

Rain or Shine Bible Time

# JUNIOR

Teacher Guide

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Animal Pal Coloring Pages

Memory Verse Coloring Pages

Presentation Images

Puppet Scripts (Primary, Pre-Primary, Toddler)

Teaching Patterns (all age groups)

Classroom Decorations

# COURSE OVERVIEW

*Theme Verse: 1 Timothy 1:17*

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



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**Junior Teacher Guide**

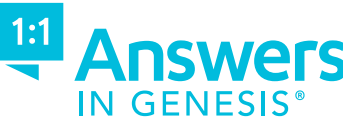
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# HANDY HELPS

## It's a Jungle Out There!

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Our Goal

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

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

Children are loved by their Creator, and Jesus said to let them come to him (Luke 18:16). We want children to come to Christ and not be hindered in any way from doing so. To that end, we combine a biblically rich VBS with off-the-chart, irresistible fun. In a day and age when content sometimes suffers, we don't want to sacrifice rich teaching. But it's also crucial that the most exciting book in the world not come across as boring or irrelevant. We want to reflect our creative, inspiring, joy-giving God who made laughter and fun.

So why do we do it? We want kids around the world to hear about and personally meet our awesome God and understand how they can receive eternal life through repentance and faith in Christ Jesus. We believe VBS is a great way to introduce them to God, as it is one of the biggest outreaches of the year for most churches.

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

## Your Role

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

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

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

## Frequently Asked Questions

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

## Terms to Know

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

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

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

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

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

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

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

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

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

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

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

**Toddlers:** 2–4-year-olds.

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

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

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

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

# Top 20 Teaching Tips for Teachers

1. Pray and study God's Word. This is your most important preparation. God has entrusted you with the awesome privilege of sharing his Word, so be well prepared. "But we will devote ourselves to prayer and to the ministry of the word" (Acts 6:4).
2. Read through all your lesson plans well in advance and become familiar with the resources downloaded from [AnswersVBS.com/jungleresources](https://AnswersVBS.com/jungleresources). Begin to pray and plan now, and continue to pray during and after VBS.
3. In this guide:
  - » Teaching Tips are marked with a 🌸.
  - » Materials for each activity are listed next to the activity.
4. You may want to assign the task of gathering supplies for all the teachers to one person, or have the teachers divide up the supply list, with each being responsible for multiples of certain items. It's also helpful to get all the supplies ready in a box or bag ahead of time rather than gathering them day-by-day the week of VBS.
5. See Decorating Decisions for a picture and description of the teaching set. Also, when setting up the room, you may want to clear away tables and chairs depending on the room size and number of children expected.
6. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
7. Dress as if you are journeying on a jungle river cruise in expedition-type clothes: a T-shirt and hat (see Resource Catalog), khakis, a vest, backpack, and binoculars. You may even want to include a rain poncho and rain boots.
8. Take on a persona to bring lessons to life. You may want to make up a fun name, dress in character and talk in first person, adopt an accent, or add something new to your "costume" each day, such as adding a rainforest animal to different pockets in a vest. Teach in a way that makes you feel comfortable.
9. Call the children by name. Name tags help with this.
10. Make sure to keep eye contact as you share the lessons, helping each child sense your warmth and care.
11. Children will be at various levels of spiritual comprehension. Pray for the Lord to take the message and do with it as he wills: plant seeds, bring to salvation, or strengthen and grow those who are already believers.
12. Have Bible passages from the lessons bookmarked ahead of time, and use your Bible throughout the lessons at the appropriate times. Show through your facial expressions and your actions the importance of the Scriptures.
13. Show love. All children, regardless of age or appearance, need to be loved. Greet them warmly each day and always be ready with smiles, encouraging words, and appropriate hugs.
14. Be aware of your church's safety protocols and appropriate touching policies.
15. Be all there. Try to leave behind whatever is currently going on in your life and focus your attention on the children under your care.
16. When kids are sitting on the floor for drawing or writing activities, give them a firm surface (clipboards, old magazines, or books) to use underneath the papers, or cut corrugated cardboard or coroplast sheets into 9 x 12-inch pieces and add a binder clip for inexpensive clipboards.
17. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive attention, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
18. Children like order. Think through potential trouble spots in your day and decide on a firm, loving discipline strategy. Ask for help from experienced individuals.
19. Children generally rise to the level expected of them, so challenge them to work on memory verses and their take-home student guides and challenges. Some may even want to try the bonus memory passage.
20. Have fun! Teaching should be a joy for you. "Rejoice always, pray without ceasing, give thanks in all circumstances" (1 Thessalonians 5:16-18).

# Tips for Managing a Group of Kids

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

## Attention-Getters

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

- **Teacher:** Chimpanzees!  
**Kids:** Everybody freeze!
- **Teacher:** 1, 2, 3, 4  
**Kids:** Elephants, tigers, monkeys galore!
- **Teacher:** Pitter-patter, pitter-patter  
**Kids:** Raindrop, raindrop
- **Teacher:** Crisscross (as they sit and cross legs)  
**Kids:** Watch for crocs!
- **Teacher:** Rain  
**Kids:** Forest  
**Teacher:** Rain  
**Kids:** Forest  
**Teacher:** Shh!

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

**Rhythm Claps**—The teacher claps a little rhythm and the kids clap the exact rhythm back. Vary the clapping patterns.

**Countdown**—Hold up five fingers and start to count down from five to one. By the count of one, they need to be completely quiet.

**Soft Talk**—Start talking about something important very softly or in a whisper. They will often get quiet to hear what you are saying. Or say, “If you can hear me, clap once.” Continue softly with other commands.

**Flash the Lights**—This is a good signal to listen up.

## Lining Up to Walk Through the Building

**If You**—Say different categories for lining up in fun ways, such as the following:

- “If you’re wearing today’s color, line up. Now, if you’re wearing \_\_\_, line up.”
- “If your birthday is during the summer, line up. Now, if your birthday is during the school year, line up.”
- “If you have a dog, line up. Now, if you have a cat, line up. Now, if you have no pets, line up.”
- “If you are quiet, line up.”

- “If your first name starts with A–L, line up. Now, if your first name starts with M–Z, line up.”

## Proactive Tips

**Be Prepared**—One of the best ways to ward off discipline problems is to be prepared. Think through and organize your day, leaving no downtime. Keep things moving! This takes more effort on your part, but it’s worth it.

**Active Participation**—Keeping kids actively engaged in the lesson is perhaps the best thing you can do to keep the class from getting rowdy. The lessons are written to be creative, fun, and full of active participation. Play the games, act out the Bible accounts, and do the other ideas listed. Occupy kids’ minds and attention with good stuff!

**Helpers**—Involve the kids. Let them be helpers. Some kids just want to feel needed, so giving them a responsibility is a way to show you trust them. Try putting them in charge of a simple task like helping others learn memory verses, passing out papers, or holding a poster for the teacher. Sometimes a simple task can keep them busy and make them feel important!

**Use Humor**—Kids of all ages love to laugh! Have fun together. If you see a situation is getting tense or a child is getting upset for some reason, try thinking of a way to lighten the mood with humor.

## Calming Rowdiness

**Don’t Yell**—Kids may respond at first if someone yells, but they eventually dismiss it. Try some of these other ideas instead.

**Separate Kids**—Separate kids who misbehave around each other but encourage problem-solving when possible. “What are some things we could do to help you and \_\_\_ get along?”

**Give Choices**—Avoid power struggles by giving choices. If a child is resistant to doing something you’ve asked, try your command another way. “You can either sit with the rest of the group and listen or sit with \_\_\_ (leader’s name) at the back of the room.”

**Praise in Public, Correct in Private**—If someone does need correction, be careful not to embarrass him in front of his peers. If you need to talk to a child about a misbehavior, pull him aside while everyone else is busy. Kids will be less defensive if they don’t feel they have to “save face” in front of their peers—and if they feel you really care and aren’t just coming down on them.

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



# Age-Level Characteristics

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

First, you'll see general characteristics of children and then specific characteristics of Juniors (ages 9–12 years).

## 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 to all that there is a Creator.
- Children enjoy active learning—moving around, seeing things, touching things, smelling and hearing things, and being involved.
- Children need to be loved, encouraged, and praised.
- Children are rapidly growing and changing.
- Children trust the adults who are responsible for them.
- Children can get discouraged with criticism and failure.
- Children are eager to learn and are curious about the world and about God.

## Characteristics of Juniors

### Physical Characteristics

Juniors can vary widely as they grow, with some having a growth spurt that launches them into puberty. (This can make them get tired easily.) Height, weight, and physical maturity can be all across the board. They're continuing to grow in physical abilities. Some are becoming known for athletic abilities. Juniors enjoy going places and doing interesting things. They enjoy games and competitions.

### Takeaways for Us

- Don't comment on physical appearance, such as how tall someone is. Juniors can feel sensitive and awkward about their bodies.
- Make sure to help each child realize how special and uniquely created by God he or she is. Some have gifts/talents physically, some musically, some academically, etc. They need to be assured that they are God's

masterpiece, created exactly as they are for a special purpose.

- Some love being active, and some don't, but it's good to keep them involved and moving.

### Emotional/Social Characteristics

Juniors can't wait to grow up. They look up to teenagers/young adults. They like challenges and may develop interests and hobbies, although they're self-conscious about their abilities and failures. They're becoming more independent and can handle responsibilities. They enjoy small group discussion with peers and close friends. They're greatly influenced by their friends and want to be accepted. They look to friends for information and advice on issues. They like humor and jokes but may use sarcasm. As they head into puberty, they may experience mood swings.

### Takeaways for Us

- Make sure the teens and young adults in their VBS world are good role models.
- Don't tear down Juniors or resort to sarcasm. Be an encourager, be a good listener, and be patient with them.
- Incorporate small group discussion into learning, and do things that allow groups or pairings.
- Be careful to walk worthy—act and speak in godly ways.

### Spiritual/Mental Characteristics

Juniors are beginning to think abstractly and are asking many questions, which they want good answers for. They have a much longer attention span than younger children. Their reading and memorization skills are improving. They're developing their views on current issues and often want to associate themselves with their parents' belief system. They spot inconsistencies in what people do versus what they say. Juniors enjoy serving and caring for others.

### Takeaways for Us

- Ask thought-provoking spiritual questions. They are thinking and like to talk. Be there for them as a safe person to bounce thoughts and ideas off of.
- Listen well, and pray with them.
- Some children read better than others. Be careful about asking children to read out loud unless they volunteer or you know they can read well.
- Allow them to sometimes act out lessons. Most Juniors enjoy this active involvement.
- Give them opportunities to be involved in mission/serving projects.
- Challenge them to ask God to help them grow in their love for God and his Word. Help them set up Bible

- reading plans, and encourage them to memorize passages of Scripture.
- Make sure to walk the walk and not just talk the talk. They can spot inconsistencies, so it's important to walk worthy.

- Show interest in each child, helping them know you care.
- 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.

## Special Needs

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

## Rain or Shine Bible Time

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

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

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

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

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

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

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

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

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

## Sample Schedule

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

# Memory Verse Songs

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

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

## Student Extras

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

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

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

- 12-1-078, pack of 10

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

- Junior ESV—12-1-071, pack of 10
- Junior KJV—12-1-132, pack of 10

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

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

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

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

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

- 12-1-075, pack of 10

# DECORATING DECISIONS

A colorful and engaging environment helps kids learn better, remember more, and leave with happy memories. So be creative and use the ideas in this section to capture the imagination of the kids with your classroom decorations.



## Key Decorating Elements

To serve as a focal point for the teaching, the *Great Jungle Journey* classroom set features a jungle river backdrop and the front of a boat with a ship's wheel. Mounted on the wall adjacent to the backdrop are the teaching, animal pal, and memory verse posters.

### Jungle River Backdrop

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

To make your own backdrop, use a rigid material such as foam insulation board or corrugated cardboard. Then paint a jungle scene with a river in the center. See the [Resource Download \(AnswersVBS.com/jungleresources\)](https://www.answersvbs.com/jungleresources) for various jungle trees, shrubs, and animal clip art images. If you are using corrugated cardboard, apply one coat of paint to the backside 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 rock salt. Check YouTube.com/AnswersVBS for how-to videos on building a jack.

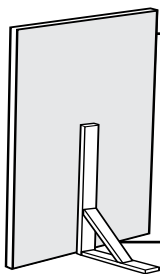
In addition, the daily lessons reference a hidden color word (or words) each day. If you are making your own backdrop, these will need to be prepared by photocopying the [Color Word Patterns](#) onto their designated colors and then mounted each day as directed in the lessons.

### Boat and Ship's Wheel

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

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

Make or buy a ship's wheel. See the [Resource Download](#) for a clip art image or use the wheel included with the scene setter from the Resource Catalog. 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.



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, black, 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 next section) 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 this Pre-Primary room 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

Check the **Resource Download** for clip art images. These are an important part of your decorations. Use an overhead projector to enlarge and transfer the images onto paper, poster board, or a rigid material such as corrugated cardboard.

