



Rain or Shine Bible Time

# PRE-PRIMARY

Teacher Guide





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## **[AnswersVBS.com/junglresources](https://AnswersVBS.com/junglresources)**

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

|                              | Day 1   | Day 2   | Day 3  | Day 4  | Day 5   |
|------------------------------|---|---|--|--|---|
| <b>Title</b>                 | All Is Good   | All Sin   | All in Confusion   | Savior for All Who Believe   | All Is Good Again   |
| <b>Bible Passages</b>        | Genesis 1   | Genesis 3, Genesis 6-9  | Genesis 11   | Various Scriptures   | Revelation 21-22  |
| <b>Lesson Focus</b>          | We cruise to our first C of history— <b>Creation</b> —and head back to the beginning of the universe. | Next come <b>Corruption</b> and <b>Catastrophe</b> —as sin enters the picture and affects everyone. | The fourth C— <b>Confusion</b> —checks out the world-altering events that began at the tower of Babel. | <b>Christ</b> and the <b>Cross</b> are our next stops. The gospel is shared today. | The last C— <b>Consummation</b> —shows that God wins, and all goes back to very good again. |
| <b>Apologetics Content</b>   | Examining how it all began—man's ideas or God's Word?   | Examining the reality of a global flood   | Examining where the people groups came from  | Examining the need for a Savior  | Examining how it turns out in the end   |
| <b>Memory Verses</b>         | Genesis 1:1   | 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>Discovery Center</b>      | Rainforest Rubbings   | Missing Fruit   | Brick Building   | Holiday Happenings   | Caterpillars to Butterflies   |
| <b>Wet Touch Table</b>       | Creation Counting   | Toy Boats   | Packing Peanut Towers  | Bible Truth Colors   | No More Tears   |
| <b>Dry Touch Table</b>       | All Things Green  | All Things Dark and Blue  | All Things Gray  | All Things White and Red   | All Things Yellow   |
| <b>Dramatic Play</b>         | 7 C's Explorers   | 7 C's Explorers   | 7 C's Explorers  | 7 C's Explorers  | 7 C's Explorers   |
| <b>Coloring Corner</b>       | Genesis 1:1   | Psalms 14:3   | Genesis 11:9   | John 1:12  | Revelation 21:4   |
| <b>Tree-mendous Science</b>  | Order Disorder<br>Stack the Layers  | Fallen Foliage<br>Catastrophic Eruption   | Skin-Deep<br>Tower Test  | Don't Eat Me<br>Good Wood  | Cycling in the Jungle<br>Good Again   |
| <b>Tree-mendous Crafts</b>   | Face Planter<br>My Bug Jar  | Straw Serpent<br>Rainy Day<br>Rain Gauge  | Tricky Triangle Game<br>Toothpick Tower  | Christmas Ornament<br>Easter Diorama   | 7 C's Bracelet<br>Beautiful Butterfly   |
| <b>Rainforest Recreation</b> | Hungry Monkeys<br>Parrots & Finches Tag   | Two-By-Two Animal Match<br>Frog Hop Relay   | Silverback Tag<br>All Mixed Up   | Nativity Hunt<br>Crazy Coconuts  | Fly, Fly, Butterfly<br>Seven C's Hunt   |
| <b>Canopy Café Snacks</b>    | Dirt Dessert<br>Forest Fruit  | Serpent Snack<br>Tree Treats  | Shades of Pudding<br>Parfaits<br>Wacky Mixed-up<br>Trail Mix   | Gospel Goodies<br>Nativity Nibbles   | 7 C's Boat<br>Colorful Bites  |
| <b>Cool Contests</b>         | Guess the Beetle Bugs   | Team Spirit Day   | yaD sdrawkcaB  | 7 C's Scripture Scavenger Hunt   | Mission Money Mania   |



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### Pre-Primary 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! 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 Pre-Primary Teaching Tips

