



Rain or Shine Bible Time

# TODDLER

Teacher Guide



# COURSE OVERVIEW

## Theme Verse: 1 Timothy 1:17

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Title</b>	<b>All</b> Is Good	<b>All</b> Sin	<b>All</b> in Confusion	Savior for <b>All</b> Who Believe	<b>All</b> Is Good Again
<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 picture 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 our 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	Psalm 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>Discovery Center</b>	Rainforest Rubbings	Missing Fruit	Play Dough Tower	Holiday Happenings	Caterpillars to Butterflies
<b>Wet Touch Table</b>	Creation Counting	Toy Boats	Tall Towers	Bible Truth Colors	No More Tears
<b>Dry Touch Table</b>	All Things Green	All Things Dark and Blue	All Things Gray	All Things White and Red	All Things Yellow
<b>Dramatic Play</b>	7 C's Explorers	7 C's Explorers	7 C's Explorers	7 C's Explorers	7 C's Explorers
<b>Coloring Corner</b>	Genesis 1:1	Psalm 14:3	Genesis 11:9	John 1:12	Revelation 21:4
<b>Rainforest Recreation</b>	Hungry Monkeys Adam and Eve Chase	Two-by-Two Animal Match Noah Says	North & South Snoozing Silverback	Nativity Hunt Dolphin Splash	Jungle Obstacle Course 7 C's Hunt
<b>Tree-mendous Crafts</b>	My Bug Jar Eden the Parrot Coloring Sheet	Straw Serpent Tox the Dart Frog Coloring Sheet	World Map Placemat Scatter the Gorilla Coloring Sheet	Easter Scene Rose the Dolphin Coloring Sheet	Beautiful Butterfly Hat Bliss the Butterfly Coloring Sheet
<b>Canopy Café Snacks</b>	Dirt Dessert Green Parrot Pretties	Serpent Snack Frog Treats	Shades of Pudding Parfaits Gorilla Faces	Gospel Goodies Dolphin Banana	7 C's Boat Butterfly Bags
<b>Cool Contests</b>	Guess the Beetle Bugs	Team Spirit Day	yaD sdrawkcaB	7 C's Scripture Scavenger Hunt	Mission Money Mania



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### Toddler Teacher Guide

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Printed in China.



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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 in time—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, we see sin entering the world and affecting everyone, getting to such a point that God sends a global flood.

**Day 3: Confusion**—The fourth C checks out the world-altering 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 missions moment, and prayer.

Toddlers and young preschoolers then head back to their room to experience their own special schedule, which includes Exploration Stations, Lesson Time, snacks, games, and crafts.

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 lessons, enthusiastically engaging in teaching the lessons, and praying over all aspects of your job. Read this guide carefully and

prayerfully, using our suggestions combined with the ideas the Holy Spirit brings to your mind.

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

## Frequently Asked Questions

The content of *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 to 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 Toddler Teaching Tips

1. Pray and study God's Word. That is your most important preparation. God has entrusted you with the awesome privilege of opening his Word and sharing it daily with the children, so be well prepared. "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](http://AnswersVBS.com). Begin to pray and plan now, then continue to pray during and after VBS.
3. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
4. In this guide:
  - » Teaching Tips are marked with a 🌸.
  - » Materials for each activity are listed next to the activity.
  - » The "teacher says" portion is bold.
5. If possible, gather all the supplies for the Exploration Stations and lessons before the week begins. It's particularly helpful to organize them by station and by day so they are ready to be easily switched.
6. Ask group guides to help man the Exploration Stations each day. Post the directions and teaching tie-ins at each station every day as an easy reference for your helpers.
7. Modify the Exploration Stations as your situation warrants. Set them up as suggested or incorporate one or more ideas into the lesson time to do with the whole group together.
8. A puppet is used each day at some point during the lesson. It may also be used to welcome the children, sing a song, or review the lesson or memory verse. The puppet comes up from the puppet area if there are two of you to do the puppet skit. Or, if you're working alone, the puppet can come up from behind a trunk or suitcase that is flipped open.
9. Dress as if you are on a jungle river cruise: a T-shirt and hat (see Resource Catalog), khakis, boots, a vest, backpack, and binoculars.
10. Take on a persona to bring lessons to life. Some teachers enjoy making up a fun name, adopting an accent, or adding something new to their "costume" each day, such as adding a rainforest animal to different pockets in a vest. Teach in a way that makes you feel comfortable.
11. Call the children by name as you interact with them. Name tags help with this.
12. Think safety. Read the Child Safety Precautions file at [AnswersVBS.com](http://AnswersVBS.com) for more information.
13. Children will be at various levels of spiritual comprehension. Pray for the Lord to take the message and do with it as he wills in the heart of each child.
14. Use your Bible throughout the lessons at the appropriate times. Bookmark the passages for quick access. Show the importance of the Scriptures through your facial expressions and your actions.
15. Show love. All children, regardless of age or appearance, need to be loved. Greet them warmly each day and always be ready with smiles, encouraging words, and appropriate hugs. (Make sure to be aware of your church's appropriate touching policies.)
16. 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.
17. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive it, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
18. Children generally rise to the level expected of them, so challenge them to work on memory verses and complete their take-home Student Guides.
19. Use brown lunch bags labeled with each child's name to send everything home each day.
20. Have fun! Teaching should be a joy for you. "Rejoice always, pray without ceasing, give thanks in all circumstances" (1 Thessalonians 5:16-18).



# Tips for Managing a Group of Kids

Kids are fun, and kids have energy! Prepare to confidently lead them using the following strategies.

## Attention-Getters

**Call and Response**—The teacher will teach the kids that when she says something, they should reply with something else. Practice the following ideas so they know your expectations for responding to them.

- **Teacher:** 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 a unique and special creation from the hand of our amazing Creator. With all their uniqueness, however, kids often share some common characteristics. Use the following guidelines as a benchmark when looking at characteristics of children as a whole. Seeing how God has wired different age groups can help us be more effective in teaching and interacting with our students.

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

## Characteristics of Children

Children have some common characteristics:

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

## Characteristics of Toddlers

### Physical Characteristics

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

### Takeaways for Us

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

## Emotional/Social Characteristics

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

### Takeaways for Us

- Let toddlers be helpers. Give them simple one-step jobs to do. Have them help pick up things and straighten the room at the end of the lesson. Let them know they've done a good job.
- Be consistently present all week; establish routines and stick with them.
- Be consistent in discipline. Let your “yes” be “yes” and your “no” be “no.”
- Give them opportunities to dress up and play imaginatively.
- Adults—don't dress in elaborate costumes that may seem unfamiliar and scary.
- Be careful to walk worthy—act and speak in godly ways. Little eyes are watching and will want to imitate you!

## Spiritual/Mental Characteristics

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

### Takeaways for Us

- Involve toddlers' senses in learning! The more they can touch, smell, see, taste, and feel, the better!
- Give clear, simple directions.
- Keep activities and lessons short. Toddlers' attention spans are only a few minutes long before they need to switch to something new, so keep it moving!
- Be careful to speak accurately and truthfully.
- Show care and respect for your Bible and help them see your love for it and for the Lord.



# Toddler Schedule

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

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

## Exploration Station Time

There are five Exploration Stations: Discovery Center, Wet Touch Table, Dry Touch Table, Dramatic Play, and Coloring Corner. These stations should be set up at the end of the room opposite where the lesson time is held or in an adjoining room. See the Exploration Stations Supply List on the back cover for all the supplies needed each day.

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

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

Check the decorating section for more specifics on setting up the dramatic play area as a jungle to explore, and the coloring corner as a boat to get in. In the touch table area, use a small wading pool or a large, clear, under-the-bed storage container. Place it on a plastic tarp or tablecloth to catch the spills.

Post the signs with each station's name. Also, consider posting the Directions and Teaching Tie-In for each station so the group guides can share the main point with the kids. (See the resource downloads at [AnswersVBS.com](http://AnswersVBS.com).)

## Lesson Time

The lesson time is divided into three sections:

- Introduce It!
- Teach It!
- Apply It!