## HOW TO ENLARGE AND TRANSFER CLIP ART

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



**CHECK OUT PINTEREST.COM/ANSWERSVBS FOR COLORFUL PHOTOS OF DECORATIONS FROM OUR TEST CHURCHES!  
VISIT YOUTUBE.COM/ANSWERSVBS FOR HOW-TO DECORATING VIDEOS!**



DAY 1

# CREATION

## BIBLE PASSAGE

All Is Good  
Genesis 1

## APOLOGETICS CONTENT

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

## MEMORY VERSE

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

## COLOR

Green

## LESSON FOCUS

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

## ANIMAL PAL

Eden the Green Parrot

## Today's Lesson at a Glance

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

## Preparing for the Lesson

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

## ◆ 7 C's Creation Poster

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

🌱 Download [these items](#) from AnswersVBS.com/jungleresources. A shortened one-person script is also available.

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

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

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

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

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



- Rectangular pieces of tin foil, 2–3 per person (pop-up sheets from restaurant supply stores work well)

## Introduce It!

### Take Off on Your Journey (5 minutes)

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

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

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

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

**Teacher 2:** Okay, it's time to leave on our cruise. Let's make sure we've taken two important medicines—our malaria pill to protect us from getting sick from insect bites (hold up one M&M, showing the M for “malaria”), and our motion sickness pill (hold up the other M&M).

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

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

**Teacher 2:** Green is the color that reminds us of our first stop—the C of Creation. Show the **7 C'S CREATION POSTER**. God's beautiful creation is filled with green plants and trees. And speaking of Creation, let's do some creating!

## Teach It!

### Part 1: Tin Foil Creations (5 minutes)

Pass out pieces of tin foil to make jungle animals. The kids may create any jungle animal they want by bending and twisting their foil into shape. Some possibilities: sloth, butterfly, tiger, chimpanzee, jaguar, anteater, piranha, gorilla. Once they are done, take a minute to quickly look at their creations. Then put all foil aside (behind them or under chairs).

**Teacher 1:** That was great creating! Now, I'd like you to make a jungle animal out of nothing. You have to work alone using no supplies, and you can't make an animal with any parts of your body. Ready? On your mark, get set, go!

Give them a few seconds for the reality of the situation to sink in. Then play with them a little bit.

**Teacher 2:** What's the trouble? I don't see anything happening. Should I repeat the instructions?

As they verbalize the impossibility of the situation, say:

**Teacher 1:** Are we able to create something from nothing? Pause. Well, what about the world we live in? Could it have begun from nothing?

**Teacher 2:** Let's explore that question—where did everything come from? There are two main ideas about what happened in the beginning. One idea comes from people. The other account was given to us by God. Only one can be right. Let's listen to both and then talk more.



## Part 2: Account 1—The Story of Dot (10 minutes)

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

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

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

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

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

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

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

Have the volunteer shake the balloon.

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

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

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

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

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

**Teacher 1:** Let's look at this mess on the floor. Do so and have them try to find a sentence in there. It may be possible, although highly unlikely, to find a word or two in there. Even more unlikely would be to find a meaningful sentence. But these words are only meaningful to those who already know the language. And it requires intelligence to interpret a particular arrangement of letters.

**Teacher 2:** Now suppose we just sit and watch these letters. It certainly seems impossible for that mess to end up arranged into a big book, doesn't it? But in this story of Dot, with no intelligent person working with it, the matter got organized all by itself. In fact, as billions of years went by, it arranged itself into complex galaxies, and then (somehow) into our sun, moon, and earth.

**Teacher 1:** Keep in mind that, so far, all the stuff that came from Dot was still not alive. Somehow, after millions and millions more years, the stuff that *wasn't* alive turned into stuff that *was* alive. Wow! And then it eventually turned into all the perfectly formed plants and animals we know of today. It even turned into you and me! They call this "evolution—molecules-to-man evolution."

### ◆ Brick Factory Poster

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



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

**Teacher 2:** So, to review, the authors of this story of evolution say all things started from a big bang that came from that Dot billions of years ago.

### Part 3: Account 2—The Bible Account of Creation (10 minutes)

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

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

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

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

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

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

Teacher 1 demonstrates how to write the number 2 in the middle left section and draw a water line. The kids do it on their papers. God created the atmosphere that we need to breathe.

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

Teacher 1 demonstrates how to write the number 3 in the bottom left section and draw a line for dry land. The kids do it on their papers. Continue, drawing plants and trees. Allow the right side to remain open to be filled on day 6. God created these plants and trees to provide food for the animals and humans. He was providing a good place for us to live!

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

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

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

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

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

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

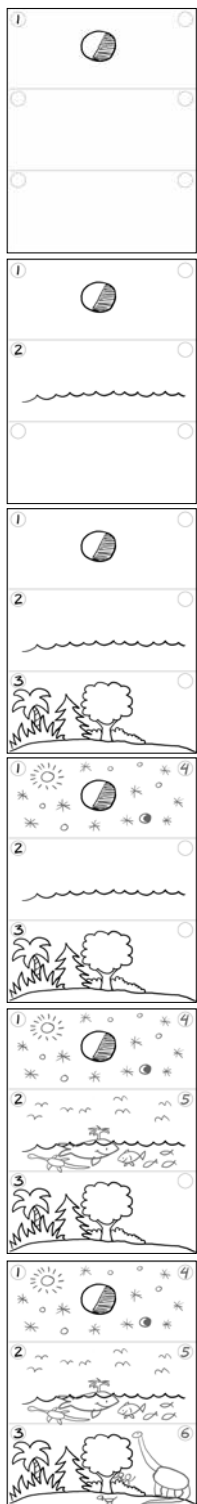
**Teacher 2:** Read or paraphrase Genesis 1:26–27.

Teacher 1 demonstrates how to draw two stick people in the bottom section. The kids do it on their papers. What a wonderful place to live in and enjoy!

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

**Teacher 2:** Read or paraphrase Genesis 1:29–2:3.

**Teacher 1:** In the beginning, all the animals and humans ate only green plants. That means tyrannosaurs would have been munching on melons or berries, but not on other



animals! Then the Bible tells us the heavens and earth were finished. On the seventh day, God ended his creative work, and he rested.

**Teacher 2:** This wasn't because he was tired—God never gets tired or sleeps (Psalm 121:3–4). He rested because he was finished with his work. God was setting an example for us. Our seven-day week comes from the first week of seven days where we have times of working and a time of rest. And *that* is the Bible account of how everything came to be!

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

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

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


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

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


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

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

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

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

 **Evidences Posters, cut apart**

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



## Part 5: Daily Review (5 minutes)

### ◆ Day 1 Animal Pal Poster

☐ 7 C's Maps, 1 per person

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



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

### ◆ Theme and Day 1 Memory Verse Posters

☐ Optional: Student Guides and supplies



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

**Let's take a look at our animal pal poster to remember what we talked about today. Our animal pal is a parrot that is what color? Take answers. What does green remind us of? Take answers. The beautiful creation would have been lush and green, like a rainforest. The parrot's name is Eden. What does that name have to do with creation? Take answers. The garden God created was called Eden, like our parrot. What are some things you learned today about the difference between the universe being created by God or by a big bang? Take answers, then discuss Go and Do question #2 below.**

Pass out the maps and have everyone add today's sticker. Do not put names on the maps until the last day when they go home. It goes faster passing them out without names.

## Apply It!

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

Supplies for this section are not included in the supply list on the back cover since they will vary depending on your chosen activities, so decide what you will do and add them to your list.

## Part 1: Memory Verse

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

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

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

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

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

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

## Part 2: Go and Do

1. Prepare to be amazed and honor the Creator as you look at the world he's created! Go on a walk and see if you can discover at least 20 things God has made, and praise him for them. Besides things you see, do you smell anything good God has made? Feel anything? Hear anything? Find out more about at least one of them.
2. Here's a great habit: Talk to God every day and thank him for at least one thing he created—a plant, an animal, a person, or a material that something is made out of (wood for a chair, gold for jewelry, aloe for lotion). It honors God when you give him credit for what he's made!
3. Tell someone something you learned today about the creation account versus the story of Dot.
4. Check AnswersVBS.com/junglekids for more fun information!

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



DAY 2

# CORRUPTION & CATASTROPHE

## BIBLE PASSAGES

All Sin

Genesis 3, Genesis 6–9

## APOLOGETICS CONTENT

Examining the reality of a worldwide flood

## MEMORY VERSE

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

## COLORS

Dark and Blue

## LESSON FOCUS

**Corruption** and **Catastrophe** enter the world. Sin and its effects affect everyone.

## ANIMAL PAL

Tox the Poison Dart Frog

## Today's Lesson at a Glance

- Introduce It!
  - Tree Trivia
- Teach It!
  - Part 1: The Fall of All
  - Part 2: Water, Water Everywhere
  - Part 3: Daily Review
- Apply It!
  - Part 1: Memory Verse
  - Part 2: Go and Do

## Preparing for the Lesson

- Read Genesis 3 and Genesis 6–9.
- Read this lesson several times and prepare the materials.
- For more information on the fall of man, Noah's ark, the flood, fossils, and rock layers, see [AnswersVBS.com/junglefaq](http://AnswersVBS.com/junglefaq).
- Pray.

## Devotion 2: God Is Our Righteous Judge

*The Rock, his work is perfect, for all his ways are justice. A God of faithfulness and without iniquity, just and upright is he. Deuteronomy 32:4*

After every tragedy, the media abounds with reports of people asking, “If there is a good and loving God, why is there so much pain and suffering in the world?” Have you ever asked this question or heard this question asked?

As the infinitely good God, the Creator fashioned a world that manifested his goodness according to his pleasure and for his glory. He established rules for his creation to follow. The standard to which he held his creation is himself: absolute goodness. With one bite of fruit, Adam fell short of that standard. With every act of disobedience, we too fall short of his standard.

Because God is absolutely pure and holy, untouched by sin, he cannot partake in sin nor approve of it in others. He established a penalty for falling short of his standard: death. The goodness and holiness of God demands that he judge sin. As the righteous judge, he had no choice but to carry out the punishment that he had set for breaking his rules.

He imposed a sentence from which we have no means of escaping on our own. We can’t get away from our punishment for sin—death, eternal separation from our Creator.

When a murderer is given a sentence for his crime, do we blame the judge who sentenced him? The answer to the age-old question, “Why?” lies not at the feet of the Creator but in the bite of a fruit by man.

As you share with the children today about the second and third C’s in our journey through time—the corruption that entered the universe after Adam sinned and the

catastrophe that resulted from God’s judgment on sin—be careful to emphasize that the mess we find ourselves in is not the fault of our good and loving Creator. This helps children answer the “why” question when they encounter a tragedy. In general, this is the result of living in a cursed world, which is the deserved punishment for sin. We need to also continually point them toward the great gift that the Creator has for us (salvation through Jesus Christ), which we’ll talk more about later.

Read Psalm 89:14 and think about the words of this Puritan prayer.

Thou Maker and Sustainer of all things,  
Day and night are thine,  
heaven and earth declare thy glory;  
But I, a creature of thy power and bounty, have sinned  
against thee  
by resisting the dictates of conscience,  
the demands of thy law,  
the calls of thy gospel;  
yet I live under the dispensation of a given hope.  
Deliver me from worldly dispositions,  
for I am born from above and bound for glory.  
May I view and long after holiness  
as the beauty and dignity of the soul.

—Arthur Bennett, *The Valley of Vision*  
(Carlisle, PA: The Banner of Truth Trust, 2005), 139.

# Introduce It!

## Tree Trivia (5 minutes or less)

**Prep:** Bookmark the Bible passages that will be used today. If making your own backdrop, copy on to dark and blue paper, cut out, and mount the **CORRUPTION AND CATASTROPHE COLOR WORDS** to it somewhere.

The teachers welcome the kids back and have them sit in the “boat” as they prepare for today’s river cruise. Once settled, ask the kids to point to the green word they found yesterday (Creation). Spend a minute asking what they remember about yesterday while pointing to the **7 C’S CREATION POSTER**.

**Teacher 1:** The next stop we’re cruising to on our river cruise is a dark stop. There are lots of dark areas in the rainforest because of the canopy of trees overhead. Show the **JUNGLE TREES POSTER** and point to each tree as you talk about it. The strangler fig tree grows up a host tree, wrapping around it (strangling it) to reach sunlight. The rubber tree is known for its white sap, called latex. The latex sap is still used to make rubber today. The neon colors of the rainbow eucalyptus tree are revealed when it sheds its bark. The layer exposed to the air turns into bright reds, oranges, blues, pinks, and purples. Cocoa trees, also known as cacao trees, can grow in the shade of taller rainforest trees. Each tree produces seeds that are used to make chocolate. The kapok tree can grow to be over 200 feet tall. That’s as high as a 20-story building! When lots of kapok trees grow together, they create a thick canopy which blocks out much of the sun and makes the forest floor dark.

**Teacher 2:** Talking about dark colors and trees reminds me of our next stop. Let’s see if you can find a dark word hidden somewhere. Point to it when you find it. Do so. It’s on the set backdrop. Let’s say that word together. Do so—Corruption. There was an important tree at the Corruption stop. Let’s gather some supplies and then we’ll hear about it.