1. Pray and study God's Word. That is your most important preparation. God has entrusted you with the awesome privilege of opening his Word and sharing it daily with the children, so be well prepared. "We will devote ourselves to prayer and to the ministry of the word" (Acts 6:4).
2. Read through all your lesson plans well in advance and become familiar with the resources downloaded from [AnswersVBS.com/jungleresources](https://AnswersVBS.com/jungleresources). Begin to pray and plan now, then 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.
  - » The "teacher says" portion is bold.
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. Modify the Exploration Stations as your situation warrants. Use as suggested or incorporate one or more ideas into the lesson time instead, doing it with the whole group at one time.
7. Ask group guides to help man the Exploration Stations each day. Post the directions and teaching ties at each station every day as an easy reference for your helpers.
8. A puppet is used daily at some point during the lesson. It may also be used to welcome the children, sing a song, or review a memory verse. The puppet can come up from a puppet area if there are two of you to do the puppet skit. If working alone, the puppet can come up from behind a suitcase with the lid flipped up.
9. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
10. Dress as if you are on a jungle river cruise with a T-shirt (see Resource Catalog), khakis, a vest, backpack, and binoculars. You may want to add a rain poncho and rain boots. Take on a persona to bring lessons to life. Some teachers enjoy making up a fun name, adopting an accent, or adding something new to their "costume" each day, such as adding a rainforest animal to a different pocket in a vest. Teach in a way that makes you feel comfortable.
11. Think safety. Read the Child Safety Precautions file at [AnswersVBS.com/jungleresources](https://AnswersVBS.com/jungleresources) for more information.
12. Have Bible passages from the lessons bookmarked ahead of time, and use your Bible throughout as noted. Show through your facial expressions and your actions the importance of the Scriptures.
13. Children will be at various levels of spiritual comprehension. Pray for the Lord to take the message and do with it as he wills: plant seeds, bring to salvation, or strengthen and grow those who are already believers.
14. Call the children by name as you interact with them. Name tags help with this.
15. Show love. All children, regardless of age or appearance, need to be loved. Greet them warmly each day and always be ready with smiles, encouraging words, and appropriate hugs. (Make sure to be aware of your church's appropriate touching policies.)
16. Be all there. Try to leave behind whatever is currently going on in your life and focus your attention on the children under your care.
17. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive attention, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
18. Children generally rise to the level expected of them, so challenge them to work on memory verses and complete their take-home student guides.
19. Use brown lunch bags labeled with the child's name to send everything home each day.
20. Have fun! Teaching should be a joy for you. "Rejoice always, pray without ceasing, give thanks in all circumstances" (1 Thessalonians 5:16-18).

# Tips for Managing a Group of Kids

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

## Attention-Getters

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

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

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

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

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

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

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

## Lining Up to Walk Through the Building

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

- “If you’re wearing today’s color, line up. Now, if you’re wearing \_\_\_, line up.”
- “If your birthday is during the summer, line up. Now, if your birthday is during the school year, line up.”
- “If you have a dog, line up. Now, if you have a cat, line up. Now, if you have no pets, line up.”
- “If you are quiet, line up.”
- “If your first name starts with A–L, line up. Now, if your first name starts with M–Z, line up.”

## Proactive Tips

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

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

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

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

## Calming Rowdiness

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

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

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

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

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



# Age-Level Characteristics

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

First, you'll see general characteristics of children and then specific characteristics of Pre-Primaries (ages 4–6).

## 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 God.

## Characteristics of Pre-Primaries

### Physical Characteristics

Pre-Primaries are active and more confident in physical activities like jumping, hopping on one foot, and walking backward. They love to be moving. They're improving in hand-eye coordination. They're rapidly growing and may need rest after active play.

#### Takeaways for Us

Pre-Primaries like to play hard, so keep them moving with short, simple games and activities. They may need to sit and rest for a brief time afterward.

### Emotional/Social Characteristics

Pre-Primaries are less fearful than Toddlers but still often exhibit common fears, such as fear of dogs and the dark. They can have emotional extremes and are testing others to see who can be controlled. They want to please

adults and want praise. They will often mimic adults' behaviors. They like imaginative play. Pre-Primaries can handle small tasks and levels of responsibility.

#### Takeaways for Us

- Let them be helpers. Give them simple jobs to do and have them help pick up things and straighten the room at the end of the lesson. Let them know they've done a good job.
- Give them opportunities to dress up and play imaginatively.
- Be consistent in discipline. Let your "yes" be "yes" and your "no" be "no."
- Be careful to walk worthy—act and speak in godly ways. Little eyes are watching and will want to imitate you!

### Spiritual/Mental Characteristics

Pre-Primaries talk a lot and ask a lot of questions, including questions about God. They understand that sin is disobeying God's commands. They need a lot of guidance in tasks but can also follow a simple series of directions. They have an attention span of approximately five minutes. They enjoy doing new things and hearing stories and songs. They're not always able to tell the difference between reality and fantasy. They're developing attitudes toward right and wrong and can do basic memory work.