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

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

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

## Sample Schedule

### Based on a 3-Hour VBS

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

8:30–9:00	Arrival/Free Play Morning VBS Program—Breakfast Snack
9:00–9:15	Jungle Jam Assembly—Opening
9:15–9:40	Exploration Stations (Session 1)
9:40–10:05	Rain or Shine Bible Time
10:05–10:30	Rainforest Recreation
10:30–10:45	Tree-mendous Crafts (Session 1)
10:45–11:00	Exploration Stations (Session 2)
11:00–11:20	Canopy Café Snacks and Rest Time
11:20–11:35	Tree-mendous Crafts (Session 2)
11:35–11:55	Jungle Jam Assembly—Closing
11:55–Noon	Return to Room/Dismissal

<b>Arrival</b>	In some cases, children in this age group will arrive earlier than the rest of the VBS children. Therefore, make sure you're there early, as well! Be ready to greet your little ones with smiles, hugs, and love. Follow your church's check-in procedures and safety precautions.
<b>Free Play</b>	Provide inviting toys ready for free play. Help kids become familiar with their VBS space.
<b>Canopy Café Breakfast Snack</b>	If you are running a morning VBS, offer a small snack. This helps the children get used to their setting as they focus on food rather than being dropped off at the nursery! See page 19 for snack ideas, or choose mini muffins, fruit, or another light breakfast item.
<b>Jungle Jam Assembly— Opening</b>	Walk the children to the opening assembly. Request to be seated in the front on small chairs or in a special spot so the children can see. Plan to leave before or during the last song so you are back in your room before the other children leave.
<b>Exploration Stations (Session 1)</b>	Allow the children to explore the stations or participate in free play during this time. For patterns, see the downloadable resources at <a href="http://AnswersVBS.com">AnswersVBS.com</a> .
<b>Rain or Shine Bible Time</b>	This is the heart of the day. If some of the other activities need to go, make sure this one <i>does</i> happen! Present the lesson early before fatigue sets in. At the same time, if you notice the kids are especially antsy or tired, remain flexible and switch activities. You can come back later to finish the lesson, or you can break it up and finish it the next day.
<b>Rainforest Recreation</b>	Play inside or outside. Just spend time playing! Young children learn as they explore their world. See page 14 for game ideas.
<b>Tree-mendous Crafts (Session 1)</b>	Toddlers and young preschoolers need simple crafts. Gluing sensory items—such as cotton balls, sandpaper, or fabric—onto papers, attaching stickers, and coloring are always a hit. See page 16 for craft specifics.
<b>Exploration Stations (Session 2)</b>	Allow the children to continue exploring the stations.
<b>Canopy Café and Rest Time</b>	Make sure all snacks are bite-size and not choking hazards. Be alert to any allergies children may have.
<b>Tree-mendous Crafts (Session 2)</b>	If the children seem up for it, try a second craft before heading out to the closing assembly.
<b>Jungle Jam Assembly—Closing</b>	Take the kids to the closing assembly, once again sitting close to the front. Leave five minutes early so they are back in their room when VBS is dismissed. Follow your church's safe dismissal procedures.



## Memory Verse Songs

We have partnered with Seeds Family Worship and Majesty Music to create songs for each of the memory verses. They feature the full verses. (Pre-Primaries and Toddlers are taught condensed versions of these verses.) Singing Scripture is an excellent way for children to learn their Bible verses easily. If you choose to use these songs (either video or audio), use them during the memory verse time in

each lesson. The Music Leader Download comes with the purchase of a Super Starter Kit and can also be purchased separately. You can also purchase and download the songs individually from AnswersVBS.com for use on a handheld device. Student CDs in packs of 10 are also available if you would like each student to have a copy of the songs (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. Purchase these items from AnswersVBS.com.

**Simple Songs:** The songs referenced throughout this guide that are for Pre-Primaries and Toddlers are available to download from [AnswersVBS.com](http://AnswersVBS.com) (you'll need to upload them to an MP3 player) and on a separate *Simple Songs for Kids* CD (12-1-141) that you can play in a CD player. You may want to purchase one of the CDs for each child. Downloads of the songs can also be purchased from AnswersVBS.com.

**Student Guides:** These age-appropriate guides feature a lesson review on the front of each daily take-home paper, as well as the memory verse and a suggested verse review game. The "Go and Do" section on the back parallels the 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. The student guides are available in packs of 10.

- Toddler ESV (12-1-074)
- Toddler KJV (12-1-135)

**Adventure Journals:** These fun interactive booklets feature the daily memory verses, animal pals, stickers, and a place to stamp (12-1-093) for attendance. They can receive them at any time during the first day (preferably as they arrive), and you can review them with the kids during the Apply It! section of the lesson. These are available in packs of 10.

- Pre-Primary/Toddler ESV (12-1-090)
- Pre-Primary/Toddler KJV (12-1-138)

**7 C's Map:** Use these maps with stickers as a fun daily review of the 7 C's of History.

- 12-1-078, pack of 10

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

- Gospel (12-1-076)—Day 4
- Books of the Bible (12-1-077)—Any day

## 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.

# 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 page 12 for details.

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 (AnswersVBS.com)** 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 free-standing pieces should be braced from behind with wooden supports (jacks) and weighted down with bags of sand or road salt. Check [YouTube.com/answersvbs](https://www.youtube.com/answersvbs) for how-to videos on building a jack.

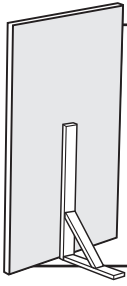
### Boat and Ship's Wheel

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 front, while the kids are seated as 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.)

Make or buy a ship's wheel. See the **Resource Download** for a clip art image. Mount your ship's wheel on cardboard or foam board then attach it to a free-standing post and place it in the front of the boat.

**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 2 x 4-in., 2 x 3-in., or 2 x 2-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.

## 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 photo 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.



## 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

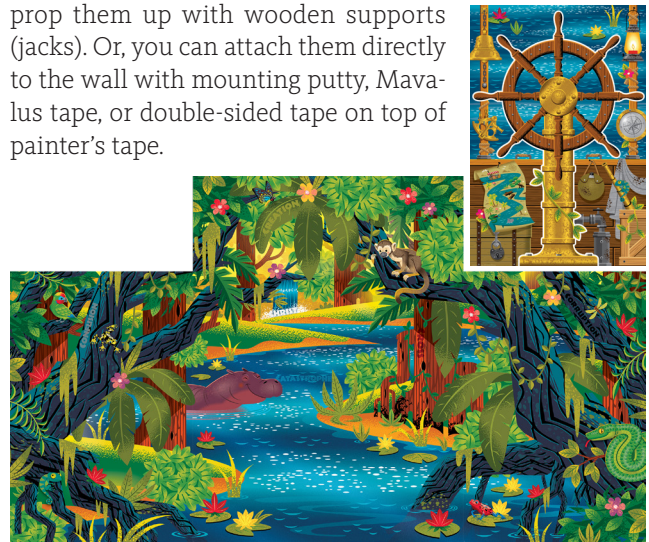
For clip art images, check the [Resource Download](#). These are an important part of your decorations. Use an overhead projector to enlarge and transfer the images onto paper, poster board, or a rigid material such as corrugated cardboard.

## 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, if necessary, 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. 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 Toddler rooms. Add a large free-standing 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.





# Exploration Stations

Toddler classes enjoy Exploration Stations, which include a discovery center, two touch tables, a dramatic play area, and a coloring corner. Further information about these stations can be found in the lessons, but check below for details for the dramatic play area and coloring corner.

## 7 C's Explorers Dramatic Play Area

Make a jungle area where the children can spend time role-playing. Designate a corner of the room and cover the walls with green plastic tablecloths, green roll paper, or jungle-themed scene setters purchased online. Make a round jungle hut using 4 x 8-ft. sheets of corrugated cardboard for walls and a large cardboard “cone” covered with faux grass skirts for the roof. Hang vines with jungle leaves along with birds and butterflies from the ceiling. To make vines, cut long strips of brown roll paper, two feet wide, and twist into a vine shape. Add some monkeys and one or two rainforest trees. (Check online for tree-making methods.)



### ADDITIONAL PLAY MATERIALS:

- Binoculars**—Cut a paper towel tube in half, tape each half side by side, punch holes in one end, and string a piece of yarn through them to hang the binoculars around a child's neck.
- Expedition vests**—Cut from felt or large brown paper grocery bags. Ask your local grocery store to donate the bags. Cut a neck hole in the “bottom” of the bag and armholes in the sides. Cut down the middle-front from the neck hole to the top of the bag. Make sure not to cut the back of the bag.
- Pith helmets and stuffed animals**—Can be purchased in bulk from Oriental Trading Company.
- Play expedition vests and hats**—Can be purchased from the Resource Catalog (26-1-049).