# Teach It!

## Part 1: The Fall of All (10 minutes)

**Prep:** Make or buy play dough so each person has a piece approximately the size of a tennis ball. Any colors can work. If making your own, see the recipe in the sidebar. Optional: Place each play dough ball in a zippered baggie.

Pass out a ball of play dough to each person. Remind them to just listen, not talk, as they make their creations.

**Teacher 1:** Make your play dough into something to represent God’s good creation. Remember, we talked about lots of things God created when we made our creation drawings yesterday. After a short time, have them hold them up.

**Teacher 2:** It’s fun to see good things from our good God’s perfect creation. But at our next stop, things are about to change. From reading Genesis 3, we learn a serpent enters the scene. Go ahead and make a serpent. Do so while Teacher 1 continues.

**Teacher 1:** The Bible says the serpent was more cunning (tricky) than any beast of the field that God had made (Genesis 3:1a). Who do you think that serpent was? Take answers. Yes, it was Satan (the devil) taking the form of a serpent. What shape are you making your serpent into? Take answers and check some out.

**Teacher 2:** The Bible calls it a serpent, so we can’t be positive it was a snake. It could have been some extinct animal we don’t know about. But it sounds very snakelike, so you’re good if you made a snake.

**Teacher 1:** Animals nowadays can’t talk, but Satan used the serpent to ask Eve a question. Read Genesis 3:1b.

- ◆ 7 C’s Creation Poster
- ◆ Jungle Trees Poster
- ★ Optional: **Corruption and Catastrophe Color Words**, and one sheet of dark copy paper, one of blue
- Bible
- Jungle costumes for teachers
- Mounting putty or tape



- ◆ 7 C’s Creation, Corruption, and Catastrophe Posters
- Play dough balls, 1 per person
- Optional: baggies to put play dough in, 1 per person

### PLAY DOUGH RECIPE:

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

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.

- ★ [Download from AnswersVBS.com/junglresources](https://www.answersvbs.com/junglresources).
- ◆ [Find in your teacher kit.](#)

**Teacher 2:** God had told Adam he could eat from any tree except one. Go ahead and make a tree out of your play dough. *Do so while Teacher 1 continues.*

**Teacher 1:** Eve answered the serpent. *Read Genesis 3:2–3.* God didn't say the part about not touching it—Eve added that. It's very important to know what God says and not change or add to his words.

**Teacher 2:** Well, when the serpent heard this, he told Eve she wouldn't die if she ate from that tree but would instead have her eyes opened and be like God! *Have them show the trees they made.*

**Teacher 1:** Eve liked that idea, so she took the fruit from the tree and ate it. Let's make a piece of fruit with our play dough. *Do so, giving them a few moments.*

**Teacher 2:** Now I wonder—what are you making your fruit look like? *Take answers.*

**Teacher 1:** The Bible just calls it fruit, so we don't know what kind it was. The kind doesn't matter so much, but what *does* matter is Adam and Eve disobeyed God's command not to eat it, and that caused huge trouble.

**Teacher 2:** Their act of disobedience broke the perfect, good world. Sin—disobeying God—was now part of the world, and God put a curse on creation. Now instead of everything being all good, bad and sad things started happening, like animals attacking other animals, and bushes having thorns, and people getting sick.

**Teacher 1:** The effects of that sin didn't just affect Adam and Eve. That's why it's such a big deal. The Bible tells us every single one of us has sinned too. *Read Psalm 14:3 and have them recite it.*

**Teacher 2:** In fact, because we are all descendants of Adam and Eve, each one of us is born a sinner. Every day, we do and think things we shouldn't.

**Teacher 1:** And with Adam's sin, things began to change in the garden of Eden. There was no longer just good, but good and bad. Good and sad. That's what corruption means—changed from good to bad. Things weren't all good and pure anymore, but broken and sinful. Every day, Adam and Eve disobeyed God's commands. And guess what? Every day, we disobey God too.

**Teacher 2:** Let's take a few minutes to make some things that are now part of our world as a result of the sin, corruption, and curse we now experience. First, make something out of your play dough that has to do with sickness. For instance, you may want to make a medicine bottle. *While they're making them, continue.* Can you imagine a world where no one ever got sick? I wonder how long it was after they ate the forbidden fruit that Adam and Eve felt ill for the first time? There wouldn't have been colds, flus, shots, hospitals, COVID, or any of that before sin. All right, let's see what you made. *Have them show what they made.*

**Teacher 1:** Now let's make something that has to do with bad weather or natural disasters. *While they're making them, continue.* Bad weather and natural disasters, like volcanoes, tornadoes, earthquakes, floods, blizzards, and tsunamis, weren't part of the world before corruption entered. Romans 8:22 tells us the earth now groans with the troubles of a cursed world. But can you imagine perfect weather all the time? *Have them show what they made.*

**Teacher 2:** Now let's make something that makes people sad or mad. *While they're making them, continue.* Think of a world where every marriage is happy and there are no divorces, where everyone's treated kindly and nobody's taken advantage of, where nobody argues or fights, where nobody is bullied, where there are no accidents or injuries. It was like that before sin entered the world. *Have them show what they made.*

**Teacher 1:** Now let's make a scary animal. *While they're making them, continue.* Just think, you could have petted a bear or tyrannosaurus before sin entered the world because animals that are venomous or dangerous wouldn't have had harmful behaviors before sin. That would have been cool, right? *Have them show what they made.*



**Teacher 2:** Last thing to make—a tombstone. While they're making them, continue. What's really incredible to think about is nobody would have died if sin hadn't entered the world. Everyone would have lived with God in a perfect paradise forever. Right now, the world is cursed and not perfect. But we'll be talking more about the good news of how we can live with God forever in a perfect paradise. God did make a way, and it's two more of our C's we'll hear about in a couple days.

**Teacher 1:** But at this point, the world sure would have seemed like a dark and sad place. Have them show their tombstones. In the Bible, sin is compared to darkness (the Bible doesn't refer to sin as "black" but as "darkness"—Romans 1:21, 13:12; John 3:19–20). Let's say our first two stops and the colors that go with them. Do so. Creation and Corruption—Green and Dark. Show the **7 C'S CREATION POSTER** and **CORRUPTION POSTER**. Okay, let's put the play dough away. Do so. Now we'll continue to our next stop called Catastrophe. A catastrophe is a terrible, destructive event. Look for the hidden color word "Catastrophe." Do so, and discuss that it's blue for water. Continue to the next stop. Show the **7 C'S CATASTROPHE POSTER**.

## Part 2: Water, Water Everywhere (10 minutes)

**Prep:** Cut the **POSTERS** apart. Choose something as a microphone.

**Teacher 2:** We've talked about sin entering the world and corrupting it. With our next stop, the corruption had gotten so bad, God sent a global flood as judgment on the world. Read Genesis 6:5, 7–8.

**Teacher 1:** It was a global catastrophe, which means it affected the whole world. Creation, Corruption, Catastrophe. Let's say that. Do so.

**Teacher 2:** Hold on a minute. I've got some questions about this. Turn to Teacher 1. I know you've studied it a lot, so will you help me?

**Teacher 1:** Sure. I'd love to.

**Teacher 2:** Oh! I have a fun idea. Let's pretend I'm a news reporter, and I'm interviewing you about Noah and the flood. Are you game?

**Teacher 1:** Well . . . okay.

**Teacher 2:** Good. Now you're talking. You get ready, I'll find a microphone, and we'll be in business. Grab the play microphone or something silly like a rubber snake, and Teacher 1 puts on a scientist wig or jacket. Hello, and welcome to Rainforest News. I'm \_\_\_, reporting live from the jungle. Today's special guest is \_\_\_, the world famous Bible scholar and scientist. Welcome, \_\_\_.

**Teacher 1:** Thank you. I think.

**Teacher 2:** I understand you've studied the biblical account of Noah quite extensively, so let me pose a question. How large was Noah's ark?

**Teacher 1:** Show the **ARK DIMENSIONS POSTER**. Well, we always picture Noah with a little hammer and saw, but think about it. This was a big ship! It was 510 feet long (Genesis 6:15–16). That's about two whole football fields long! Besides being long, the ark was also tall. It was 50 feet tall—as tall as a five-story building! And it was 85 feet wide.

**Teacher 2:** That's huge! Depending on the size of your building, you can tell them it would go from here to there and be this tall.

**Teacher 1:** Show the **ARK BEING BUILT POSTER**. Right! Noah was a smart guy (people weren't dumb back then), and he would probably have used cranes, pulleys, and other machines to help engineer this ark. The cool thing about the ark was it had the ideal dimensions for a ship. It was six times longer than it was wide. Those are the dimensions shipbuilders today still use!



- ◆ Ark Dimensions Poster
- ◆ Ark Being Built Poster
- ◆ Animals Coming Poster
- ◆ Dog Kind Poster
- ◆ Dinosaurs Poster
- ◆ Water Everywhere Poster
- ◆ Ark and Rainbow Poster
- ◆ Grand Canyon and Other Poster
- ◆ Fossilized Hat and Teddy Bear Poster
- ◆ Dinosaurs Being Hunted Poster
- Play microphone or something silly for a microphone
- Scientist wig or jacket

⚙️ These measurements are based on a cubit of around 20 inches.





**Teacher 2:** Well, that answers how big it was, and how Noah might have built it, but what about all those animals? I mean, how in the world did he round them all up?

**Teacher 1:** Show the **ANIMALS COMING POSTER**. If you're picturing Noah running around the earth saying, "Here, ducky, ducky!" or "Come on, Mr. Bear, get in here!" then forget it! Noah didn't have to round up the animals. The Bible indicates God directed the animals to come to the ark. They came on their own (*Genesis 7:8-9*).

**Teacher 2:** That would make things easier. But I'm still having trouble imagining how all those animals could fit.

**Teacher 1:** Show the **DOG KIND POSTER**. That's because you're imagining every species of animal getting on board rather than every kind. There's a difference. God said he wanted two of every kind of land animal, seven of the clean animals (*Genesis 7:2*). Take the dog kind, for instance. Noah didn't have to take two dalmatians, two beagles, two wolves, and two coyotes. He just had to take two of the dog kind—a male and a female. Big difference. Also, the ark didn't have to carry every kind of animal—just the birds and the air-breathing animals living on land. That eliminates most animals because many animals live in water. There were likely about 6,700 animals on the ark.

**Teacher 2:** But what about dinosaurs? Were they on the ark too?

**Teacher 1:** Yep. Remember, the Bible says land animals were created on day 6, and dinosaurs were land animals, so they would have been around at the time of the flood. That means they would have been on the ark.

**Teacher 2:** But . . . how would they fit? They were huge!

**Teacher 1:** Show the **DINOSAURS POSTER**. I never said they had to be full-grown animals. God most likely brought Noah two young adults of each dinosaur kind—a male and a female. Plus, we know the average size of a full-grown dinosaur was about the size of a sheep or a bison. They weren't all huge like *T. rex*.

**Teacher 2:** Okay, I'm convinced they all fit. But what about the flood? How could it possibly rain enough to flood the whole world at one time?

**Teacher 1:** If you read the Bible carefully, you'll see the floodwaters were not only coming from above the earth but also from below the earth. It was raining all over the world at the same time, and water was also bursting forth from below the ground (*Genesis 7:11-12*).

**Teacher 2:** That sounds like a lot of water. Even so, how can we be sure the flood covered the whole world and wasn't just where the ark was?

**Teacher 1:** Show the **WATER EVERYWHERE POSTER**. First of all, why would Noah need to build a huge ark if the flood was just going to be local? Since he knew years in advance it was coming, he and his family could easily have walked to another area to miss the flood. Also, the Bible tells us the water rose to 25 feet above the mountains (*Genesis 7:19-20*). How could it rise that high over local mountains and leave the rest of the area untouched?

**Teacher 2:** Good point. Any other evidence of it being a global flood?

**Teacher 1:** Show the **ARK AND RAINBOW POSTER**. The best one of all. God put a rainbow in the sky and promised he would never again send such a flood (*Genesis 9:11-13*). If it had been a local flood, God would have broken his promise because we've had many local floods since then. But there's never been another global flood covering the entire world because God keeps his promises.

**Teacher 2:** That's the best news! But I'm wondering if there's scientific evidence to support the idea of a global flood.

**Teacher 1:** Show the **GRAND CANYON AND OTHER POSTER**. Yes, lots! The flood caused huge amounts of water and mud to flow all over the earth. Because of that, we would expect to find many layers of sediments—different types of rocks—all over the world. And this is exactly what we find! Anywhere you go on the earth, there's evidence of a global



Make a rainstorm using the directions on p. 6.



catastrophe. You see it in many of the rock layers found around the world. You see it in land that has been raised up, like mountain ranges (Genesis 8:5). You see it in the billions of dead things buried in rock layers all over the earth. All the land animals and people not on the ark died in the flood. We find the remains of these animals as fossils around the world because the plants and animals were rapidly buried in the water, mud, and materials of the flood, and then eventually hardened into fossils.