#### Takeaways for Us

- In downtime, give them time to ask questions and be ready to patiently answer. But while you are teaching, be careful you don't get so wrapped up in letting them talk that the lesson doesn't happen!
- Vary activities often. The longer an activity goes, the wigglier they'll become!
- When engaged in pretend activities, name them as such (e.g., "Let's pretend to be explorers!"). At the same time, point out often that God's Word is not pretend but true.
- Repetition in songs and stories works well and is enjoyed by Pre-Primaries.
- Sing the memory verse songs with them. They will be able to learn at least parts of the verses by the end of the week.
- Use visuals.
- Teach them about sin and asking God for forgiveness.
- 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.

# Rain or Shine Bible Time

As we open God's Word in our lesson time, we will journey through the 7 C's and learn of God's big plan of history.

The lesson time is written as a 35–40 minute period, divided into two segments: Exploration Stations (15–20 minutes) and Lesson Time (15–20 minutes). You can either keep your group together for the stations and lesson time or divide the group in two, with each half switching places after 15–20 minutes.

If stations aren't possible, simply choose one or more of the station activities to incorporate into your lesson time as a whole group activity, rather than having a separate area for them.

## Exploration Station Time

There are five stations to choose from: Discovery Center, Wet Touch Table, Dry Touch Table, Dramatic Play, and Coloring Corner. These stations can be in the same room as the lesson time or in an adjoining room. If both the stations and the lesson time are in the same room, set them up in opposite ends of the room.

When the children enter the stations room, you may want to have them first sit while you briefly explain each station and teaching tie-in. Then the children may rotate in small groups through each station every few minutes, or they may independently move from one to another, which is what our test churches do. It's good to photocopy the directions and teaching tie-ins for each station and leave them at the appropriate stations for group guides to reinforce. The children don't need to do every station each day. Send the coloring page home daily, colored or uncolored.

See the Exploration Stations supply list on the back cover for a list of the supplies needed each day. Post the signs with each station's name. (See the resource downloads at [AnswersVBS.com/jungleresources](http://AnswersVBS.com/jungleresources).)

For the Wet Touch Table, use a small wading pool or large, clear, under-the-bed storage container partially filled with water or other materials. Place it on a plastic tarp or tablecloth to catch the spills. Do the same for the Dry Touch Table except substitute the dry materials listed in place of the water.

Check the Decorating Decisions section for more specifics on setting up the Dramatic Play area to look like a jungle and the Coloring Corner to look like a boat.

## Lesson Time

The lesson time is divided into three sections:

**Introduce It!** (5 minutes or less) This is a time to begin the lesson in an interesting way.

**Teach It!** (10–15 minutes) This deepens the lesson, with costumed teachers sharing the Bible account and apologetics information.

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

Ideas are given within the lessons to adapt the activities to your time period. There are many possibilities. 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 format also works if teaching alone. If team teaching, decide ahead of time who will teach what. If teaching alone, either find someone to help with the daily puppet script or work the puppet yourself, using a suitcase with the lid flipped up. Have the puppet appear from behind the lid.

Check the Decorating Decisions section for specifics on decorating the lesson room.

## Memory Verse Songs

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

Download comes with the purchase of a Super Starter Kit and can also be purchased separately. You can also purchase and download the songs individually from our online store for use on a handheld device (AnswersVBS.com). 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). The option you choose will determine which type of media device you use to play it.

## 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.

# Sample Schedule

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.

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

## 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: during lesson time, during snack time (a good time to review!), or at the end of the day (a good time to pass out bookmarks, student guides, and other items that need to make it home safely).

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

**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, a suggested verse review game, 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 with the students to be completed with a parent or caretaker. This is what our test churches do. If you send the guides home, motivate the kids to do them because they are full of good information. Give them to the group guides to pass out at the end of the day. Then have the guides check with the kids the following day to see how they did and make a big deal about their hard work. The student guides are available in packs of 10.

- Pre-Primary ESV (12-1-073)
- Pre-Primary KJV (12-1-134)

**Adventure Journals:** 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 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 group guides can go over them during snack time. These are available in packs of 10.

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

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

- 12-1-078, pack of 10

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

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

# 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, animal clip art images, and word patterns. 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 road salt. Check [YouTube.com/answersvbs](https://www.youtube.com/answersvbs) for how-to videos on building a jack.

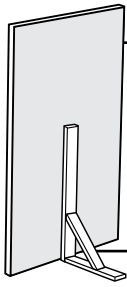
In addition, the daily lessons reference a hidden color word (or words) each day. If you are making your own backdrop, these will need to be prepared by photocopying the **Color Word Patterns** onto their designated colors and then mounted each day as directed in the lessons.