## Coloring Corner

Bring in or make a boat for the kids to sit in. If bringing one in, like an inflatable raft or canoe, make sure it's large enough to accommodate a few kids at a time. If making your own, see the directions for building a boat on page 11.



## Additional Exploration Station Ideas

Each day's instructions have suggested stations, but here are some extra ideas if you would like to add more.

- Reading Nook**—Place a variety of children's books in a woven basket. Include children's picture Bibles, and accurate books about jungles, rainforests, God's creation, the fall of man, the flood, the tower of Babel, Jesus, and heaven.
- Jungle Animals**—Borrow or buy stuffed or plastic jungle animals and free-play with them.
- Flannel Board Fun**—Provide a flannel board with images from each day's Bible lesson along with people, animals, and jungle items.
- Planting Plants**—Put down a plastic tablecloth and then put potting soil, rubber mulch (least messy option), coffee grounds, or play sand in an under-the-bed storage bin. Add some fake or real plants, twigs, leaves, and child gardening tools. Let the kids go to town planting plants. Provide wet wipes for cleanup.
- Tower Building**—Gather different shapes and sizes of blocks for tower building. Add a picture of what the tower of Babel may have looked like.
- Texture Trays**—Provide various textures on which and in which the kids can trace words or pictures of key Bible concepts they learn about. Possible textures include shaving cream or hair gel in zippered baggies sealed with duct tape, burlap, trays of salt, thick fleece, magic slates, or chalkboard and chalk. Supervise carefully and make sure they know not to put their hands in their mouths. You may want to put out different textures on different days.
- Play Dough**—Play dough is always a favorite, so you may want to feature a station with it all week, adding thematic supplies that have to do with the day's teaching, such as using only green on day 1; dark and blue on day 2; gray on day 3; white and red on day 4; and yellow on day 5. Add in thematic cookie cutters each day: people and animals on day 1; boats, water drops, and a dove on day 2; construction-themed cookie cutters on day 3; crosses and hearts on day 4; and people and animals again on day 5.

### Play Dough Recipe

- 2 c. flour
- 2 tbsp. oil
- ½ c. salt
- Food coloring
- 2 c. warm water
- Glitter
- 4 tsp. cream of tartar

Mix the first five ingredients in a saucepan. After blended, mix in food coloring. Stir over low to medium heat until the dough is formed and is no longer sticky. Remove from the pan and knead until smooth, adding the glitter. After it has cooled, store in an air-tight container.



# RAINFOREST RECREATION

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

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

For game time, use the following suggestions or other options from the Game Guide, such as the Pre-Primary games. Also, it's fun to repeat favorites throughout the week.

## Day 1

### Hungry Monkeys

Cut a yellow pool noodle into small pieces. Spread the pieces around one end of the area. Begin with the Teaching Tie-In. Set a large box or make a circle of chairs near the starting position. Explain that the students will pretend to be monkeys trying to gather bananas (yellow noodle pieces) and bring them back to their banana bunker (food stash). At go, children will run to the bananas, gather as many as possible and bring them back to their banana bunker.

#### TEACHING TIE-IN

God created all the land animal kinds on day 6, including the kinds that monkeys belong to. Some monkeys live in the jungle. What food do you think monkeys like to eat? *Take responses.* Monkeys like fruit, nuts, seeds, and even eggs, bugs, and lizards! Today we'll pretend to be monkeys that are hungry for bananas.

### Adam & Eve Chase

Set up a play area. Share the Teaching Tie-In. Have all the boys (Adams) chase all the girls (Eves). When a girl is tagged, she must sit down and say, "I'm made in God's image." Then she can stand and return to the chase. After a short time, switch so the girls are chasing the boys. See how many they can make sit down at a time.

#### TEACHING TIE-IN

God created the first people on day 6 of creation. What were their names? *Adam and Eve.* God created the first man and woman to be different than the animals. They were made special, created in God's image. You are created in God's image too!

## Day 2

### Two-By-Two Animal Match

Print the **Animal Kind Cards**, making sure to have a male and female of each animal. Hide one of each animal around the play area. Share the Teaching Tie-In. Pass out the remaining animal pictures, one per player. At go, children must find the animal that matches theirs.

#### TEACHING TIE-IN

God sent a big flood to cover the whole earth. But he kept Noah and his family safe in the ark. God sent animals to the ark two by two. That means a boy and girl of each animal kind got on the ark. Today, you will be looking for the animal that matches your picture so you have a boy and a girl.

### Noah Says

Begin with the Teaching Tie-In. This game is played like Simon Says. Choose a leader to start as "Noah." Have the children line up across from Noah. Noah will give instructions by saying, "Noah says \_\_\_" and adding a physical action while doing it. For example, "Noah says touch the floor," "Noah says hop on one foot," or "Noah says shake your head." Once kids get the hang of it, try giving instructions more quickly. Play as time allows.

#### TEACHING TIE-IN

After Adam sinned, bad things began to happen. People became so bad that God sent a big flood to punish sin. God told Noah to build an ark. What is an ark? *A big ship.* Noah obeyed God and built an ark, and he and his family were saved from the flood catastrophe. In our game today, we'll practice obeying. Listen carefully and do whatever Noah says.

## Day 3

### North & South

This game works best indoors in a room with walls, but you can play outdoors if you create lines for north and south using chalk, cones, or chairs. Choose two opposite walls of the room to be north and south and review those with the children. Have everyone stand in the middle of the room. Call out a direction, either north or south, and point to the wall. The children must run to the wall in that direction then return to the middle. Play several times and finish with the Teaching Tie-In.

## TEACHING TIE-IN

After God gave the people at Babel different languages, they went in all directions, including north and south. Why did God confuse the people's language? Because they disobeyed God's command to spread out on the earth.

### Snoozing Silverback

Choose a leader to be the silverback gorilla. The gorilla can stand with back turned or lie down with eyes closed, holding a banana (yellow pool noodle piece). Players line up on the opposite side of the play area. Whenever the gorilla turns his back or snoozes, players must tiptoe toward him. When the gorilla turns and faces the players or wakes up, everyone must freeze in place. When the kids get close, the gorilla can chase them back to start. Finish with the Teaching Tie-In.

## TEACHING TIE-IN

What kind of animal is our pal today? A silverback gorilla. Scatter's silver or gray color reminds us of the confusion God sent at the tower of Babel. When we say something is gray, that means it's confusing or mixed-up. God confused the language at Babel so there were suddenly many languages. Different families couldn't understand each other or work together anymore.

## Day 4

### Nativity Hunt

Print and cut out the **Nativity Cards** or use figures from a nativity set. Include baby Jesus, Mary, Joseph, angels, shepherds, and animals. (For a large class, print extras of all but Mary, Joseph, and Jesus.) Hide cards or figures around the area for kids to find. Have the kids attach the cards to a board or place each piece in a nativity scene. Finish with the Teaching Tie-In.

## TEACHING TIE-IN

On what special day do we celebrate Jesus' birthday? **Christmas**. Jesus' birth was part of God's plan to save us from our sin so that we can be forgiven. Use the **Nativity Cards** or pieces to review Jesus' birth.

### Dolphin Splash

This game is best played outdoors. Set out one or more wading pools with a small amount of water and several sponge balls. Have the children gather around each pool. Take turns picking up and tossing the balls into the water to make a splash. Finish with the Teaching Tie-In.

## TEACHING TIE-IN

Today we learned about a pink river dolphin. Pink is made from mixing white and red. White reminds

us that Jesus was perfect and pure. He never sinned. The color red reminds us of Jesus' blood when he died on the cross for our sins. What is our dolphin pal's name? **Rose**. Her name reminds us that Jesus rose from the dead!

## Day 5

### Jungle Obstacle Course

Set up a simple jungle course using one or more of the following ideas:

Cross a river on stepping stones (jump from hoop to hoop over a blue tarp/sheet)

Crawl through a hollow log (play tunnel)

Rescue a baby animal (toy animal)

Find a banana (yellow pool noodle piece)

Catch a fish (use a net to scoop a plastic fish out of a kiddie pool filled with water—supervise carefully)

Walk under a vine (rope or twisted piece of brown or green roll paper)

Demonstrate how to run the course. Have the kids take turns going through it.

## TEACHING TIE-IN

We've been learning about the jungle and what the Bible says about the 7 C's of History. Do you remember what they all are? Briefly review each C: Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation.