**Teacher 2:** But I thought it took millions of years for fossils to form.

**Teacher 1:** Show the **FOSSILIZED HAT AND TEDDY BEAR POSTER**. Nope. With the right conditions, fossils form quite quickly. Do you think this fossilized hat and teddy bear are millions of years old? *Pause.* Of course not. They turned into fossils quickly, under just the right conditions. The flood provided the right conditions for many fossils to form.



**Teacher 2:** There really is a logical answer for all of this, isn't there? Well, before signing off, I've got one more question. What happened to the dinosaurs after the flood?

**Teacher 1:** Show the **DINOSAURS BEING HUNTED POSTER**. Well, the earth was a very different place after the fall and the flood. The beautiful paradise was gone. Now the world was a broken-up, difficult place in which to survive. The dinosaurs that survived the flood on the ark repopulated the earth like all the other animals. But eventually they began to die off, perhaps because the climate changed, or they couldn't find enough food, or they became diseased, or people hunted and killed too many of them. These are the same reasons many animals become extinct today.



**Teacher 2:** I guess it really isn't such a mystery after all, is it?

**Teacher 1:** Nope. You just need to start with the Bible. It helps you make sense of the world we live in.

**Teacher 2:** Well, thanks, \_\_\_\_, for sharing with us. It was quite enlightening. And thank you, boys and girls, for tuning in to Rainforest News. This is \_\_\_\_, reporting live. Now back to you!

**Teacher 1:** Wow, that was quite an interview. Before I sign off completely, let me leave you with this thought. When I think of the color blue, I think of water. And when I think of water, I think of the flood. And when I think of the flood, I think of God's judgment on sin. I know I'm sinful and need to be saved. Just as God saved Noah and his family, God saves people today. How about you? Do you realize you've disobeyed God's commands and sinned? Do you realize you need to trust the good and kind God to save you like Noah did? We'll talk more about this in the days ahead! But now, let's check out our animal pal.

Gospel Opportunity

### Part 3: Daily Review (5 minutes)

Share the **DAY 2 ANIMAL PAL POSTER** to summarize the teaching of the day. Or, if you have time, use the following questions (and more you make up) to use in a review game.

Today's animal pal is a poison dart frog. What two colors is he, and what do those colors remind you of? *Take responses—dark and blue.* His name is Tox. What does that name have to do with what we talked about today? *Take responses—it's short for the word toxic.* The perfect world isn't perfect anymore but now has sad and bad things in it, like poisonous animals. What's something you learned about Noah and the ark? *Take responses.* If you had been living at the time, do you think you would have taken God seriously and gotten on that ark? Do you take God seriously now? *Take responses, and discuss Go and Do #1 if time.*

Pass out the maps and have everyone add today's stickers.

Day 2 Animal Pal Poster  
 7 C's Maps, 1 per person



### Apply It!

In the remaining class time, complete one or more of the following ideas. These are also on the back of the Junior Student Guides and can be done at home with a parent or caretaker if you are out of time. If you send them home, motivate the kids to do them because they are full of good

★ Download from [AnswersVBS.com/jungleresources](https://AnswersVBS.com/jungleresources).  
 Find in your teacher kit.

stuff! Have the group guides check with the kids tomorrow to see how they did on them, and consider giving contest bonus points to kids for their hard work.

Supplies for this section are not included in the supply list on the back cover since they will vary depending on the activities you choose, so decide what you will do and add them to your supply list accordingly.

◆ Day 2 Memory Verse Poster

☐ Optional: Student Guides and supplies



## Part 1: Memory Verse

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

Practice this verse a couple times using the **DAY 2 MEMORY VERSE POSTER** as a reference, then try the following challenge.

**Challenge:** Tree frogs can jump 150 times their body length. Try big leapfrog jumps as you say each word of your verse. How far can you get?

**Tomorrow's Verse:** Therefore its name was called Babel, because there the LORD confused the language of all the earth. And from there the LORD dispersed them over the face of all the earth. Genesis 11:9

Try the challenge again, this time with tomorrow's verse.

## Part 2: Go and Do

1. Our good and kind God loves it when we want to trust and obey him. That's a way to honor him! What's one way you can honor and please God today with your words and actions? Look up Ephesians 4:25-32.
  2. Pray and ask God to help you take him seriously as Noah did and to live to honor and obey him.
  3. Tell someone something you learned about the ark and Noah's flood.
  4. Check [AnswersVBS.com/junglekids](http://AnswersVBS.com/junglekids) for more fun information!
- Ask yourself these questions: Do I realize I sin? Do I take God seriously?



DAY 3

# CONFUSION

## BIBLE PASSAGE

All in Confusion  
Genesis 11

## APOLOGETICS CONTENT

Examining where the people groups came from

## MEMORY VERSE

Therefore its name was called Babel, because there the LORD confused the language of all the earth. And from there the LORD dispersed them over the face of all the earth. Genesis 11:9

## COLOR

Gray

## LESSON FOCUS

The fourth C—**Confusion**—checks out the world-altering events that began at the tower of Babel.

## ANIMAL PAL

Scatter the Silverback Gorilla

## Today's Lesson at a Glance

- Introduce It!  
Build the Tower
- Teach It!  
Part 1: Babel Bible Account  
Part 2: Babel Bingo  
Part 3: Daily Review
- Apply It!  
Part 1: Memory Verse  
Part 2: Go and Do

## Preparing for the Lesson

- Read Genesis 11.
- Read this lesson several times and prepare the materials.
- For more information on the people groups, check [AnswersVBS.com/junglefaq](http://AnswersVBS.com/junglefaq).
- Pray.

## Devotion 3: God Is the Infinite Sustainer

*And he made from one man every nation of mankind to live on all the face of the earth, having determined allotted periods and the boundaries of their dwelling place, that they should seek God, and perhaps feel their way toward him and find him. Yet he is actually not far from each one of us. Acts 17:26–27*

Imagine if our entire world spoke the same language. Even with our English-speaking world of over 300 million people, what have we accomplished?

It's easy to pat ourselves on our backs about how much we have done. This attitude is perhaps best demonstrated at NASA. A tour of the Kennedy Space Center in Florida, USA, provides a glimpse at the massive machines and impressive technology NASA scientists have produced. During one segment of the tour, a narrator intones that with man “nothing is impossible.” Another narrator, an astronaut, affirms this attitude, “Whatever we can conceive, we can achieve.”

Do such arrogant statements shock you?

If you're familiar with today's lesson, they shouldn't. Read Genesis 11:4–6.

At the time of the tower of Babel, people arrogantly thought they could achieve whatever they wanted. However, God judged their rebellion by bringing a multiplicity of languages, causing them to scatter over the earth.

Why does mankind today have this same philosophy: “And nothing that they propose to do will now be impossible for them” (Genesis 11:6)?

Ever since the temptation in the garden of Eden, when Satan said Eve would be like God, knowing good and evil (Genesis 3:5), mankind has been in rebellion against God, trying to be god. The first judgment was the entrance of death into the world. Later, God judged mankind's rebellion with a watery catastrophe. And in today's lesson, we find a judgment that included a confusion of mankind's one common language into many languages.

So, what should our attitude be? Read Acts 17:24–31. These verses show that God is the Infinite Sustainer of all things—apart from him, we can do nothing. He gives us life, breath, and everything else. In him, we live and move and have our being.

Today, let's look for opportunities to show the children the importance of walking humbly before the Infinite Sustainer, recognizing our continual need for him. We need to carefully reflect any glory that might come our way to God, and teach our children to do the same.

Read Colossians 1:15–17 and think about this Puritan prayer.

O God All-Sufficient,  
Thou hast made and upholdest all things by the word  
of thy power;  
darkness is thy pavilion,  
thou walkest on the wings of the wind;  
all nations are nothing before thee;  
one generation succeeds another,  
and we hasten back to the dust;  
the heavens we behold will vanish away  
like the clouds that cover them,  
the earth we tread on will dissolve as a morning dream;  
But thou, unchangeable and incorruptible,  
art for ever and ever,  
God over all, blessed eternally.  
Infinitely great and glorious art thou.  
We are thy offspring and thy care.  
Thy hands have made and fashioned us.  
Thou hast watched over us with more than  
parental love,  
more than maternal tenderness.  
Thou hast holden our soul in life,  
and not suffered our feet to be moved.  
Thy divine power has given us all things  
necessary for life and godliness.  
Let us bless thee at all times and forget not how  
thou hast  
forgiven our iniquities,  
healed our diseases,  
redeemed our lives from destruction,  
crowned us with lovingkindness and  
tender mercies,  
satisfied our mouths with good things,  
renewed our youth like the eagle's.  
May thy Holy Scriptures  
govern every part of our lives,  
and regulate the discharge of all our duties,  
so that we may adorn thy doctrine in all things.

—Arthur Bennett, *The Valley of Vision*  
(Carlisle, PA: The Banner of Truth Trust, 2005), 211.

# Introduce It!

## Build the Tower (5 minutes)

**Prep:** Bookmark all Bible passages used in today's lesson. If making your own backdrop, copy on to gray paper, cut out, and mount the **CONFUSION COLOR WORD** to it somewhere. Cut out the **AMAZON TALL TOWER OBSERVATORY POSTER**.

**Teacher 1:** Welcome back, everyone. Come on in and get in the “boat.” Do so. Let's see if you can remember the three stops we've talked about so far. Point to the first word and color. Creation, green. Now the second. Corruption, dark. Now the third. Catastrophe, blue. Quickly review, showing the **7 C'S CREATION, CORRUPTION, and CATASTROPHE POSTERS**.

**Teacher 2:** Okay, at today's cruise stop, we're going to be talking about a tower. There are towers all over the world, like the Amazon Tall Tower Observatory. Show the **AMAZON TALL TOWER OBSERVATORY POSTER**. It's located in the middle of the Amazon rainforest and is run by scientists from Germany and Brazil. It's over 1,000 feet (323 m) tall, which is a little taller than the Eiffel Tower. It takes about an hour to walk to the top of the tower. That's a long way up! All kinds of rainforest research is done there, including tracking the weather and studying soil. Would you like to walk up to the top of that tower? Pause for responses.

**Teacher 1:** That's a useful tower, and of course, there's nothing wrong with building a tower—*unless* it's going to cause rebellion against God. The one we're going to talk about today is one the people shouldn't have built, and their disobedience led to our next stop—Confusion. What color might go well to represent something that's confusing? Take guesses, and have them find the hidden word and color—Confusion, gray. Explain that if something is not known to be clearly one way or another, it can be thought of as gray, or confusing.

- ◆ 7 C's Creation, Corruption, and Catastrophe Posters
- ◆ Amazon Tall Tower Observatory Poster
- ★ Optional: Confusion Color Word, and one sheet of gray copy paper
- Bible
- Jungle costumes for teachers
- Mounting putty or tape



# Teach It!

## Part 1: Babel Bible Account (10 minutes)

**Prep:** Gather tower building supplies for each child—at least 10 per child in a baggie. This can be blocks, Jenga blocks, dominoes, or a small, stackable food like Honeycomb cereal pieces. Check for allergies if using food. Each person also needs a plate. Print and cut apart the **BABEL VERSE CARDS**.

**Teacher 2:** Show the **7 C'S CONFUSION POSTER**. Our next stop is Confusion. The history book of the universe, the Bible, describes this event when people built very tall walls and things got chaotic.

**Teacher 1:** To recount what happened, I'll need nine volunteers to read verses from the Bible. If you like to read, feel free to volunteer. Choose nine people and pass out the **BABEL VERSE CARDS** to each. If you don't have nine kids, some can read two, or you can read some. Make sure kids volunteer rather than you calling on them so reluctant readers aren't put on the spot. As each verse is read, each of you is going to try to build a tower out of \_\_\_\_\_. You'll put one piece down before we start, and then one piece down after each verse is read. We'll see if we can finish hearing the Bible account before our towers fall over.

Pass out the supplies. Have the volunteers read one verse at a time from Genesis 11:1–9. After each verse, stop for a few seconds while the kids add the next tower piece. You may want to do this again with you reading it and them building a second tower if you have enough time.

## Part 2: Babel Bingo (20 minutes)

**Prep:** Cut apart the **BABEL POSTERS**. Print the **BABEL BINGO CARD** on card stock, 1 per child. Decide if you are going to just have kids X out each square as it is called or if they will use something to cover the squares. One suggestion is to use the Honeycomb cereal from above. If so, give each child 20 cereal pieces in a baggie initially instead of 10 and use it for both activities. If having them X them out, use a different symbol for each round, such as an X the first round, a

- ◆ 7 C's Confusion Poster
- ★ Babel Verse Cards
- 10 or more tower building supplies per person in a baggie (see Prep in Part 1 and Part 2), 1 per person
- Plates, 1 per person

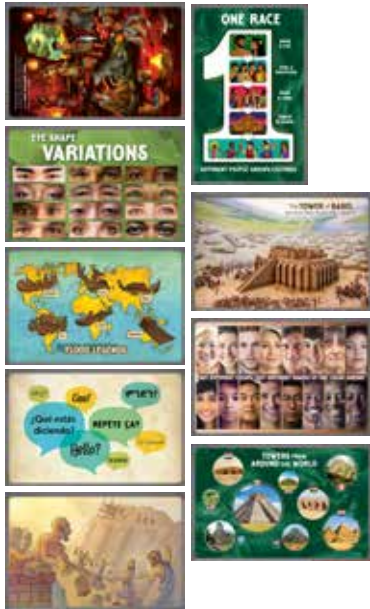


- ◆ Babel Posters
- ★ Babel Bingo Card, 1 per person
- ★ Babel Bingo Draw Cards
- Writing utensils, 1 per person
- Optional: baggie with 20 pieces (see Prep), 1 per person
- Basket
- Optional: clipboards or hard surface, 1 per person

- ★ Download from [AnswersVBS.com/junglresources](http://AnswersVBS.com/junglresources).
- ◆ Find in your teacher kit.

