun, moon, and stars. The kids do it on their papers. **God made these for us to know signs, seasons, days, and years.**

Teacher 2: Read or paraphrase Genesis 1:20–23.

Teacher 1 demonstrates how to write the number 5 in the middle right section and draw simple birds in the air and simple fish and sea creatures under the waterline. The kids do it on their papers. Point out that God created creatures such as plesiosaurs, pteranodons, and pterodactyls on this day.

Teacher 2: Read or paraphrase Genesis 1:24–25.

Teacher 1 demonstrates how to write the number 6 in the lower right section and draw land animals (including a dinosaur—since dinosaurs were land animals, they were created on this day along with the other land animals). The kids do it on their papers.

Teacher 2: Read or paraphrase Genesis 1:26–27.

Teacher 1 demonstrates how to draw two stick people. The kids do it on their papers. **God made all of this so we would have a beautiful place to live in and enjoy.**

Teacher 1: God made a beautiful garden for Adam and Eve to tend. He made them in his image, not from apelike creatures. And because we all come from Adam and Eve, every person is made in God's image. We're special and set apart from the animals. We should treat each other with respect and care because we're God's special creation.

Teacher 2: Read or paraphrase Genesis 1:29–2:3. Then discreetly get behind the puppet set as Teacher 1 finishes.

Teacher 1: In the beginning, all the animals and humans ate only green plants. That means tyrannosaurs would have been munching on melons or berries, but not on other animals! Then the Bible tells us the heavens and earth were finished. On the seventh day, God ended his work which he'd done, and he rested. This wasn't because he was tired—God never gets tired or sleeps. He rested because he was finished with his work. God was setting an example for us. Our seven-day week comes from the first week of seven days, where we have times of working hard and a time of rest.

Part 3: Puppet Pal—Praise the Creator (5 minutes or less)

Prep: Tape one **SCRIPT** inside the puppet stage and attach the other to a clipboard for reference.

Each day, the puppet pal will teach part of the lesson or reinforce what the kids just heard. It's always a favorite, so try to include it even if you have to cut something else.

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

If you don't have a teaching assistant or co-teacher, enlist someone (a group guide or other volunteer) ahead of time to work the puppet each day. The puppet can come up from behind a large rock or bush. (See *Decorating Decisions*.) If you're alone, have the puppet come up from behind a suitcase with the lid flipped up, or just stand and work the puppet. (It's fine if your lips move. No need to be a ventriloquist.)

★ 2 copies of **Day 1 Puppet Script**

- Boy or girl puppet and puppet stage
- Clipboard

You can either use a boy or a girl puppet. It is written as a boy (Jungle Jimmy—JJ), but it can instead be a girl named Jungle Jenna. 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 the 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.

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 visible. When exiting, turn the puppet toward you and take three steps down until out of sight.

Teacher: Let's talk to our puppet pal to hear a little more about our wonderful Creator God. His name is Jungle Jimmy (or Jungle Jenna if a girl). Let's all call for him (her) now. Do so.

Puppet: Come up.

Teacher: Hi there, Jungle Jimmy.

Puppet: Hi! You can call me JJ for short.

Teacher: Okay! Let's say, "Hi, JJ!" Do so.

Puppet: Wave. Hi, everybody!

Teacher: Hey, JJ, do you like to play outside?

Puppet: I sure do! It's fun to play chase with my friends and go to the park and swing.

Teacher: Whisper with the back of your hand by your mouth. Do you ever feel sick when you're on that tire swing? It's the one you can twist up and then let go for a spin.

Puppet: No! I love spinning! Spin around, laughing.

Teacher: Well, your stomach is stronger than mine! So, JJ, when you're outside, do you ever notice any of the critters or plants that are out there?

Puppet: Umm . . . I watched a bunch of ants the other day. They were so busy working! Oh, and I saw a bird that was blue! BLUE!