### 7C's Hunt

Cut fun foam sheets into 2-inch squares of green, dark, blue, gray, white, red, and yellow. Hide the squares around the play area, at least one of each color. Begin with the Teaching Tie-In. Divide into teams. Choose one team to search for the seven colored squares. Once they have found all seven, help them put the colors in order and name each C. Have another leader take the other group(s) to another area or room and practice fun exercises, such as two-foot hops, spins, toe touches, or jumping jacks (seven times each). When the first group finishes the hunt, have them help you hide the squares for the next group, then switch with the exercising group(s). Play until all groups have had a turn searching for colors.

## TEACHING TIE-IN

Let's review the seven colors and which C of history they remind us of. Review: green—Creation, dark—Corruption, blue—Catastrophe, gray—Confusion, white—Christ, red—Cross, yellow—Consummation. Today you'll be hunting for all these colors.

# TREE-MENDOUS CRAFTS

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

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

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

Plan two craft times a day, but be prepared to skip one or both if the children need more rest time. Decide who will be in charge of preparing the craft materials (craft leaders, toddler teachers, or someone else). Whatever ideas you choose, have fun and use the crafts to reinforce the big themes of the week.

## Thematic Craft Ideas

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

### Day 1

#### Session 1—My Bug Jar

Follow the directions in the Craft Guide for the My Bug Jar craft.

#### TEACHING TIE-IN

Have you seen any bugs lately? *Take responses.* Bugs are amazing creations of God! It will be fun to catch some and care for them with our bug jars. When you see a firefly or an ant or a beetle, think about our wonderful God who made them.

#### Session 2—Eden the Parrot Coloring Sheet

*Gather the following:* **Parrot Coloring Sheets** and crayons. Optional: feathers, wiggle eyes, and glue sticks. You'll also need the [Day 1 Animal Pal Poster](#).

*Ahead of time,* print one coloring sheet for each child.

*During class,* children will color the coloring sheet.

Optional: Spread glue on the wings and tail and attach feathers. Then add wiggle eyes.

#### TEACHING TIE-IN

Refer to the [Day 1 Animal Pal Poster](#). What's the name of our animal pal today? *Take responses.* Continue discussion about the pal and its significance.

#### Bonus Idea for Day 1—Creation Sensory Box

Gather sensory items to put in a box that kids can make and play with. Possibilities can include large craft sticks they color for people, good size animal stickers they stick on card stock, brown or green crinkle shred paper for dirt/grass, cut-up blue- or aqua-colored netting for water, plastic dinosaurs and other animals, a plastic tealight candle, etc. Make sure all items are safe and not choking hazards.

### Day 2

#### Session 1—Straw Serpent

Follow the directions in the Craft Guide for the Straw Serpent craft.

#### TEACHING TIE-IN

Have you ever seen a snake in the grass or in a zoo? *Take responses.* Our Bible account today talks about an animal that sounds like a snake—but in this case, it was a snake that could talk! What did the snake want Eve to do? *Take responses.* Did Eve listen to the snake? *Take responses.* She should have trusted God, not the snake. We can always trust God!

#### Session 2—Tox the Dart Frog Coloring Sheet

*Gather the following:* **Frog Coloring Sheets** and crayons. Optional: blue cellophane, wiggle eyes, and glue sticks. You'll also need the [Day 2 Animal Pal Poster](#).

*Ahead of time,* print one coloring sheet for each child.

Optional: Cut pieces of blue cellophane to fit the frog's body on the coloring sheet.

CHECK [PINTEREST.COM/ANSWERSVBS](https://www.pinterest.com/answersvbs) FOR COLORFUL PHOTOS OF THE TODDLER CRAFTS!

*During class*, children will color their coloring sheet.  
Optional: Spread glue on the frog's body and attach the blue cellophane. Then glue on the wiggle eyes.

#### TEACHING TIE-IN

Refer to the [Day 2 Animal Pal Poster](#). What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

#### Bonus Idea for Day 2—Ocean in a Bottle

*Gather the following:* Water bottles, blue food coloring, cooking oil, small plastic cups, funnels, heavy duct tape, glitter, sequins, and any other small, flashy items desired.

*Ahead of time*, unscrew the lids and pour about half the water out. Determine how much oil you need to fill up the bottle to about 1–2 inches from the top, *but don't put oil in each bottle yet*. Tightly screw the lids back on.

*During class*, take the lids back off and put in a funnel. Let kids add in fun items like the glitter or sequins and a few drops of food coloring. Then give them a small pre-determined amount of oil in a cup to pour in through the funnel. Remember to leave at least 1–2 inches of free space at the top. An adult should then screw the lid on tightly and tape it well with the heavy duct tape.

Turn the bottle sideways and upside down to watch the ocean in a bottle!

## Day 3

### Session 1—World Map Place Mat

*Gather the following:* [World Map Pattern](#), crayons or markers, 11 x 17-inch white card stock, and clear contact paper or lamination. Optional: stickers of children from around the world.

*Ahead of time*, print a map pattern for each child on the white card stock.

*During class*, have kids color the map and add stickers if you have them. Before they take the place mats home, run them through a laminator or cover them with clear contact paper.

#### TEACHING TIE-IN

What's this a picture of? Take responses. Right, the world! Did people live all over the world before the tower of Babel event? No! God scattered them from the tower of Babel, and now people live all over the place and do things many different ways.

### Session 2—Scatter the Gorilla Coloring Sheet

*Gather the following:* [Gorilla Coloring Sheets](#) and crayons. Optional: silver/gray faux fur for the gorilla's back, wiggle eyes, and glue sticks. You'll also need the [Day 3 Animal Pal Poster](#).

*Ahead of time*, print one coloring sheet for each child.  
Optional: Cut pieces of faux fur to fit the shape of the gorilla's back on the coloring sheet.

*During class*, children will color their coloring sheet.

Optional: Spread glue on the gorilla's back and attach the faux fur. Then glue on the wiggle eyes.

#### TEACHING TIE-IN

Refer to the [Day 3 Animal Pal Poster](#). What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

### Bonus Idea for Day 3—Tower Building

*Gather the following:* Brown construction paper or card stock, plain white copy paper, glue sticks, and crayons or markers.

*Ahead of time*, cut the brown paper into strips of decreasing length—some strips should be 1 x 6 inches, some 1 x 4, 1 x 3, and 1 x 2. Each child will get one of each.

*During class*, have the kids glue the longest strip along the bottom of their white paper to be the base of their ziggurat tower. Then glue the 1 x 5 strip just above the 1 x 6 strip, then continue up the tower in decreasing lengths to make a ziggurat. Color people, grass, and sky around the tower.

## Day 4

### Session 1—Easter Scene

Follow the directions in the Craft Guide for the Easter Diorama (v.2) craft.

#### TEACHING TIE-IN

Who is God's Son who came to earth at Christmas? Take responses. Did he ever do anything wrong? Take responses. Why is there a cross on your Easter scene? Take responses and summarize why Jesus came.

### Session 2—Rose the Dolphin Coloring Sheet

*Gather the following:* [Dolphin Coloring Sheets](#) and crayons. Optional: blue-colored cellophane and glue sticks. You'll also need the [Day 4 Animal Pal Poster](#).

*Ahead of time*, print one coloring sheet for each child.  
Optional: Cut the cellophane into small pieces.

*During class*, children will color their coloring sheet.

Optional: Spread glue on the water area and attach pieces of blue cellophane.

#### TEACHING TIE-IN

Refer to the [Day 4 Animal Pal Poster](#). What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.



## Bonus Idea for Day 4—Christmas Ornament

*Gather the following:* Either 1 x 3-inch blocks of wood (sanded smooth) or small, non-glossy white or kraft gift boxes. Also gather markers, glue sticks, mini screw eyes, narrow ribbon, mini Christmas gift bows, and the [Jesus Gift Tag 2 Pattern](#).

*Ahead of time,* screw the screw eye into the box or wood block and print and cut out a gift tag pattern for each student.

*During class,* kids can color their boxes and put the mini bow on, then glue on the Jesus gift tag. Tie ribbon through the eye to make a loop for hanging.

## Day 5

### Session 1—Beautiful Butterfly Hat

*Gather the following supplies:* Stapler, tape, marker, yellow corrugated bulletin board border, 4–6 pipe cleaners per child, 4–6 butterflies per child from the [Butterfly Pattern](#), and items for decorating the butterflies—markers, dot art markers, small stickers, etc.