⚙️ If you have small classes, you may want to prep the bingo boards ahead of time with the A to Z letters.

⚙️ Gather candy or some other small prizes for the bingo winners if desired.



plus sign the second round, and shading in the whole square the third round. Print and cut apart the **BABEL BINGO DRAW CARDS** and put in a basket. Optional: Put each bingo card on a clipboard or a hard surface.

Pass out a **BABEL BINGO CARD** and a writing utensil to each person and a baggie of pieces (optional).

**Teacher 1:** We're going to play Babel Bingo to learn more about what was happening during this confusing time. To get our game boards ready, I'm going to say each letter of the alphabet, and you need to write that letter in one of your squares. Don't go in order across the board, but put the letters in random boxes. You may skip one letter because there are 26 letters but only 25 boxes. Here we go.

Proceed quickly through the letters of the alphabet in order, making sure everyone is following directions, putting a letter randomly in each box.

Begin drawing the **BABEL BINGO DRAW CARDS**, calling out the random letters and sharing the info that goes with each. Show the corresponding **BABEL POSTER** if there is one to go with a certain letter. The letters that have posters are C for **CAVE**, E for **EYE SHAPE**, F for **FLOOD LEGENDS**, L for **LANGUAGE FAMILIES**, Q for **QUIT** Building, R for **RACE**, T for **TOWER** of Babel, V for **VARIETY** of Skin Shades, and Z for **ZIGGURATS**.

The first to make a row across, down, or diagonally wins. Continue to play other rounds as you have time. Try to get through most of the letters at least once, if possible, so all information is shared. Keep the game moving. Feel free to occasionally call a card that has already been called to make the game more interesting.

Because you are teaching information through this game, the kids should not talk. Explain that this game will be played quietly and they should pay attention. If not, they will lose the space they just covered.

Note: Several clues have to do with melanin. The first time you come across a clue related to melanin, read the clue as is. Adjust later clues as necessary.

### Part 3: Daily Review (5 minutes)

Share the **DAY 3 ANIMAL PAL POSTER** to summarize the teaching of the day. Or, if you have time, use the following questions (and more you make up) to use in a review game.

Today's animal pal is a gorilla. What color is he and what does that color remind you of? Take responses. His name is Scatter. Why do you think he's named Scatter? Take responses, and mention gorillas like to stay together and not "scatter." What does his name have to do with the tower of Babel? Take responses. What's something you learned today about this confusing time? Take responses. Have you noticed a pattern going on here with the people throughout our cruise of history? Think about Adam and Eve, then the people of Noah's time that didn't get on the ark, then the people at Babel. What do they all have in common? Take responses. They all went off course and rebelled against God (sinned, disobeyed). They all did what they wanted instead of what God wanted. God, in his mercy and kindness, scattered the people at Babel so they wouldn't continue on their sinful paths. God is kind and wants us to turn to him and obey him.

Pass out the maps and have everyone add today's sticker.

### Apply It!

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

Supplies for this section are not included in the supply list on the back cover since they will vary depending on the activities you choose, so decide what you will do and add them to your supply list accordingly.

### 30 • Day 3: Confusion

◆ Day 3 Animal Pal Poster

☐ 7 C's Maps, 1 per person



⚙️ Gospel Opportunity

★ Download from [AnswersVBS.com/jungleresources](http://AnswersVBS.com/jungleresources).

◆ Find in your teacher kit.



## Part 1: Memory Verse

**Today's Verse:** Therefore its name was called Babel, because there the LORD confused the language of all the earth. And from there the LORD dispersed them over the face of all the earth. Genesis 11:9

Practice this verse several times using the **DAY 3 MEMORY VERSE POSTER** as a reference, then try the following challenge.

**Challenge:** Find blocks or something to build with, then say the verse as you build a tower, one block for each word. Can you say the whole thing before the tower topples?

**Tomorrow's Verse:** But to all who did receive him, who believed in his name, he gave the right to become children of God. John 1:12

Try the challenge again using tomorrow's verse.

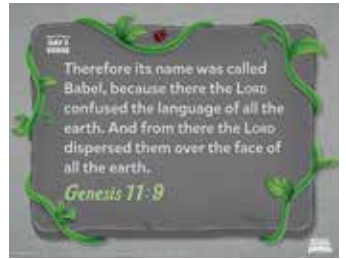
## Part 2: Go and Do

1. Make a list of things you're good at. Do you like to tell others about them and try to make a name for yourself (like the people at Babel), or do you give the credit to God for the things you're good at? It's awesome you have abilities from God. Thank him for them!
2. Rather than bringing attention to yourself like the people at Babel did, take time to bring attention to God. Tell at least two people something amazing about God or God's creation. That honors him!
3. Ask God to help you live in a way that honors and pleases him.
4. Check [AnswersVBS.com/junglekids](http://AnswersVBS.com/junglekids) for more fun information!

Ask yourself these questions: Do I like to talk about how great I am or how great God is? How can I bring attention to God?

◆ Day 3 Memory Verse Poster

□ Optional: Student Guides and supplies





## DAY 4

# CHRIST & THE CROSS

### BIBLE PASSAGES

Savior for **All** Who Believe  
Various Scriptures

### APOLOGETICS CONTENT

Examining the need for a Savior

### MEMORY VERSE

But to all who did receive him, who believed in his name, he gave the right to become children of God. John 1:12

### COLORS

White and Red

### LESSON FOCUS

**Christ** and the **Cross** are our next C's. We will share the gospel today.

### ANIMAL PAL

Rose the Pink River Dolphin

### Today's Lesson at a Glance

- Introduce It!  
Guess the Jungle Baby Animals
- Teach It!  
Part 1: 7 C's Gospel Presentation  
Part 2: Bag of Beads Game  
Part 3: Daily Review
- Apply It!  
Part 1: Memory Verse  
Part 2: Go and Do

### Preparing for the Lesson

- Read "Leading a Child to Christ," found on the inside back cover of this guide.
- Read this lesson several times and prepare the materials.
- For more information on Jesus' birth and resurrection, check [AnswersVBS.com/junglefaq](http://AnswersVBS.com/junglefaq).
- Pray.

## Devotion 4: God Is the Sovereign Savior

*The earth is the LORD's and the fullness thereof, the world and those who dwell therein. Psalm 24:1*

Fill in the following blanks.

1. \_\_\_\_ told Noah how to build the ark.
2. God provided all that \_\_\_\_ needed, including great wisdom.
3. God brought all the \_\_\_\_ to the ark at just the right time.
4. God provided a seaworthy, safe way for man and animals to \_\_\_\_.
5. God shut the \_\_\_\_ after Noah, his family, and the animals entered the ark.
6. God caused the \_\_\_\_ to cover the entire earth.
7. God directed Noah when to leave the \_\_\_\_.
8. God provided the \_\_\_\_ as a sign that he would never send another global flood.

Based on these statements, what attribute of God do you think we are focusing on today? *He is the sovereign Savior of the world.*

Although each of the questions in the quiz highlights God's sovereign salvation as seen in the account of the Genesis flood, let's focus specifically on number five.

In his instructions for building the ark, God told Noah to put a door in the side of the ark (Genesis 6:16). The ark had only one door to pass through to escape God's terrible judgment. By faith, Noah and his family entered the ark. Once they were all inside, the Lord shut them in (Genesis 7:16).

What is significant about God shutting the door of the ark? After God shut the door, the time of judgment was at hand. Only those who had gone through the doorway would be saved. No one else could enter. Noah and his family had to obey God's command to build and then enter the ark for salvation—but God commanded the construction of the ark as the means of saving Noah's family in this time of judgment.

The ark is a picture of salvation in Jesus Christ, our "ark" of salvation. Jesus said that he is the door of salvation (John 10:9).

The Bible makes it clear that we are dead in our sins (Ephesians 2:1). Nothing we can do can save us from our sin and its consequence of eternal separation from God. But the Bible also tells us that if we confess with our mouths the Lord Jesus and believe in our hearts that God has raised him from the dead, we will be saved (Romans 10:9). We are saved by grace through faith as a result of God's gift to us (Ephesians 2:8). Salvation is all due to God. Our responsibility is to go through the doorway (Jesus), and God will save us.

The next judgment will be by fire (2 Peter 3:5–12). God has provided salvation through the ark—his Son, Jesus Christ. Many are hearing the warning of the coming judgment, but who will enter through the God-given means of salvation—the death and resurrection of Jesus on our behalf? A time is coming when God will close this door. Are we ready?

Let's close this time by reading Acts 4:10–12 and thinking about this Puritan prayer.

Sovereign Lord,  
Thy will is supreme in heaven and earth,  
and all beings are creatures of thy power.  
Thou art the Father of our spirits;  
thy inspiration gives us understanding,  
thy providence governs our lives.  
But, O God, we are sinners in thy sight;  
thou hast judged us so,  
and if we deny it we make thee a liar.  
Yet in Christ thou art reconciled to thy  
rebellious subjects;  
Give us the ear of faith to hear him,  
the eye of faith to see him,  
the hand of faith to receive him,  
the appetite of faith to feed upon him;  
that we might find in him light,  
riches, honour, eternal life.

—Arthur Bennett, *The Valley of Vision*  
(Carlisle, PA: The Banner of Truth Trust, 2005), 222.

◆ **Jungle Baby Animal Posters**

- Bible
- Jungle costumes for teachers
- Mounting putty or tape
- Large Post-its or something to cover words on the animal posters



## Introduce It!

### Guess the Jungle Baby Animals (5 minutes)

**Prep:** Cut apart the **JUNGLE BABY ANIMAL POSTERS**. Cover the name of the animal on each poster with something removable. Bookmark all the Bible passages used in today's lesson.

**Teacher 1:** Welcome back, travelers! Come on in and get in the “boat.” Do so. We’re moving on to more stops today, but first, let’s take a look at some jungle baby animals God has created. We’ll show you a picture, and you have to guess the animal.

Show the **JUNGLE BABY ANIMAL POSTERS** as listed below.

- Show the **BABY SLOTH POSTER** and have them guess what animal it is. If they are stumped with this or any of the ones below, give them three choices and have them guess which one it is. This little guy hangs on to its mama’s belly for the first six months of life, as Mama moves slowly, slowly, slowly through the trees—so slowly, in fact, that green algae grows on her. When they guess, take off the paper covering the animal name.
- Show the **BABY CAPYBARA POSTER** and have them guess what animal it is. This stubby little cutie grows up to have a shape that’s like a barrel on legs. When full-grown, it’s the largest rodent in the world. Remove paper.
- Show the **BABY JAGUAR POSTER** and have them guess what animal it is. This baby cub sticks with his mom until about age two, when he goes off to hunt on his own. His name means “he who kills with one leap.” Remove paper.
- Show the **BABY GIANT OTTER POSTER** and have them guess what animal it is. This baby squeaks for attention but barks and whines when older. He lives near a riverbank and spends a lot of his life swimming. He’s so fast, he can even beat jaguars in getting fish! Remove paper.
- Show the **BABY SUN BEAR POSTER** and have them guess what animal it is. This cub is born blind and is usually positioned on buttress tree roots until he learns to walk and climb. He’s the smallest and rarest bear species and loves honey. Remove paper.
- Show the **BABY TAPIR POSTER** and have them guess what animal it is. This baby is standing within an hour of birth and swimming by week 3. He’s shy and has a flexible nose that’s like a snorkel, helping him breathe better. Remove paper.

**Teacher 2:** There are so many cute jungle baby animals God has made! But today, we’re gonna be talking about a baby *person*, not a baby animal. People aren’t animals. People are made in God’s image and are God’s most special creation. But the baby person we’re talking about today is so special, he’s not even like any other baby *person* ever. Let’s pass out the **COLOR CROSS PATTERNS** (see below) as we hear more about this.

## Teach It!

### Part 1: 7 C's Gospel Presentation (15–20 minutes)

**Prep:** Print and cut out the **COLOR CROSS PATTERNS** so it is just the cross without any of the surrounding blank space. Put the patterns on clipboards or a hard surface. Buy or make up bundles of the crayons or colored pencils. If making your own backdrop, copy onto white and red paper, cut out, and mount the **CHRIST AND CROSS COLOR WORDS** to it somewhere. Cut apart the **ADMIT, BELIEVE, FOREVER RECEIVE POSTERS** and the **AMAZON RIVER POSTER**.