### Boat and Ship's Wheel

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

To make the front of a boat, take four 4x8-ft sheets of wood paneling and cut them into 2½x8-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 2x2-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

**CHECK OUT [PINTEREST.COM/ANSWERSVBS](https://www.pinterest.com/answersvbs) FOR COLORFUL PHOTOS OF DECORATIONS FROM OUR TEST CHURCHES!  
VISIT [YOUTUBE.COM/ANSWERSVBS](https://www.youtube.com/answersvbs) FOR HOW-TO DECORATING VIDEOS!**



Prop up your set and any free-standing decorations with wooden jacks made from 2x4-in., 2x3-in., or 2x2-in. boards. Smaller decorations will need smaller jacks and larger decorations will need larger ones. If necessary, jacks can be weighted down with bags of sand or road salt.

1½ x 8-ft. strips] can be used to make another “boat” for the Toddler and Pre-Primary Exploration Stations.)

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

## 7 C's Color Panels

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

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



## Resource Posters

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

## Clip Art Images

For clip art images of animals, trees, and flowers, check the [Resource Download](#). These are an important part of

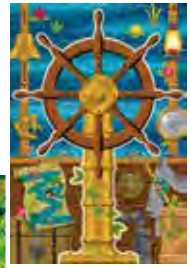
your decorations. Use an overhead projector to enlarge and transfer the images onto paper, poster board, or a rigid material such as corrugated cardboard.

### HOW TO ENLARGE AND TRANSFER CLIP ART

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

## Classroom Scene Setter

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



## Puppet Stage

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



# Exploration Stations

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

## 1 C's Explorers Dramatic Play Area

The dramatic play area is a favorite and should resemble a jungle. Designate a corner of the room and decide how large of an area to decorate. Next, cover the walls with green plastic tablecloths, green roll paper, or jungle-themed scene setters purchased online. Make a round jungle hut using 4' x 8' sheets of corrugated cardboard for walls and a large cardboard "cone" covered with faux grass skirts for the roof. Then hang vines with jungle leaves along with some birds and butterflies from the ceiling. To make vines, cut long strips of brown roll paper approximately two feet wide, and twist into a vine shape. Add a monkey here or there. You can also add one or two rainforest trees. Check online for a variety of methods for making trees.



## Coloring Corner

Bring in or make a boat for the kids to sit in. If bringing one in, like an inflatable raft or canoe, make sure it's large enough to accommodate a few kids at a time. If making your own, see the directions for building a boat on page 10. It will be a little lower (1½' x 8') as you use the leftover paneling from the classroom set boat.



## Additional Exploration Station Ideas

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

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

### Play Dough Recipe:

- |   |  |
|---|--|
| <input type="checkbox"/> 2 c. flour           | <input type="checkbox"/> 2 T. oil      |
| <input type="checkbox"/> ½ c. salt            | <input type="checkbox"/> Food coloring |
| <input type="checkbox"/> 2 c. warm water      | <input type="checkbox"/> Glitter       |
| <input type="checkbox"/> 4 t. cream of tartar |  |

Mix the first five ingredients in a saucepan. After blending, 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.



DAY 1

# CREATION

## BIBLE PASSAGE

All Is Good  
Genesis 1

## LESSON FOCUS

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

## APOLOGETICS CONTENT

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

## MEMORY VERSE

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

## COLOR

Green

## ANIMAL PAL

Eden the Green Parrot

## Today's Exploration Stations

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

## Today's Lesson at a Glance

### INTRODUCE IT!

- Take Off on Your Journey

### TEACH IT!

- Part 1: Creation Conversation
- Part 2: Puppet Pal—Praise the Creator
- Part 3: Daily Review

### APPLY IT!

- Part 1: Memory Verse
- Part 2: Go and Do
- Song 1: "Let's Praise God!"
- Song 2: "He's Got the Whole World in His Hands"

### Preparing for the Lesson

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

# Devotion 1: God Is the Good Creator

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



# Exploration Stations

See page 12 for setup and decorating instructions for each station, as well as ideas for additional stations.

## Discovery Center: Rainforest Rubbings

### MATERIALS

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



### PREP

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

### DIRECTIONS

Students put the leaves under the paper. Show them how to rub their crayons sideways over the paper to get the leaf impressions. Write their names on their papers when they're done.

### TEACHING TIE-IN

Show the [DRIP TIP LEAF POSTER](#). God's an amazing Creator! Look at this rainforest leaf. He gave it a special design called a drip tip. Do you see it? Since it rains almost every day in the rainforest, the drip tip allows the water to run off quickly so the leaves don't grow harmful stuff on them like fungi. God thought of everything!