*Ahead of time,* cut the bulletin board border into 20-inch strips, one per child. Print and cut out the butterflies from the butterfly pattern. Twist the pipe cleaners around a marker several times to make a corkscrew shape.

*During class,* the children will decorate their butterflies. As each child finishes, tape each butterfly to one end of a twisted pipe cleaner then insert the other end into the corrugated border, spacing them out. Fit the border strip around the child's head and staple or tape the two ends together to form a crown-style hat. (Tape over staples to cover any sharp edges.)

#### TEACHING TIE-IN

Have you seen a butterfly flying around outside?  
Aren't you glad God made butterflies? Someday, just

as a caterpillar becomes a beautiful butterfly, God's people will have beautiful new bodies too.

### Session 2—Bliss the Butterfly Coloring Sheet

*Gather the following:* [Butterfly Coloring Sheets](#) and crayons. Optional: tissue paper squares, wiggle eyes, and glue sticks. You'll also need the [Day 5 Animal Pal Poster](#).

*Ahead of time,* print one coloring sheet for each child. Cut colored tissue paper into small squares.

*During class,* children will color the coloring sheet. Optional: Spread glue on the wings and add the tissue paper squares. Then glue on the wiggle eyes.

#### TEACHING TIE-IN

Refer to the [Day 5 Animal Pal Poster](#). What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

### Bonus Idea for Day 5—Coffee Filter Butterfly

*Gather the following supplies:* 2 coffee filters, a paper plate, and washable markers for each child, along with a spring-style clothespin, and a 4-inch piece of pipe cleaner (any color) folded into a V.

*Ahead of time,* fill either a spray bottle with water for teacher use or a spray bottle or dropper with water refills for each child. Flatten the coffee filters.

*During class,* place one flattened coffee filter on each paper plate. Have kids color it with markers, then mist it with a water bottle or put drops of water on it. Repeat with the other coffee filter and let them dry. When they are dry, teachers can accordion-fold both of them and stack them on top of each other. Put the V pipe cleaner in the clothespin for antennae, and help kids attach the clothespin in the middle of the coffee filters. (They can color the clothespin first if you have time.) Fluff out the coffee filters on both sides of the clothespin, and you have an awesome butterfly!

# CANOPY CAFÉ

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

chips, and popcorn). Some “big kid” snacks are safe for toddlers. You may want to serve smaller portions of those. See the Snack Guide for more details.

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

## Thematic Snack Ideas

See photos of the big kids’ snacks in the Snack Guide.

### Day 1

Use this big kids’ snack recipe, except serve smaller portions in smaller cups. Adjust amounts accordingly.

#### Dirt Dessert (10 servings)

- 2 c. cold milk
- 1 (3.9 oz.) package instant chocolate pudding (4-serving size)
- 8 oz. frozen whipped topping, thawed
- 1½ c. crushed chocolate sandwich cookies (about 20), divided
- 20 gummy animals
- 10 plastic punch cups
- 10 plastic spoons
- Whisk and mixing bowls
- Large spoon

Make pudding according to package directions. Stir in whipped topping and ½ c. of crushed cookies. Divide the mixture into 10 punch cups. Top with the remaining sandwich cookie pieces and gummy animals. Note: Various varieties of gummy animals such as zoo animals, dinosaurs, and bears can be ordered online, but gummy worms work too.

#### TEACHING TIE-IN

Look at your dirt dessert. Do you think it just made itself or did someone make it? Take responses. Someone made it! Do you think the world just came about on its own, or did God make it? Take responses. God made it! He made all the plants and animals and the sun and moon and stars and people. Let’s praise God for being the amazing Creator, and for this snack. Do so.

#### Green Parrot Pretties (per child)

- 1 kiwi slice (head)
- 1 chocolate chip or edible eye
- 1 tiny piece of fruit leather (beak)

- 1 pretzel stick (branch)
- Small paper plate for each parrot

Cut the kiwi into circles and put one on each plate. Put a chocolate chip or edible eye and a fruit leather beak on each to make a side view of a parrot. Arrange a pretzel stick under it as if the parrot is perched on a branch. (For a more substantial snack, give each child 2 parrots.)

#### TEACHING TIE-IN

What color is our kiwi fruit? Take responses. What animal does it look like? Take responses—a green parrot. What’s our animal pal’s name? Take responses. It’s Eden because we talked about the garden of Eden. Who can tell me about the garden of Eden? Take responses. Let’s thank God for this green snack that reminds us of God’s perfect, good creation. Do so.

### Day 2

#### Serpent Snack (per child)

See the big kids’ photo, but use mini doughnuts instead and the adjusted amounts listed below, per child, following these directions.

- 1 vanilla or chocolate mini cake doughnut
- 1 vanilla or chocolate cake doughnut hole
- 2 mini M&M’s
- Thin red licorice, cut into 1-inch pieces
- Knife
- Kitchen scissors
- Cutting board
- Spoon
- Small paper plate

Cut each doughnut and the doughnut hole in half. Arrange doughnut halves in an S on each paper plate for the serpent’s body. Place half of a doughnut hole on each end for the serpent’s head and tail. For the tongue, split the end of each licorice piece with kitchen scissors and pull the ends apart to make it forked. Cut two tiny slits for eyes and put the M&M’s in.

## TEACHING TIE-IN

What does our snack look like today? *Take responses.* Yes, a snake! Does anybody remember what happened in the garden of Eden with a snake? *Take responses.* Eve shouldn't have listened to the snake. She should've obeyed God, and so should we! Let's thank God for forgiving us when we sin, and let's thank him for this snack. *Do so.*

### Frog Treats (per child)

- 2 mini pretzels
- 2 Golden Oreos
- 2 edible eyes
- 1 strip of fruit leather
- White icing (as "glue")
- Green card stock or construction paper for lily pad
- Scissors

Cut the green paper in the shape of a lily pad. Place the mini pretzels on the paper to look like frog legs and secure the Golden Oreos to the top of the pretzels with white icing. Attach edible eyes to the top Oreo with icing and "glue" the fruit leather between the two Oreos with the icing so it sticks out like a frog's tongue.

## TEACHING TIE-IN

What animal is our animal pal today? *Take responses.* Yes, it's a frog. Do you remember his name? *Take responses.* It's Tox, the poison dart frog. Were animals poisonous when God first made the world? *Take responses.* No, because everything was perfect. But then sin entered the world and affected everything, including dart frogs. Let's thank God that even though there is sadness and sin now in our world, we have God and his goodness! And let's thank him for this yummy snack. *Do so.*

## Day 3

### Shades of Pudding Parfaits (per child)

Use this big kids' snack recipe, except serve smaller portions in smaller cups. Adjust amounts accordingly.

- ¼ c. chocolate pudding
- ¼ c. butterscotch pudding
- ¼ c. vanilla pudding
- Milk to make pudding
- Whipped topping
- 1 honey and 1 chocolate Teddy Graham cracker
- Bowls, whisks, and stirring spoons
- Plastic punch cup

Make each kind of pudding according to package directions. Layer the puddings in the punch cups, ¼ cup total per child. Put a dollop of whipped topping on top. Refrigerate. Before serving, add 1 honey and 1 chocolate Teddy Graham cracker on top of each parfait.

## TEACHING TIE-IN

Have you ever wondered why people have different shades of skin? *Take responses.* It's sort of like these different shades of pudding. This is all pudding,

but it comes in a lighter shade, a medium shade, and a darker shade. That's similar to people's skin, which God made from light to dark. We're not different colors—just different shades of the same color—brown. Let's thank God for making each of us our own special shade, and then we'll eat this fun snack. *Do so.*

### Gorilla Faces (per child)

- Fruit cup or apple-sauce cup
- Spoon
- Permanent marker to draw a simple gorilla face on the cup

Draw a gorilla face on each cup. After students have enjoyed looking at them and talking about the silverback gray gorilla (see Teaching Tie-In), help them take off the lids and give each child a spoon to eat with.

## TEACHING TIE-IN

What animal does our snack look like? *Take responses.* Our animal pal today is a gray (silverback) gorilla. Do you remember his name? *Take responses.* His name is Scatter because he reminds us of how the people at Babel were scattered all over the world. Who can tell me about that? *Take responses.* Let's thank God for this gorilla snack, and then we'll eat. *Do so.*

## Day 4

### Gospel Goodies (per child)

Use this big kids' snack recipe, except serve smaller portions. Adjust amounts accordingly.