Give each person a **COLOR CROSS PATTERN** and the following crayons or colored pencils: green, black, blue, red, and yellow. White and gray are optional (unless using markers—in that case, you will need gray). Two students can share if need be.

◆ **7 C's Poster Set**

◆ **Amazon River Poster**

◆ **Admit, Believe, Forever Receive Poster Set**

◆ **Days 1–3 Memory Verse Posters**

★ **Color Cross Pattern**, 1 per person on a clipboard

★ Optional: **Christ and Cross Color Words**, and one sheet of white copy paper, one of red

Clipboards or hard surfaces like magazines, 1 per person

Crayons or colored pencils, 1 of each of the following per person in a bundle: green, black, blue, red, and yellow (white and gray are optional)

Optional: paper clips or mini envelopes to store color crosses in, 1 per person

★ **Download from AnswersVBS.com/jungleresources.**

◆ **Find in your teacher kit.**

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## Stop 1: Creation—Green

**Teacher 1:** We started our journey through time with a certain color. Cruise on over to something that's that color, taking your supplies with you. Do so. (Or just have them point to something or hold up that color of crayon or marker.) If they moved, they should be standing by something green. If they have chosen different green locations, have them all gather at one green spot and sit down.

**Teacher 2:** Yes, we started at green. What was our first C and why the color green? Take answers. Green reminds us of God's green, beautiful CREATION, our first C. Show the **7 C'S CREATION POSTER**.

**Teacher 1:** What letter is missing from the word in square one of your cross? C. Write the letter C for CREATION, then color the square green around the inside edges like this. Show example of coloring around the *inside* of the edge lines and have them do so while Teacher 2 continues.

**Teacher 2:** We heard about two different accounts regarding how everything came to be. One was the story of Dot and the big bang. One was the creation account from the Bible. Which one is true? Take answers.

**Teacher 1:** Right. God can only tell the truth, and he tells us in his Word that *he* is the Creator—not a random big bang. So we know God made the heavens and the earth.

**Teacher 2:** And everything God made was all good. It was a perfect, good creation. Show the **DAY 1 MEMORY VERSE POSTER** and recite Genesis 1:1 together.

## Stop 2: Corruption—Dark

**Teacher 1:** Okay, now we cruise to a spot with the color of the second C. Do so, and have them then all gather at one spot by a dark color.

**Teacher 2:** What is our next C, and what does it have to do with a dark color? Take answers. Dark reminds us of darkness and sin and our second C, CORRUPTION. Show the **7 C'S CORRUPTION POSTER**. Remember, in the Bible, sin is compared to darkness—the Bible doesn't refer to sin as "black" but as "darkness" (Romans 1:21, 13:12; John 3:19–20).

**Teacher 1:** Write the missing letter C in the word CORRUPTION in square two of your cross, then color it with your dark color around the edges. Do so while Teacher 2 continues.

**Teacher 2:** We learned the world was all good and living in that perfect world were two people named what? Adam and Eve.

**Teacher 1:** They made a really, really bad choice—the worst! What did they eat? The fruit from the tree of the knowledge of good and evil. They were told not to eat it, but they did. Sin (not obeying God) entered the world. They veered off God's good path and sinned, as our Bible verse says. Show the **DAY 2 MEMORY VERSE POSTER** and recite Psalm 14:3 together.

**Teacher 2:** And that was the fall of all, when bad and sad things started happening. The world from that point until now is full of both good and bad.

## Stop 3: Catastrophe—Blue

**Teacher 1:** Okay, now cruise on over to the color of the third C. Do so.

**Teacher 2:** What is our next C and what does it have to do with blue? Take answers. Blue reminds us that water covered the whole earth. It was a worldwide CATASTROPHE. Show the **7 C'S CATASTROPHE POSTER**.

**Teacher 1:** Complete the word CATASTROPHE in square three of your cross, and then color it blue around the edges. Do so while Teacher 2 continues.

**Teacher 2:** By this time, mankind had become so wicked that God chose to judge the world, as it says in Genesis 6:11–13. Read the verses. Here we go again! Man was veering away from God's path and rebelling.

*Teacher 1:* God sent a global flood that destroyed all the land animals and people not on the ark. Only one man remained who followed after God. What was his name? *Noah.* Noah was saved with his family and some animals. Many of the fossil graveyards around the world are from this one-of-a-kind catastrophe.

#### **Stop 4: Confusion—Gray**

*Teacher 2:* Okay, cruise on over to the color of the fourth C. *Do so.*

*Teacher 1:* What is our next C and what does it have to do with gray? *Take answers.* Gray reminds us of what happened at the tower of Babel when everything was in CONFUSION. *Show the 7 C'S CONFUSION POSTER.*

*Teacher 2:* Add the C for CONFUSION in square four of your cross, and then color it gray around the edges. *Do so, using either gray or lightly colored black so it looks like gray.*

*Teacher 1:* We learned that, not long after the global flood, the earth filled with people again, and they again turned away from God. Are you noticing the pattern? Time and time again, people rebel against God. This time the people disobeyed God by staying together and building what? *Take answers.* Right, a tower. So God came down and gave them different languages, causing them to scatter all over the \_\_\_? *Earth.* Let's quote Genesis 11:9 to remember this. *Show the DAY 3 MEMORY VERSE POSTER and recite it together.*

*Teacher 2:* The family groups moved apart and eventually developed distinct physical characteristics: skin shade (we're all shades of brown, from light to dark), hair color, eye shape, and so forth. But still, all people from all time are really related. We all go back to the first people named \_\_\_? *Adam and Eve.*

#### **Stop 5: Christ—White**

*Teacher 1:* Let's move on. Find a color that stands for no sin and stand by it. *Do so.*

*Teacher 2:* Yes, white is the color of the next C. Do you see the hidden word up front? *Have them point to it.* Who's pure with no sin? *Take answers.* Right, Jesus Christ! White stands for our next C, which is another name for Jesus—CHRIST. Christ is not his last name but is a word showing his special mission. It means "Messiah." He was the one coming to save people. *Show the 7 C'S CHRIST POSTER.*

*Teacher 1:* Write the C for CHRIST in square five, and don't color that one. Just leave it white. *Do so.*

*Teacher 2:* Let's sit down for a minute and hear a little about Jesus coming. You can shout out the answers when we motion to do so.

*Teacher 1:* Jesus is God's \_\_\_? *Motion to answer.* Right, God's Son. He's also God.

*Teacher 2:* Before he came to earth, Jesus lived in \_\_\_? *Motion to answer.* Yes, heaven. He lived there for all eternity past. He never had a beginning but has always been, which is a mind-blowing thought!

*Teacher 1:* He was involved in creating the world. God the Father, God the Son (Jesus), and God the Holy Spirit were all at creation, making the world.

*Teacher 2:* But as you have heard, after God created the world, Adam and Eve sinned, and the world became sinful and cursed. God promised a Savior would come (*Genesis 3:15*) and people could be rescued from the catastrophe that was awaiting them—life forever without God, lived not in heaven but in \_\_\_? *Motion to answer.* Yes, sadly, hell.

*Teacher 1:* So God sent his Son, Jesus, to earth. (*Galatians 4:4*) He was born as a little \_\_\_? *Motion to answer.* Correct—baby. This is what we celebrate at what holiday? *Take answers.* Yep, Christmas. Now God lived with us and could be our Savior from sin and eternal death.

*Teacher 2:* Jesus grew up and lived what kind of life on earth? Describe it in one word. *Take answers.* They may vary. Yes, he was holy, sinless, perfect. He did miracles and had all power over everything because he had made it all.



**Teacher 1:** He has power over nature. He has power over sickness and death. He even has power to forgive sins. And that leads us to the next C.

## Stop 6: Cross—Red

**Teacher 2:** Cruise to a spot that reminds you of the color of blood. Do so, and have them point to the hidden word up front.

**Teacher 1:** Yes, red. Red reminds us of Jesus' blood that was shed for us at the next C—the CROSS. Show the **7 C'S CROSS POSTER**.

**Teacher 2:** Fill in the C for CROSS in square six, and color it red around the edges. Do so while Teacher 1 continues.

**Teacher 1:** Jesus was put to death because of *our* sin, even though *he* had done nothing wrong. The punishment for sin is death. Can you imagine if someone you love was put to death because of *you* even though *they* hadn't done anything wrong? Well, that's what happened.

**Teacher 2:** But why did it need to happen? Think of it this way. Let's pretend we're all stranded on a steep riverbank on one side of the Amazon River, the biggest river in the world. There's no food, no drinking water, and no way to survive on the side we're on. We need to make it to the other side, where all the wonderful provisions are for life. Somehow, we need to get across that river.

**Teacher 1:** We're stranded at an area that's 35 miles from the other bank. That's how wide the Amazon is in spots. In fact, it's so wide, huge cruise ships can sail in it. If you were staring at it, it would look like an ocean! It's that huge.

**Teacher 2:** Not only is it miles and miles wide, it also floods. Half of the year, the Amazon is in flood stage. So we're not only stranded on one side of this wide river, but we have rapidly flowing waters with strong currents to deal with. Sometimes, massive waves up to 16 feet tall (5 m) may come crashing through.

**Teacher 1:** Add to this the vicious fish and dangerous animals of the Amazon River, like piranhas, caimans, electric eels, and many others.

**Teacher 2:** Now, with all this in mind, think about trying to get across all by yourself, with no boat or other help. What do you think is going to happen? Take answers.

**Teacher 1:** You're going to die trying! It's virtually impossible to swim across a 35 mile-wide river during flood stage with wild animals. You can't do it. You'll just be swept away.

**Teacher 2:** Show the **AMAZON RIVER POSTER**. But . . . what if someone came along and built a bridge across the river? Could you get across then? In a way, that's what God did when he sent Jesus. Jesus bridges the gap between our sinfulness and heaven. When Jesus died on the cross, your sins and the punishment you deserved were placed on him. He took your place. Imagine your sin heaped on that cross. Wow!

**Teacher 1:** Why did he do it? Because he loves you! He loves you like nobody else can ever love you. He gave his life for you; that's how much he loves you. Let's say John 3:16 together to remember this. Read John 3:16 or have them recite it if they know it.

**Teacher 2:** God wants you to make the choice to follow him all your life, through good times and bad. But it takes a decision.

**Teacher 1:** Just like you would be stuck on that riverbank with no way across, do you agree you're stuck in your sin? In other words, do you believe you've sinned, or disobeyed God, and are you sorry for your sin?

**Teacher 2:** If so, then admit it. Show the **ADMIT POSTER**. Admit you're a sinner. This is called "repenting." You repent when you say you're sorry for your sins and want to turn from them. You'll never be perfect. You'll always sin, but you need to admit you're a sinner.

**Teacher 1:** Remember, sin is disobeying God and his Word. Can you think of a time you sinned? God says that we're to be kind (Ephesians 4:32). Have you ever, even once,



been unkind to someone? God says that we're always to tell the truth (Ephesians 4:25). Have you ever, even once, told a lie? God says that we're to be humble (Philippians 2:3). Have you ever, even once, bragged about something? If you agree that you've sinned, then admit that to God. Tell him you're sorry and want to repent.



**Teacher 2:** Second, we need to believe. Show the **BELIEVE POSTER**. Believe that Jesus really did come to earth for you. He lived a perfect life and never sinned. Then he died and paid the penalty for you because he loves you.

**Teacher 1:** The super cool thing is he didn't stay dead! Because he's God, he came back to life. And now, Jesus Christ lives in heaven once again where all things are good. And he would love for *you* to live in heaven with him someday too.



**Teacher 2:** This doesn't automatically happen. You have to admit, believe, and then, forever receive. Show the **FOREVER RECEIVE POSTER**. If you admit you're a sinner, repent of your sins, and believe Jesus took the punishment for your sins when he died on the cross, then you need to ask God if you can forever receive the gift of eternal life. This means you believe in Jesus and want to be his child, following him. This isn't done to make life easy because hard stuff still happens to everyone in this broken world. It's done because you want to be part of God's family! And when you do, you'll desire to obey God's commands. You won't ever follow perfectly, but God will give you his Holy Spirit to help you. It's an amazing gift to be part of God's family.

**Teacher 1:** If you'd like to ask questions or talk to somebody more about this, you may follow \_\_\_\_, and they'll help you.

The rest of us are going to stay here, finish our journey, and play a game.

Children who are interested leave for salvation counseling in a safe, not isolated, place. Everyone else stays for the rest of the lesson.

## Stop 7: Consummation–Yellow

**Teacher 2:** Tomorrow, we're going to hear about the last C, which is CONSUMMATION. But for now, let's just write the C for CONSUMMATION in the last square, then color it yellow around the edges.

**Teacher 1:** Let's fold our crosses up now so all the squares fit under one square. Show them how to do so and give them a minute to complete the task. There's no one way to fold it—just so all the squares fit under one square. You may want to give each child a paper clip or small envelope to store their color cross in.

## Part 2: Bag of Beads Game (10–15 minutes)

**Prep:** Bag up the beads and prepare either the dry-erase boards or the paper on clipboards. Make a list of review questions based on the examples that follow. Note: If you don't have beads, you can use card stock cut into squares instead.