Teacher: Sounds beautiful! How about all the plants and trees? Do you ever notice them?

Puppet: Sure! We've got some really cool flowers in our yard called snapdragons. When you squeeze them, they open up!

Teacher: When you see beautiful things in nature, does it ever make you think of our wonderful, creative God who made them? He's the one who created all these beautiful things we get to see and smell and hear.

Puppet: I don't know if I remember to think about God when I'm outside.

Teacher: Let's try a little experiment. Boys and girls, you can do this too. When you're outside playing or walking in the woods or going to the zoo, take time to thank God for at least one animal or plant that you see or hear.

Puppet: That sounds fun! I usually see lots of animals and plants on my way to the park. There's one dog on my street who always runs to the fence and barks like crazy at me when I walk by! Make barking sounds.

Teacher: Some of God's creatures can be loud! We want to be in the habit of noticing God's beautiful creation and praising him for it! You can thank God for animals, plants, sunsets, the moon, stars—all kinds of things he's made!

Puppet: I'm going to do that, and I hope the boys and girls do too!

Teacher: Sounds great, JJ! God should receive heaps of praise for being a wonderful Creator. One Bible verse even tells us this: Read Psalm 34:1. Well, boys and girls, it's time for JJ to take off, so let's say bye to him. Do so.

✿ The puppet can be dressed in a small VBS T-shirt or jungle-themed shirt. To make a small VBS T-shirt, photocopy, cut out, and laminate a color copy of the logo and tape it to a baby-size T-shirt.

✿ If you want to get snazzy, use a quick musical introduction and exit when it's time for the puppet to come and go.

✿ Gospel Opportunity: Because this lesson focuses on God and his good creation, before sin entered the world, there isn't a natural place to share the bad news/good news of the gospel. Share the gospel as you feel led during this lesson.

Part 4: Evidences of a Young Earth (5 minutes)

If you are short on time, condense or skip this except for discussing which account is right, then move on to the brief review.

Teacher 1: Let's discuss the two accounts we heard about how things were made. You have an account of a little, non-living speck turning into everything we see, and the account of the all-powerful and good God creating everything. Do you think they're pretty different? *Pause.* Can they both be true? *Pause.* Which is true? *Take responses.*

Teacher 2: Jesus said that God's Word is truth. *Read John 17:17b.* God's Word, the Bible, is truth—every word of it. So if God's Word reveals to us that he's the Creator of the universe and he made everything, then that settles it.

Teacher 1: But what should you think when you hear at school or read in books or are told at museums or zoos that the earth and universe started with a big bang billions of years ago and then eventually turned into all the things we see, all on its own?

Teacher 2: We know that God and his Word are the authority. We always start there and trust what God says. If the Bible says it, that settles it. And, according to the Bible, God created all things in six days about 6,000 years ago—not billions of years ago.

Teacher 1: There are also many scientific findings that confirm what the Bible teaches. Here are just a few to consider when you hear about the age of the earth. *Show the EVIDENCES POSTERS as you talk about the following.*

By adding up the ages given in the genealogies, along with a few other key events, it can be determined that God created the world about 4,000 years before Jesus came to earth, or about 6,000 years before now.



- **Salt in the Oceans:** How many of you like to go to the beach? *Pause.* Have you ever played in the waves and gotten a mouthful of salty water? *You may want to share a quick personal story here regarding a time that happened to you.* That salt has been gathering since the beginning of time. But scientists have found that there's not nearly enough salt in the oceans if the earth is billions of years old. On the other hand, the amount can be explained by an earth that's more like 6,000 years old.
- **Cave Formations:** Any of you ever gone in a cave? *Pause.* *You may want to quickly tell about a time you have been in a cave.* You may hear it takes many hundreds of thousands of years for these things called stalactites and stalagmites to form. But look at this picture of a bottle that's been covered with minerals in just a short while. Do you think it took millions of years for minerals to form on this bottle? *No!* This bottle isn't very old at all, and it took just a little while for it to get covered.
- **Mud on the Seafloor:** Billions of years of erosion would have filled the oceans with mud long ago. But there's not nearly enough mud in the ocean for an earth that's billions of years old. The amount is much more in line with an earth that's just a few thousand years old.
- **Continents Wearing Away:** Every year, the wind and waves wear away (erode) a little bit more of the continents. If they were billions of years old, the continents should be almost flat.
- There are many more examples that confirm that God's Word is true. If you want to read more about this, check out the kids section on the Answers in Genesis website.