- 1 brownie, store-bought or homemade
- White icing
- 7 red M&M's or 2 strands of thin red licorice
- Knife for icing and cutting brownies
- If making brownies from scratch: mixing bowls, measuring cups and spoons, and pans
- Spatula
- Small paper plate

Buy brownies or make them according to package directions. Ice brownies with white icing. Cut brownies but leave them in the pan. Arrange the red M&M's or thin red licorice into a cross shape on top of each brownie. Before snack time, put each brownie on a small paper plate. Note: Cut the brownies into heart shapes if desired to add to the theme of the day.

## TEACHING TIE-IN

We have three colors on our Gospel Goodies. What color is the brownie? *Take responses—dark brown (dark) which reminds us of Corruption. How about the icing?* *Take responses—white, which reminds us of Jesus Christ. And the licorice?* *Take responses—red, which reminds us of the blood Jesus shed on the cross. Let's*

thank God for Jesus coming and loving us, and for our Gospel Goodies, and then we'll eat. *Do so.*

### Dolphin Banana (per child)

- ½ unpeeled banana
- Handful of grapes (cut in half) or blueberries
- Permanent marker
- Plastic punch cup

Draw a dolphin face on the banana half near the stem. Split the stem and stick half a grape or a blueberry in its mouth. Put the dolphin in a punch cup and fill in with grape halves and/or blueberries.

### TEACHING TIE-IN

What animal does our snack today remind you of? *Take responses. Yes, a dolphin. Who remembers our animal pal's name? Take responses. She's Rose, the pink river dolphin. Rose reminds us Jesus rose from the dead! Let's thank God for Jesus and for this special snack. Do so.*

## Day 5

### 7 C's Boat (per child)

Use this big kids' snack recipe, except serve smaller portions. Adjust amounts accordingly.

- Green food, such as a couple grapes (cut in half), green apple slices, or pear slices
- Dark food, such as a few chocolate chips (or chocolate anything) or a couple blackberries
- Blue food, such as a couple blue corn chips or blueberries
- Gray food, such as a spoonful of chia seed pudding
- White food, such as a couple thin pieces of white cheese, banana, or white yogurt melts
- Red food, such as a couple small pieces of watermelon, raspberries, or strawberries
- Yellow food, such as a couple thin yellow cheese pieces and crackers
- Food boat (like hot dogs are served in)

Decide which items you will use and place a portion of each in color order in the food boat.

### TEACHING TIE-IN

Our treat today is a 7 C's boat. Can you remember the 7 C's? Let's see if we can say them all! *Take responses: Creation, Corruption, Catastrophe, Confusion, Christ, Cross, Consummation. Let's thank God for our 7 C's boat and for this yummy snack. Do so. As the children eat, discuss the colors of the 7 C's and the foods representing them.*

### Butterfly Bags (per child)

See note below for other possible ingredients.

- 5-6 grapes or strawberries, cut in half OR
- Crackers, pretzels, or Goldfish
- Snack-size baggie
- Spring-style clothespin
- Permanent marker
- Optional: half of a pipe cleaner

Put one type of food in one side of the baggie, such as cut-up grapes or cheese, and put another food in the other side, such as crackers. (Make sure they are cut small and are not choking hazards.) Seal the baggie and attach the clothespin in the middle of the baggie. Draw a face on the clothespin and add an antennae out of half of a pipe cleaner if desired.

Note: Other possible combos are Cheerios and Goldfish; Fruit Loops and Pretzel Goldfish; or Chocolate Teddy Grahams and Oyster Crackers.

### TEACHING TIE-IN

What animal does our snack look like today? *Take responses. Yes, a butterfly! What do butterflies start out as? Take responses. Caterpillars! But God changes them into beautiful butterflies, just like he will change his children someday and give us beautiful new bodies when we get to heaven. Let's thank God for the promise of life in heaven with him and for this beautiful snack. Do so.*





DAY 1

# CREATION

## BIBLE PASSAGE

All Is Good  
Genesis 1

## LESSON FOCUS

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

## 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

## ANIMAL PAL

Eden the Green Parrot

## Today’s Exploration Stations

- Discovery Center: Rainforest Rubbings
- Wet Touch Table: Creation Counting
- Dry Touch Table: All Things Green
- Dramatic Play: 7 C’s Explorers
- Coloring Corner: Genesis 1:1

## Today’s Lesson at a Glance

### INTRODUCE IT!

- Puppet Pal—Praise the Creator
- Song 1: “Let’s Praise God!”

### TEACH IT!

- Journey Through Creation
- Song 2: “He’s Got the Whole World in His Hands”

### APPLY IT!

- Part 1: Daily Review
- Part 2: Memory Verse
- Part 3: Go and Do

### Preparing for the Lesson

- Read Genesis 1 and 2 several times.
- Read this lesson several times and prepare the materials.
- For more information on the big bang, evolution, and creation, visit [AnswersVBS.com/junglefaq](http://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.

# Exploration Stations

See page 13 for setup and decorating instructions for each station, as well as ideas for additional stations.

## Discovery Center: Rainforest Rubbings

### MATERIALS

- [Drip Tip Leaf Poster](#)
- Variety of real leaves
- Crayons
- White paper, at least 1 piece per child

### PREP

Gather leaves from various trees and bushes in your area. Remove wrappers from crayons.

### DIRECTIONS

Students put the leaves under the paper. Show them how to rub their crayons sideways over the paper to get the leaf impressions.

### TEACHING TIE-IN

Show the **DRIP TIP LEAF POSTER**. God's an amazing Creator! Look at this rainforest leaf. God gave it a special design called a drip tip. Do you see it? Since it rains almost every day in the rainforest, the drip tip allows the water to run off quickly so the leaves don't grow harmful stuff on them. God made every little thing perfect!

## Wet Touch Table: Creation Counting

### MATERIALS

- Touch table with tarp underneath
- Water
- Sand pails
- Extras: waterproof creation-oriented items (at least six of each), such as real leaves or plastic flowers, animals, fruits, stars, or cookie cutters in these shapes.

### PREP

Partially fill the touch table with water. Add the extras. Set the sand pails at the side.

### DIRECTIONS

Students try to fill a pail with six of the same things (e.g., six flowers or six pieces of fruit).

### TEACHING TIE-IN

How many days did it take God to make the whole creation? **Six**. Let's count to six. **Do so**. Now let's gather six of the same kinds of things to remember the number six! Ask several kids to find different items to put into their pails.

## Dry Touch Table: All Things Green

### MATERIALS

- [Day 1 Animal Pal Poster](#)
- Touch table with tarp underneath
- Generic or green filler (e.g., crinkle shred or Easter grass)
- Extras: lots of safe green items, such as pails, shovels, cups, plastic animals, leaves, play foods, cars, etc.

### PREP

Put the filler in the table, then add the extras.

### DIRECTIONS

Students play with the items.

### TEACHING TIE-IN

What color are the things in the table? **Green**. What color are many plants in the jungle? **Green**. Show the **DAY 1 ANIMAL PAL POSTER**. What color is Eden, our parrot animal pal? **Green**. Who made, or created, all the plants and animals? **God**. The color green reminds us of creation. Let's cheer for God, our wonderful and caring Creator! **Do so**.

## Dramatic Play: 7 C's Explorers

This station can be as simple or elaborate as you like. Leave it set up all week. Add in new items each day. Choose from the following, or add in your own ideas.

### MATERIALS

- Dress-up supplies in a big suitcase with the lid safely propped open (e.g., expedition vests, pith helmets, rain boots, backpacks, ponchos, sunglasses)
- Play binoculars (or see p. 13 for instructions to make your own)
- Stuffed, plastic, and rubber animals

### PREP

Set out costumes and play items.

### DIRECTIONS

Students dress up and pretend to be on an expedition through the jungle.

### TEACHING TIE-IN

Who created the world and everything in it? **God**. Did God use crayons and paint or a hammer and nails? **No!** He created everything from nothing. Can you name something in the sky that God created? **Allow answers**. How about an animal God made? **Allow answers**. Did God make plants? **Yes**. God made people too! People are his most special creation. He loves us!

## Coloring Corner: Genesis 1:1

Leave this station up all week. Just add the new coloring sheet each day.

### MATERIALS

- Day 1 Memory Verse Coloring Sheet**
- Markers or crayons in a woven basket
- Optional supplies: stickers, glue sticks, and items to glue onto the coloring sheet (e.g., cotton balls, pom-poms, feathers, and tissue paper)

### PREP

Print the coloring sheet, 1 per child. Gather the decorating supplies and set them out.