Divide the class into teams. Ask review questions such as the following sample questions based on information covered so far this week. Teams decide on the answer and write it on a dry erase board, then show their answer when it's time. If they got it right, they come up and choose a bead from the bag without looking. If they don't have that color, they keep it. If they do, they throw it back in the bag. The goal is to be the first team to collect one of each color and to put them in order. As they get them, they can thread them on the pipe cleaner for safe keeping, but they'll need to keep rearranging them to get them in order.

## Sample Questions

1. Recite Genesis 1:1.
2. What is our first day's animal pal?
3. What is the first stop?
4. What is the first color and what's it about?

- ❑ Bag of beads with several of each of the 7 colors: green, dark blue, gray, white, red, and yellow
- ❑ Pipe cleaners, 1 per team
- ❑ Small dry-erase boards and dry-erase markers, 1 of each per team
- ❑ OR paper on clipboards and writing utensils, 1 of each per team

⚙️ Each team can have a bag of beads to choose from to make it go faster. Put several of each color in each bag.



5. Did the earth begin with a big bang or did God create it?
6. What's another name for the history book of the universe?
7. What's a way to honor God as Creator?

Continue with the other stops, colors, memory verses, animal pals, and teaching info.

### Part 3: Daily Review (5 minutes)

Share the **DAY 4 ANIMAL PAL POSTER** to summarize the teaching of the day.

Today's animal pal is a river dolphin. What color is she and what does that color remind you of? Take responses. Mention that white and red mixed together make pink. Her name is Rose. Why do you think her name is Rose? Take responses. What does her name have to do with Jesus? Take responses. Remind them that not only can the word "rose" remind us of a color, but also of the fact that Jesus rose from the dead. Ask if they noticed something hidden on the poster—a cross. Our Bible verse tells us each of us sins against God. What great news did you hear today that can take care of that sin problem? Take responses, and go over the hope-filled verse below—John 1:12.

Pass out the maps and have everyone add today's stickers.

- ◆ Day 4 Animal Pal Poster
- ☐ 7 C's Maps, 1 per person



### Apply It!

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

Supplies for this section are not included in the supply list on the back cover since they will vary depending on the activities you choose, so decide what you will do and add them to your supply list accordingly.

### Part 1: Memory Verse

**Today's Verse:** But to all who did receive him, who believed in his name, he gave the right to become children of God. John 1:12

Practice the verse several times using the **DAY 4 MEMORY VERSE POSTER** as a reference, then try the following challenge.

**Challenge:** Many dolphins can jump over 25 feet in the air! Try jumping as you say each word of your verse. How high can you jump?

**Tomorrow's Verse:** He will wipe away every tear from their eyes, and death shall be no more, neither shall there be mourning, nor crying, nor pain anymore, for the former things have passed away. Revelation 21:4

Try the challenge again with tomorrow's verse.

- ◆ Day 4 Memory Verse Poster
- ☐ Optional: Student Guides and supplies



### Part 2: Go and Do

1. In spite of our sin, God loved us and sent his Son. Say today's Bible verse to yourself and think about if you have ever admitted, believed, and forever received Jesus as your Savior.
2. Show someone the color cross you made today and explain what each of the words and colors mean.
3. Talk to God and thank him for sending his one and only Son to rescue from sin all who believe.
4. Check AnswersVBS.com/junglekids for more fun information!

Ask yourself this question: Am I a child of God?

- ★ Download from AnswersVBS.com/jungleresources.
- ◆ Find in your teacher kit.



DAY 5

# CONSUMMATION

## BIBLE PASSAGES

All Is Good Again  
Revelation 21–22

## APOLOGETICS CONTENT

Examining how it turns out in the end

## MEMORY VERSE

He will wipe away every tear from their eyes,  
and death shall be no more, neither shall there  
be mourning, nor crying, nor pain anymore,  
for the former things have passed away.  
Revelation 21:4

## COLOR

Yellow

## LESSON FOCUS

The last C—**Consummation**—shows that God wins, and all goes back to very good again.

## ANIMAL PAL

Bliss the Bird-Wing Butterfly

## Today's Lesson at a Glance

- Introduce It!  
Man-Made Creations in the Rainforest
- Teach It!  
Part 1: Zip Line Game  
Part 2: Daily Review
- Apply It!  
Part 1: Memory Verse  
Part 2: Go and Do

## Preparing for the Lesson

- Read Revelation 21–22.
- Read this lesson several times and prepare the materials.
- For more information on the new heaven and new earth, see [AnswersVBS.com/junglefaq](http://AnswersVBS.com/junglefaq).
- Pray.

## Devotion 5: God Is the Loving Redeemer

*Thus it is written, “The first man Adam became a living being”; the last Adam became a life-giving spirit. The first man was from the earth, a man of dust; the second man is from heaven. 1 Corinthians 15:45, 47*

As we wrap up our journey from Genesis to Revelation, let’s take a look at the connection between the seven C’s.

**God is the Good Creator:** The one who created a “very good” world is the one who will restore his creation to its original glory.

The one who created the first man is the one who came to be the second man—the last Adam.

The one who breathed into Adam the breath of life is the one who gives eternal life to his children.

**God is the Righteous Judge:** The one who sentenced the first man to death for his rebellion is the one who came and suffered the sentence of death on behalf of mankind.

**God is the Infinite Sustainer:** The one who created time is the one who stepped into time so that he could live as a human.

The one who confused the languages at Babel is the one before whom people from every tribe, nation, and tongue will bow and worship.

The one who scattered the people around the world is the one who commands us to go into all the world and preach the gospel, making disciples of all nations.

**God is the Sovereign Savior:** The one who provided an ark for Noah and his family is the one who provided the Savior of the world.

The one who judged the world with water is the one who will judge the world with fire.

The one in whom all things hold together is the one who became part of his creation, born as a baby.

Today, let’s take a look at another attribute of God seen in the last C.

**God is the Loving Redeemer:** The one who killed animals to cover the sin of Adam and Eve is the one who came to bleed on the cross for sinners.

The one who placed a curse on the creation is the one who came to redeem his creation from the curse.

The one who promised to send someone to crush the head of the serpent is the one who fulfilled the promise by rising from the dead, conquering the “last enemy.”

The one who created the heavens and earth is the one who will create a new heavens and earth wherein righteousness and his children will dwell.

Why has God done all this? “For God so loved the world” (John 3:16).

As you talk with the children today, look for opportunities to share the love of the Creator and Redeemer with them, pointing them toward the one who has done so much for us.

Let’s close by reading 1 Corinthians 15:21 and thinking about this Puritan prayer.

O Thou Most High,  
Creator of the ends of the earth,  
Governor of the universe,  
Judge of all men,  
Head of the church,  
Savior of sinners;

thy greatness is unsearchable,  
thy goodness infinite,  
thy compassions unfailing,  
thy providence boundless,  
thy mercies ever new.

We bless thee for the words of salvation.

How important, suitable, encouraging  
are the doctrines, promises, and invitations  
of the gospel of peace!

We are lost: but in it thou hast presented to  
us a full, free and eternal salvation;  
weak: but here we learn that help is found  
in one that is mighty;  
poor: but in him we discover unsearchable  
riches,

blind: but we find he has treasures of  
wisdom and knowledge.

We thank thee for thy unspeakable gift.

Thy Son is our only refuge, foundation, hope,  
confidence;

We depend upon his death,  
rest in his righteousness,  
desire to bear his image;

May his glory fill our minds,  
his love reign in our affections,  
his cross inflame us with ardour.

—Arthur Bennett, *The Valley of Vision*  
(Carlisle, PA: The Banner of Truth Trust, 2005), 219.

## Introduce It!

### Man-Made Creations in the Rainforest (5 minutes or less)

- ◆ 7 C's Poster Set
- ◆ Man-Made Creations Poster
- ★ Optional: **Consummation Color Word**, and one sheet of yellow copy paper
- Bible
- Jungle costumes for teachers
- Mounting putty or tape

**Prep:** Bookmark all Bible passages used in today's lesson. If making your own backdrop, copy on to yellow paper, cut out, and mount the **CONSUMMATION COLOR WORD** to it somewhere.

**Teacher 1:** Well, here we are, travelers, at our last stop on the 7 C's river cruise! Let's get in the "boat," then see if we can remember the first six stops in order. *Do so.* Take responses, using the **7 C'S POSTERS** for review.

**Teacher 2:** Show the **MAN-MADE CREATIONS POSTER**. Before we talk about our last C, let's talk about some amazing man-made creations in the rainforest. How many of you would like to visit a rainforest some day and stay in a man-made tree house way up in the canopy? *Pause.* How many would like to walk across hanging bridges? *Pause.* How about stepping out on a high viewing platform? *Pause.* What about zipping across the rainforest on a zip line? *Pause.*

**Teacher 1:** People built these creations so we can get right into the heart of the rainforest. But as cool and magnificent as they are, it's nothing like what God has prepared for believers—God's people. There's a special place all believers will live in forever with God—the new heaven and new earth.

**Teacher 2:** That's our final C—Consummation. Does anybody see that hidden word? Point to it if you do. *Do so.* Consummation means how things will be completed, or how they'll end. Show the **7 C'S CONSUMMATION POSTER**. We know all things started out good, then bad and sad came along, and that's the time period we're in now—good, bad, and sad all together. But someday, all things are going to go back to all being very good again. It's going to be more amazing and wonderful than you can ever imagine. We're going to assign the color yellow to this future event to remind us of this bright and hopeful time. Let's play the Zip Line Game to learn more about this incredible time.

## Teach It!

### Part 1: Zip Line Game (25 minutes)

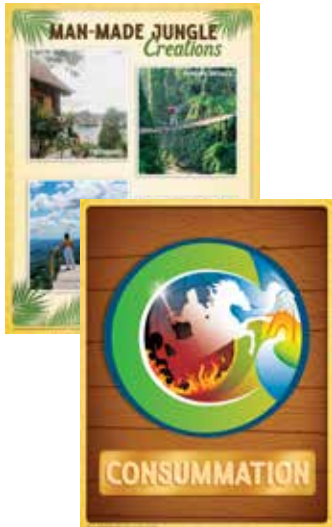
**Prep:** Print on blue card stock and cut apart the **ZIP LINE CARDS**, two for each number sheet and one for the word sheet. Print the **TRUE OR FALSE CARDS**, paper-clipped into sets for each person. Shuffle the **ZIP LINE CARDS** so they are in random order. Hang up a rope for the zip line and clip the cards on the rope with clothespins so the point totals don't show.

**Directions:** Break into two teams—girls and boys—and give each person a set of **TRUE OR FALSE CARDS**. Choose a scorekeeper to keep track of the points. To start the game, ask a question. On the count of 3, all kids hold up either their true or their false card. If most of each team gets it right, choose a representative from each team to choose cards off the zip line. The representatives can draw as long as they want, but if they get a Zip card, the team loses all the points *from that round*. If they get a Zap card, the team loses all their points *accrued from the beginning of the game*. Representatives can ask teammates if they should keep taking cards off the zip line or if they should stop. (Or, you may want to limit it to a max of three zip line cards per team per turn to keep it moving. This is what the test churches did, and it worked well.) Once representatives have returned to their seats, award 100 bonus points to each team that is quiet while you share the comments regarding that question. Then move to the next question. Choose a new representative from each team to draw cards after each question.

If you don't have time to do all the questions, look through them and decide the priority order you'd like to present them in. Questions can be done in any order. Make sure to share not only the answers but also the comments that follow.

1. The world was originally very good. Now it's good (because of God) and bad (because of man's sin). Earth is forever going to be like this with good and bad. **FALSE** (One day, Jesus will come back and return the earth to very good again.)