◆ Day 1 Animal Pal Poster

□ 7 C's Maps, 1 per person

Part 5: Daily Review (5 minutes)

Share the **DAY 1 ANIMAL PAL POSTER** to summarize today's teaching. Or, if you have time, use the following questions (and more you make up) to use in a review game. One simple way to play a review game is to divide into teams, ask a question, have each team write down their answer, then award a point to each team that gets it correct. This can be done any day during the Daily Review time.

Let's take a look at our animal pal poster to remember what we talked about today. Our animal pal is a parrot that is what color? *Take answers.* What does green remind us of? *Take answers.* The beautiful creation would have been lush and green, like a rainforest. The parrot is named Eden. What does that name have to do with creation? *Take answers.* The



garden God created was called Eden, like our parrot. **What are some things you learned today about the difference between the universe being created by God or by a big bang?** Take answers, then discuss Go and Do question #2 below.

Pass out the maps and add today's sticker. Don't put names on them until the last day, when they can take them home. It goes faster passing them out without names.

🛒 Purchase the 7 C's Maps from AnswersVBS.com

🛒 The front page of each day's student guide is a review of the lesson. The back page matches this section in the teacher guide.

Apply It!

In the remaining class time, complete one or more of the following ideas. These are also on the back of the *Primary Student Guides* and can be done at home with a parent or caretaker if you are out of time. If you send them home, motivate the kids to do them because they are full of good stuff! Have the group guides check with the kids tomorrow to see how they did on them, and consider giving contest bonus points to them for their hard work.

Supplies for this section are not included in the supply list on the back cover since they will vary depending on the activities you choose.

- ◆ **Theme and Day 1 Memory Verse Posters**
- **Optional: Student Guides and supplies**

Part 1: Memory Verse

Today's Verse: In the beginning, God created the heavens and the earth. Genesis 1:1

Practice this verse a couple times using the **DAY 1 MEMORY VERSE POSTER** as a reference, then try the challenge.

Challenge: Practice saying this super slow like a sloth, then super fast like a speeding basilisk lizard.

Tomorrow's Verse: They have all turned aside; together they have become corrupt; there is none who does good, not even one. Psalm 14:3

Theme Verse: To the King of the ages, immortal, invisible, the only God, be honor and glory forever and ever. Amen. 1 Timothy 1:17

If time, say tomorrow's verse together and try the challenge again. Try the theme verse as well, explaining the big words: immortal—living forever without beginning or end; invisible—not seen; honor and glory—giving God the credit and respect due him. Remind them God is the King of the ages and has been here as Ruler over all and throughout all history.



Part 2: Go and Do

1. Prepare to be amazed and honor the Creator as you look at the world he's created! Go on a walk and see if you can discover at least 10 things God has made, and praise him for them. Besides things you see, do you smell anything good God has made? Feel anything? Hear anything? Find out more about at least one of them.
2. Here's a great habit: Talk to God every day and thank him for at least one thing he created—a plant, an animal, a person, or a material that something is made out of (wood for a chair, gold for jewelry, aloe for lotion). It honors God when you give him credit for what he's made!
3. Tell someone something you learned today about the creation account versus the story of Dot.
4. Check AnswersVBS.com/junglekids for more fun information!

Ask yourself this question: Do I honor God by enjoying his creation and praising him for it?