### DIRECTIONS

Students color the sheet then add additional supplies if desired.

### TEACHING TIE-IN

Practice saying the memory verse on the sheet. Discuss its meaning.



## Introduce It!

### Puppet Pal—Praise the Creator (5 minutes)

★ 2 copies of **Day 1 Puppet Script**

- ☐ Boy or girl puppet and puppet stage
- ☐ Clipboard
- ☐ River guide/jungle costumes for teachers

🌸 Download **these** resources from **AnswersVBS.com**.

🌸 Think of fun names for your-selves: Jungle Judy, River Rick, Cruisin' Kate, Rainforest Ron, or Tiger Tom.

🌸 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.

🌸 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.

🌸 The Bible and mounting putty are listed just once daily, but plan to use them throughout the lesson.

**Prep:** Prepare your set backdrop and set up your boat. This will be used all week. See *Decorating Decisions*, p. 11 for more information. Prepare your costumes and props. 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.

Decide who will be the puppet and figure out when you need to get into position for the puppet pal time. If you don't have a co-teacher, enlist someone (a group guide or other volunteer) ahead of time to work the puppet each day. If you're alone, have the puppet come up from behind a suitcase with the lid flipped up, or just stand and work the puppet. (It's fine if your lips move. No need to be a ventriloquist.)

You can either use a boy or a girl puppet. It is written as a boy (Jungle Jimmy—JJ), but it can 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. If necessary, 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.

Your puppet should come out from behind a large rock or bush. (See *Decorating Decisions*.) When the puppet is entering, hold your arm back and down and have the puppet take three steps up, getting higher each time, until the puppet is out and visible. When exiting, turn the puppet toward you and take three steps down until out of sight.

**Teacher:** Hi, kids! Welcome to the jungle. I'll be your guide as we explore the jungle this week at VBS. My friend \_\_\_\_ (Teacher 2), will be here soon to go with us on our journey. But for now, I want you to meet our puppet pal. His name is Jungle Jimmy (or Jungle Jenna if a girl). Let's all call for him (her). Do so.

**Puppet:** Come up.

**Teacher:** Hi there, Jungle Jimmy.

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

**Teacher:** Okay! Kids, let's say, "Hi, JJ!" Do so.

**Puppet:** Wave. Hi, everybody!

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

**Puppet:** I sure do! I like to go to the park and explore like I'm in a jungle. And when I swing on the swings, I pretend I'm a monkey swinging on a vine! Jump around like a monkey. Ooh-ooh-ah-ah-ah!

**Teacher:** That must be why your name is Jungle Jimmy.

**Puppet:** Yup! I love jungles. I think they're super cool!

**Teacher:** I think so too! So, JJ, when you're outside playing, what kinds of critters or plants do you see out there?

**Puppet:** Thinking. Umm . . . I watched a bunch of ants the other day. They were busy working and running back and forth! Oh, and I saw a bluebird sitting in a tree!

**Teacher:** Nice! What kinds of plants and trees have you seen?

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

**Teacher:** Well, when you see beautiful things in nature, you can think about our good, kind, wonderful Creator God.

**Puppet:** Did God make ants and birds and snapdragons?

**Teacher:** He sure did! God created all these beautiful things we get to see and smell and hear. When we're outside playing or walking in the woods or going to the zoo, we can tell God thank you for the plants and animals that we see or hear.

**Puppet:** That sounds great! I want to tell God thank you.

**Teacher:** Yes, it's good to remember that God made beautiful things all around us.

**Puppet:** (Excitedly) Thank you, God, for animals, plants, the sunshine, the moon, stars—all kinds of things!

**Teacher:** When we say thank you to God, that's called praise. God is our Creator, which means he made, or created, everything. We should praise him every day. The Bible even tells us to praise God all the time.

**Puppet:** Hey! I know a song called "Let's Praise God!" Kids, will you sing it with me? Have the puppet sing and move with the kids.

## Song 1: Let's Praise God!

Sing to the tune of "London Bridge Is Falling Down."

### VERSE 1

Clap your hands if God made bees (Clap.)  
God made trees (Clap.)  
God made seas (Clap.)  
Clap your hands if God made ME (Clap.)  
Let's praise God! (Sway hands over head.)

### VERSE 2

Stomp your feet if God made cats (Stomp.)  
God made gnats (Stomp.)  
God made rats (Stomp.)  
Stomp your feet if God made bats (Stomp.)  
Let's praise God! (Sway hands over head.)

### VERSE 3

Turn around if God made sky (Turn around.)  
God made flies (Turn right.)  
God made eyes (Turn left.)  
Turn around if God made sky (Turn around.)  
Let's praise God! (Sway hands over head.)

**Teacher:** Great job singing! Let's say goodbye to JJ now. Do so.

**Puppet:** Bye! See you tomorrow. Exit.

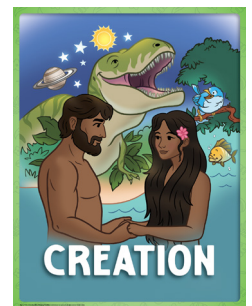
### VERSE 4

Wig-wig-wiggle if God made your nose  
(Wiggle and touch nose.)  
God made your toes (Wiggle and touch toes.)  
God made elbows (Wiggle and touch elbow.)  
Wig-wig-wiggle if God made kiddos  
(Wiggle and point to kids.)  
Let's praise God! (Sway hands over head.)

### VERSE 5

Bend and stretch if God made bears  
(Bend and stretch.)  
God made hares (Bend and stretch.)  
God made pears (Bend and stretch.)  
Bend and stretch if God made air  
(Bend and stretch.)  
Let's praise God!  
(Sway hands over head.)

- ★ "Let's Praise God!" song
- ★ "He's Got the Whole World in His Hands" song
- MP3 download or *Simple Songs* CD (12-0-141)
- Device to play songs



- ◆ 7 C's Creation Poster
- Mounting putty or tape
- Bible
- Dry-erase board and markers or large paper and markers
- Small suitcase or backpack containing crayons, scissors, and other craft supplies

## Teach It!

### Journey Through Creation (10 minutes)

**Prep:** Use mounting putty or tape to put up the **7 C'S CREATION POSTER**. Set up the large paper or dry-erase board up front so everyone can see it. Draw two horizontal lines across it, separating it into three parts. When noted, Teacher 2 will draw while Teacher 1 describes each creation day. Use a variety of colors for the drawings to hold the students' interest.

**Teacher 1:** JJ saw some things God made at the park. But we should do some exploring on our own.

**Teacher 2:** Let's explore the jungle! We can be river guides and pretend we're all going on a boat ride through time.

**Teacher 1:** Great idea! Each day, we'll stop at one of the 7 C's of History. Each of these words begin with the letter C and are times when special things happened long ago or will happen in the future. Hold up the Bible. And God's Word, the Bible, tells us all about them.

**Teacher 2:** Okay, everyone step into the boat. Pretend to step in and sit down in your boat. Here we go up the river into the jungle! Ooh, the boat's rocking a little on the river! Rock back and forth. Wow! A snake just slithered by! Do you hear that monkey? And what's that hiding behind the bushes? Is it a jaguar?

**Teacher 1:** Look at all the jungle trees everywhere! They're so green. Hey, green is our special color today. It reminds us of the beautiful world God made at the very beginning of time.

**Teacher 2:** Here we are at our first stop—Creation! Refer to the **7 C'S CREATION POSTER**. Point out the letter C. Let's sit down and listen to hear more about it.

**Teacher 1:** Remember we said our first stop is called Creation. Let's talk about creating!

**Teacher 2:** Open the suitcase or backpack. Yay! I like to create crafts. Look at all this cool stuff! Quickly flip through the craft supplies.

**Teacher 1:** Wait a minute! Not now. Begins putting the supplies away.

**Teacher 2:** But if I don't have my scissors and crayons, how will I create anything? I don't think I could create something if I had nothing to start with.

**Teacher 1:** No way! You can't make something out of nothing. No person can. But God can! Kids, do you know who created the whole world? Take responses.

**Teacher 2:** Yes, God! He's the Creator, and he's the only one who can make something out of nothing. Our special book, the Bible, tells us how God made everything in six days. Let's count on our fingers to six. Do so.