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- ★ Zip Line Cards
- ★ True or False Cards, 1 set per person, paper clipped
- 5 sheets of blue card stock
- Rope for the zip line
- Small clothespins

2. **Heaven is a real place.** TRUE (There's a current heaven where believers go when they die. One day, all of creation will be destroyed and God will create a new heaven and a new earth. We generally think of that new heaven and new earth as heaven. Revelation 21:1)
3. **A book of the Bible that talks a lot about heaven is Revelation.** TRUE (It's the last book of the Bible, and it shares what's going to happen in the future. It talks about the new heaven and new earth in chapters 21 and 22. Whatever it says is going to happen will happen.)
4. **Everyone gets to go to heaven when they die.** FALSE (Only those who have trusted in Jesus Christ as their Savior will go to heaven. John 3:16; Revelation 21:27)
5. **When believers go to heaven, they'll turn into angels.** FALSE (Angels will remain angels. People will remain people. See next question.)
6. **Believers will receive new bodies.** TRUE (Philippians 3:21—they'll be indestructible. We don't know what they'll look like, but they're going to be cool. 1 Cor. 15:51–53; 2 Cor. 5:1)
7. **Believers will float on clouds and play harps all day in heaven.** FALSE (That sounds kind of boring, but heaven won't be boring! It will be the opposite of boring—forever. We will have work we love, people we love, and especially, the Lord, whom we will love and enjoy forever.)
8. **The sun will shine brighter in heaven than it does on earth.** FALSE (There will be no more need for lights like the sun, moon, and stars, but it won't be dark. God will light it up with his presence. Revelation 21:23, 22:5)
9. **There'll be no more crying, or pain, or suffering.** TRUE (Sin is what brings crying, pain, and death. There'll be no more sin, so there'll be no more bad and sad stuff. Say Revelation 21:4 together.)
10. **We'll eat food.** TRUE (There won't be hunger pains or starvation, but we will eat. Revelation 19:9, 22:2)
11. **We won't recognize each other.** FALSE (We'll be able to recognize each other, just as Peter and John recognized Jesus, Moses, and Elijah in their transfigured bodies.)
12. **We most likely will have jobs.** TRUE (In the garden of Eden, Adam and Eve had jobs that were the perfect jobs for them and were enjoyable and fulfilling. Nowadays, because of sin, our jobs can be stressful and unpleasant at times. But in heaven, we'll probably have jobs, and they'll always be wonderful and something we love.)
13. **There will be mansions, amazing music, lots of incredible food, and crystal-clear water.** TRUE (The Bible describes all these things, so we know they'll be there. John 14:2; Revelation 14:3, 19:6–9, 22:1)
14. **Animals in heaven will be fighting and killing each other.** FALSE (All the animals will get along. The Bible tells us the wolf and the lamb will be together, and a young child will play over a cobra's hole. Isaiah 11:6–9)
15. **There may be talking creatures.** TRUE (We don't know this for sure, but it is possible. Revelation 4:8–9, 5:13, 8:13. The Bible speaks of a talking serpent in the garden of Eden and a talking donkey. We will find out!)
16. **We can't even imagine how amazing heaven will be.** TRUE (It will be even more amazing than God's original creation. Luke 23:43; 1 Corinthians 2:9. Will there be many more colors? Different fruits? Different animals? We don't know, but we do know it will be beyond our wildest imaginations.)
17. **We'll do creative things in heaven.** TRUE (God is the most creative of all, so we, being made in his image, will do creative things too.)
18. **Revelation tells us God has a book called the Book of People that has all believers' names written in it.** FALSE (There *is* a book mentioned in Revelation in which all believers' names are written, but it's called the Book of Life. If you're a believer, your name is in it. If you aren't, your name isn't in it. Revelation 21:27)
19. **Our pets may go to heaven.** TRUE (The Bible doesn't directly say. We do know there will be animals in heaven, such as the white horse mentioned in Revelation. But we don't know if our pets will be there. Either way, we'll be perfectly happy. And there are other things we don't know about

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heaven either. What we know is found in the Bible. That's our source—not what people imagine in their minds that it is. But we know for sure it's going to be wonderful beyond description.)

20. We'll be with God forever, worshipping him. TRUE (That'll be the best part. Think of your favorite person to be with. God is infinitely better and you'll love every moment with him! Revelation 7:9–10)

## Part 2: Daily Review (5 minutes)

Share the **DAY 5 ANIMAL PAL POSTER** to summarize today's teaching. Or, if you have time, use the following questions (and more you make up) to use in a review game.

Today's animal pal is a bird-wing butterfly. What color is his body and what does that color remind you of? Take responses. His name is Bliss. What does bliss mean? Take responses. What does his name have to do with the new heaven and new earth? Take responses. Why are we focusing on a butterfly today? Take responses. Look at what the bird-wing butterfly looks like before becoming a butterfly. Point out the caterpillar on the poster. How does this remind you of our bodies here on earth? Take responses. The caterpillar has some dark and red, which reminds us of our sin, but also a little yellow, which reminds us that while we're on earth, believers reflect God to a small degree. What's something you learned about the new heaven and new earth you're amazed about? Take responses and remind them earth started out all good and God will again make it all good. In the meantime, while the earth has sad and bad in it, he's made a way for us to have hope and joy while we live here, and then to live forever with him. God wins!

Pass out today's maps and have everyone put on today's sticker. Keep to take home today.

## Apply It!

In the remaining class time, complete one or more of the following ideas. These are also on the Junior Student Guides and can be done at home with a parent or caretaker if you are out of time. Supplies for this section are not included in the supply list on the back cover, so add to your list accordingly.

## Part 1: Memory Verse

**Today's Verse:** He will wipe away every tear from their eyes, and death shall be no more, neither shall there be mourning, nor crying, nor pain anymore, for the former things have passed away. Revelation 21:4

Note: You may want to show them the **FOLLOW-UP BIBLE STUDY** or **BOOKMARKS** that are available if you plan to give these out.

Practice the verses several times, using the **DAY 5 MEMORY VERSE POSTER** as a reference, then try the following challenge.

**Challenge:** Make up actions that go with each section of today's verse. Do them while saying the whole verse.

## Part 2: Go and Do

1. Read Revelation 21–22 and think about how the new heaven and new earth will be even more fabulous than we can ever imagine. What new things might there be?
2. Talk to somebody about what they think heaven will be like. There are lots of ideas out there about heaven, but where should we go to find out what it's really going to be like?
3. Talk to God about whether your name is written in God's Book of Life. Remember—it won't be there because you try to be a "good" person, but because you have believed in Jesus and trusted in him to save you from your sin.
4. Check [AnswersVBS.com/junglekids](http://AnswersVBS.com/junglekids) for more fun information!

Ask yourself these questions: What is something God has taught me this week at VBS? What's a way I can honor God?

### ◆ Day 5 Animal Pal Poster

- 7 C's Maps, 1 per person



### ◆ Day 5 Memory Verse Poster

- Optional: Student Guides and supplies  
□ Optional: Follow-up Bible study and/or bookmarks



# Leading a Child to Christ

*“For I am not ashamed of the gospel, for it is the power of God for salvation to everyone who believes.” Romans 1:16*

VBS presents an ideal opportunity to share the life-changing gospel of Jesus Christ with all attending. Every leader and team member should be ready to clearly present the gospel and counsel those wanting to learn more. Children are usually soft-hearted toward things of the Lord, and some will be interested in becoming a follower of Christ. Be ready, because eternal matters matter most!

## Before

- **Pray.** Salvation is God’s work, not ours. We cannot bring about salvation for anyone. We need to ask God to prepare the children and open their hearts to him.
- **Be prepared.** Learn more about presenting the gospel and counseling a child about salvation.

## During

The gospel will be presented during the lesson time. Opportunities may arise, however, to share with a child one-on-one or with a small group of children. If so, keep the following in mind:

- Becoming a child of God involves repenting of one’s sin and having faith in the death and resurrection of Jesus Christ. Repentance involves understanding what sin is (disobeying God’s commands) and desiring to turn from that sin.
- You can use the booklet *How Can I Become a Child of God?* along with your Bible to explain the plan of salvation. Children need to see and hear God’s Word, so have your Bible opened and marked ahead of time with the appropriate scriptures.
- Avoid abstract phrases like “asking Jesus into your heart.” Instead, use terminology like “becoming a child of God.” Most children still think in concrete terms and need examples that are easy to understand.
- If a child indicates an interest to know more after hearing the gospel presentation, ask questions (such as the following) that require more than a “yes” or “no” answer:
  - » What do you want to talk to me about?
  - » Do you know what sin is?
  - » Can you think of a specific sin (wrong) you have done?
  - » Are you bothered by your sin?

**These questions are important.** A child who cannot verbalize a sin or does not seem to be repentant about being a sinner may not fully understand his need for a Savior. In this situation, you might list some child-oriented examples of sin and ask him to notice any time he catches himself sinning over the next few days. Give him the *How Can I Become a Child of God?* booklet. Pray with him, then send him on his way. Check back a day or two later, if possible.

- If the child does seem to be sincerely sorry for his sins, you can proceed with more questions like the following:
  - » Why did Jesus come to earth? Why did Jesus need to die? Why did Jesus rise again?
  - » Why do you want Jesus to be your Savior?

- » Why should God let you into his family? (Make sure the child understands that salvation is not based on what he does but is a gracious gift of God through faith in the death and resurrection of Jesus.)

- Pray for discernment while listening to a child’s answers.
- When a child seems to have a basic understanding of salvation (belief in Jesus’ death and resurrection, admission of and repentance from sin, and a desire to follow the Lord), encourage him to talk to his parents about what it means to become a child of God (if they are followers of Christ). Encourage a child who comes from a non-Christian home to verbalize his understanding to the Lord through prayer. There is no one prayer that should be prayed. Encourage him to ask the Lord to forgive him and help him know he is a child of God.
- Let him see in your words and your face that you are excited that he wants to become a child of God! Read Luke 15:10 to him.
- Some children may not want to make decisions but may want to learn more, to be assured of salvation, or to confess sin. Read Romans 10:9–10 and John 10:28–29 with children who are seeking assurance of their salvation. Encourage them to ask the Lord to help them know they are his children. If a child wants to confess sin, read 1 John 1:9 with him and encourage him to ask the Lord to help him know he is forgiven when he repents.

## After

- Review what it means to be a child of God.
  - » How long does God keep his children? (Hebrews 13:5; John 10:28–29)
  - » Can anything separate God from his children? (Romans 8:38–39)
  - » What happens when God’s children sin? (1 John 1:9)
  - » What do children of God believe? (Romans 10:9)
- Explain that Jesus loves his children and wants to spend time with them. Discuss practical ways to grow as a child of God. Provide him with the *Growing Up in God’s Family* booklet and share the following:
  - » Read your Bible and obey what you read. You can start your Bible reading with the short Bible study book you will receive the last day of VBS. (Provide a Bible if he doesn’t have one. Be sure to fill out the presentation page.)
  - » Pray every day. Prayer is talking to God.
  - » Go to a church that believes and teaches the Bible as the Word of God.
  - » Tell others about Jesus. Tell your friends, family, and neighbors how they can become children of God.
- Fill out a Decision Card and turn it in to the VBS director.
- Stay in touch with the child through postcards, visits, or phone calls. Invite him to upcoming church events.

# SUPPLY LIST

## Every Day

- 7 C's Poster Set
- Animal Pal Posters
- Memory Verse Posters
- Optional: **Color Words** (different ones needed daily)
- Optional: one sheet each of copy paper in green, black, blue, gray, white, red, and yellow
- Bible
- River guide/jungle costumes for teachers
- Mounting putty or tape for posters

## Day 1

- Brick Factory Poster
- Evidences Posters
- Creation Drawing Pattern, 1 per person
- M&M's, 2 per person
- Optional: snack baggies or pill-sized zippered baggies, 1 per person
- Rectangular pieces of tin foil, 2–3 per person (pop-up sheets from restaurant supply stores work well)
- Grains of salt
- Balloons, 1 per rotation
- Lots of bead letters for each rotation
- Funnel
- Pin or pointy end of a paper clip
- Clipboards or hard surfaces such as magazines, 1 per person
- Drawing utensils, 1 per person
- Large dry-erase board and dry-erase marker or chalkboard and chalk

## Day 2

- Jungle Trees Poster
- Ark Dimensions Poster
- Ark Being Built Poster
- Animals Coming Poster
- Dog Kind Poster
- Dinosaurs Poster
- Water Everywhere Poster
- Ark and Rainbow Poster
- Grand Canyon and Other Poster
- Fossilized Hat and Teddy Bear Poster
- Dinosaurs Being Hunted Poster
- Play dough balls, 1 per person
- Optional: baggies to put play dough in, 1 per person
- Play microphone or something silly for a microphone
- Scientist wig or jacket

\*Available in the Teacher Resource Kit

## Day 3

- Amazon Tall Tower Observatory Poster
- Babel Posters
- Babel Verse Cards
- Babel Bingo Card, 1 per person
- Babel Bingo Draw Cards
- 10 or more tower building supplies per person in a baggie
- Plates, 1 per person
- Writing utensils, 1 per person
- Optional: baggie with 20 pieces (see Prep), 1 per person
- Basket
- Optional: clipboards or hard surface, 1 per person

## Day 4

- Jungle Baby Animal Posters
- Amazon River Poster
- Admit, Believe, Forever Receive Poster Set
- Color Cross Pattern, 1 per person on a clipboard
- Large Post-its or removable paper to cover words on animal posters
- Crayons or colored pencils, 1 of each of the following per person in a bundle: green, black, blue, red, and yellow (white and gray are optional)
- Optional: paper clips or mini envelopes, 1 per person
- Bag of beads with several of each of the 7 colors: green, dark, blue, gray, white, red, and yellow
- Pipe cleaners, 1 per team
- Small dry-erase boards and dry-erase markers, 1 of each per team
- OR paper on clipboards or hard surfaces, and writing utensils, 1 of each per team

## Day 5

- Man-Made Creations Poster
- Zip Line Cards
- True or False Cards, 1 set per person, paper clipped
- 5 sheets of blue card stock
- Rope to act as the zip line
- Small clothespins

## Student Extras

- 7 C's Maps
- Student Guides and supplies
- Follow-up Bible study and/or bookmarks

\*Download from [AnswersVBS.com/jungleresources](http://AnswersVBS.com/jungleresources)