**Teacher 1:** Open your Bible to Genesis 1 and refer to it as you continue. The Bible tells us at first there was nothing, and it was dark. Then God started creating. He said, "Let there be light," and there was light. God called the light day, and he called the dark night. And that was the end of the first day. Let's hold up one finger for day 1. Do so.

**Teacher 2:** Begin drawing while Teacher 1 describes each creation day. Write the number 1 in the top left corner. Draw the earth with shading to show that light (not the sun) was shining on the earth, making day and night.

**Teacher 1:** Then the Bible tells us on day 2 God separated the waters above from the waters below. Can you hold up two fingers for day 2? Do so.

**Teacher 2:** Write the number 2 in the middle section left corner. Draw a water line. See? Point to drawing. God made sky up here and water down there.

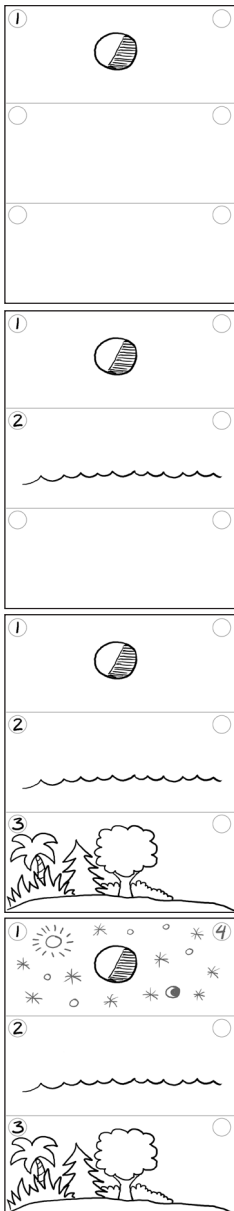
**Teacher 1:** On day 3, God said, "Let the dry land appear." And God saw it was good. And God made grass and trees grow on the land. Can you make yourself into the shape of a tree? Demonstrate and have them do so. All this happened on day 3. Now hold up three fingers. Do so.

**Teacher 2:** Write the number 3 in the bottom section left corner. Draw a line for dry land. Draw plants and trees. Leave the right side empty to be filled on day 6.

**Teacher 1:** On day 4, God made the sun and the moon. Let's make a sun with our arms. Do so. Then he made stars. And God saw it was good. Hold up four fingers for day 4. Do so.

**Teacher 2:** Write the number 4 in the top right corner. Draw the sun, moon, and stars.

**Teacher 1:** On day 5, God made all the animals that fly, like birds and pteranodons. He also made all the swimming animals, like fish and whales. And God saw it was good. Can you pretend to be a bird and flap your wings? Demonstrate and have them do so. Let's hold up five fingers for day 5. Do so.



**Teacher 2:** Write the number 5 in the middle section right corner. Draw simple birds in the air, and simple fish and sea creatures under the water line.

**Teacher 1:** On day 6, God made all the land animal kinds that our animals today came from. Let's pretend to be our favorite animals. Do so, then have kids sit back down.

**Teacher 2:** Write the number 6 in the bottom section right corner. Draw land animals, including a dinosaur.

**Teacher 1:** Do you see the dinosaur (Teacher 2) just drew? God made all the land animals on day 6, and dinosaurs were land animals. Let's roar like a dinosaur. Do so.

**Teacher 2:** But God wasn't finished yet.

**Teacher 1:** Right! God created the first two people. They were Adam and Eve. God made them different than the animals. They were made in God's image. Hold up six fingers for day 6. Do so.

**Teacher 2:** Draw two stick people in the bottom section.

**Teacher 1:** Then God saw everything he had made, and it was very good.

**Teacher 2:** Hey kids, did God use crayons and paper and scissors to create the world? No!

**Teacher 1:** No, God is so powerful, he created everything out of nothing just by speaking. Let's cheer for God to give him praise! Do so. Only an amazing, good God could make everything like that.

**Teacher 2:** On day 7, the Bible says God rested from all his work. Do you think God was tired? No

**Teacher 1:** God never gets tired. He's always watching over us and caring for us. He rested because he was finished creating the world.

**Teacher 2:** And just as God worked for six days then rested for one day, he made a pattern for us to be good workers each week but also to have a time of rest.

**Teacher 1:** God is awesome! Let's sing about God and the world he created. Everybody stand up!



## Song 2: He's Got the Whole World in His Hands

### CHORUS

He's got the whole world in his hands  
(Make a circle with arms, then cup hands.)  
He's got the whole world in his hands  
(Repeat arms and hands.)  
He's got the whole world in his hands  
(Repeat arms and hands.)  
He's got the whole world in his hands  
(Repeat arms and hands.)

### VERSE 1

He's got all of the birds (flap arms)  
in his hands  
He's got all the pteranodons (flap arms)  
in his hands  
He's got all the flying creatures (flap arms)  
in his hands  
He's got the whole world in his hands  
(Repeat arms and hands.)

### VERSE 2

He's got all of the fish (pucker lips)  
in his hands  
He's got all of the dolphins (jump up)  
in his hands

He's got all the swimming creatures (swim motion) in his hands

He's got the whole world in his hands  
(Repeat arms and hands.)

### VERSE 3

He's got all of the dogs (ruff, ruff) in his hands  
He's got all of the cats (meow) in his hands  
He's got all the land animals (ruff, meow)  
in his hands  
He's got the whole world in his hands  
(Repeat arms and hands.)

### VERSE 4

He's got all of the ladies (sing high)  
in his hands  
He's got all of the men (sing low)  
in his hands  
He's got all of the children (sing normal)  
in his hands  
He's got the whole world in his hands  
(Repeat arms and hands.)

Repeat Chorus



### ◆ Day 1 Animal Pal Poster

- ☐ Optional: 7 C's Maps, 1 per child

🛒 Purchase the 7 C's Maps (12-1-078) from AnswersVBS.com.



### ◆ Theme Memory Verse Poster

#### ◆ Day 1 Memory Verse Poster

- ☐ Optional: Memory Verse music
- ☐ Device to play song



🛒 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.

- ☐ Optional: Student Guides, 1 per person
- ☐ Materials for "Go and Do" activities you choose to do in class

## Apply It!

### Part 1: Daily Review

Take a of couple minutes to summarize the lesson today using the **DAY 1 ANIMAL PAL POSTER** and any or all of the questions below.

Let's take a look at our poster and talk about what we learned today. Our animal pal is a parrot. What color is our parrot? Green. What does green remind us of? The beautiful world God created. What's our parrot's name? Eden. That's the same name as the garden where God placed the first people, Adam and Eve. What kinds of things did God make? Answers will vary.

Continue reviewing with the following questions, and have the kids flap their arms like a parrot's wings if the answer is yes and stay still like a perching parrot if the answer is no.

1. Did God make the world? (Yes—flap like a parrot.)
2. God is good. Did he make everything good? (Yes—flap like a parrot.)
3. Did God use crayons and paper and paint to create everything? (No—stay still.) God is so powerful, he just had to speak to make everything.
4. Did God rest because he was tired? (No—stay still.) God rested because he was finished creating.
5. Should we praise God for the beautiful things he made? (Yes—flap like a parrot.)

Pass out the maps, if available, and add today's sticker. Don't put names on them until the last day (if at all). Since they are all the same, it makes it faster to pass them out without names.

### Part 2: Memory Verse

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

Try the following challenge, using the **THEME MEMORY VERSE POSTER** and the **DAY 1 MEMORY VERSE POSTER** as references as well as the Memory Verse music if you have it.

**Challenge:** Pretend you're a rainforest plant that's growing and growing as you say each verse. Crouch down low and say the verse in a whisper. Grow little by little with every time you say it, getting louder and louder, until standing tall with arms raised.

### Part 3: Go and Do

In the remaining time, complete one or more of the following ideas in class. These are also on the Toddler Student Guides and can be done at home if you run out of time.

1. Go on a walk and find at least ten things God made. Praise him for them! Now see if you can remember what God made on each day of creation. You can check Genesis 1 in your Bible if you need help.
2. Use your senses to praise our Creator God. First, with an adult, taste some food and praise God (thank him) for it. Go outside and use your eyes to see something God has made. Smell something good, listen for something, and touch something God has made. Praise God for each thing.
3. Pray and tell God what an amazing, good Creator he is! Thank him for something he has created.
4. With someone's help, check [AnswersVBS.com/junglekids](http://AnswersVBS.com/junglekids) for more fun information!

Ask yourself this question: Do I remember to thank God when I enjoy his beautiful creation?