## Touch Table Wet: Creation Counting

### MATERIALS

- Touch table with tarp underneath
- Water
- Waterproof creation-oriented items (at least six of each) like: fake flowers, plastic toy animals, real leaves, plastic fruits, plastic stars (cookie cutters can work)
- Sand pails

### PREP

Partially fill the touch table with water. Add the items into the touch table.

### DIRECTIONS

Students take a pail and try to fill it with six of the same things: six flowers or six pieces of fruit, for example.

### TEACHING TIE-IN

How many days did it take God to make the whole creation? *Six*. Let's count to six. *Do so*. Now let's gather six of the same kind of items at a time to remember the number six!

## Touch Table Dry: All Things Green

### MATERIALS

- [Day 1 Animal Pal Poster](#)
- Under-the-bed storage container, small wading pool, or "official" touch table
- Tarp or plastic tablecloth
- Generic filler (multicolor crinkle shred, Easter grass, or just green filler)
- Lots of safe green items, such as pails and shovels, cups, plastic crocodiles, frogs, lizards, or other green animals, plants and leaves, foods, etc.

### PREP

Cover the floor under the touch table with a tarp or plastic tablecloth. Put the filler in the table, along with the green items.

### DIRECTIONS

Students play with the green items.

### TEACHING TIE-IN

What color is everything in the table? *Green*. What's our color of the day? *Green*. What color are many plants? *Green*. Who made all the green plants? *God*. Do you know what day of creation he made them? *Day 3*. Show the [DAY 1 ANIMAL PAL POSTER](#). What color is our animal pal, Eden the parrot? *Green*. I'm thankful God made plants and the color green! What C does the color green remind you of? *Creation*. Let's cheer for God, our wonderful and caring Creator! *Do so*.

## Dramatic Play: 7 C's Explorers

### MATERIALS

Choose from any of the following, depending on your situation. These will be used all week.

- Decorating supplies as listed in [Decorating Decisions](#)
- Dress-up supplies in a big suitcase with the lid safely propped open (expedition vests, pith helmets, rain boots, backpacks, raincoats, sunglasses, etc.)
- Binoculars (or make your own)
- Stuffed animals

### PREP

Make or gather the jungle decorations, dress-up items, and supplies.

Note: Binoculars can be made from paper towel tubes. Cut a tube in half, use masking tape to tape each half side by side, punch holes in one end, and string a piece of yarn through them so the binoculars hang around a child's neck.

Expedition vests can be made from bolts of felt (from the fabric store) or, for a more inexpensive version, from large brown grocery sacks. Ask your local grocery store to donate the sacks. Cut a neck hole in the “bottom” of the sack and armholes on the sides. Cut down the middle front from the neck hole to the top of the sack. Make sure to not cut the back of the sack.

Play pith helmets and stuffed animals can be purchased in bulk from Oriental Trading Company. Play expedition vests and hats are also sold in the Resource Catalog (26-1-049).

Note: You may want to put out only part of the supplies today and add new ones each day.

### **DIRECTIONS**

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

### **TEACHING TIE-IN**

Who made all the animals? **God.** Do you know what day of creation God made the birds? **Day 5.** The fish? **Day 5.** The land animals? **Day 6.** The dinosaurs? **Day 6.** People? **Day 6.** God is so creative to have designed all these different and beautiful animals, and then

he made people too. People are his most special creation. He loves us!

### **Coloring Corner: Genesis 1:1**

#### **MATERIALS**

- Day 1 Memory Verse Coloring Sheet**
- Decorating and set-up supplies for the Coloring Corner as listed in Decorating Decisions
- Markers or crayons in a woven basket
- Optional: additional supplies to add to the sheets, including glue sticks

#### **PREP**

Print the coloring sheet, 1 per child. Make or gather the decorating supplies and set up the Coloring Corner. This will be used all week. Gather additional supplies to glue onto the coloring sheets, such as feathers for the bird’s body.

#### **DIRECTIONS**

Students will color the sheet. Add additional supplies if desired.

#### **TEACHING TIE-IN**

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

# Introduce It!

## Take Off on Your Journey (5 minutes)

**Prep:** Prepare your set backdrop and decide what you will do for your boat. If making your own backdrop, copy the **CREATION COLOR WORD** onto green paper, cut it out, and mount it on the backdrop somewhere. (See p. 10 for more information.) Prepare your costumes. Bookmark all the Scripture verses used in today's lesson.

**Teacher 1:** Welcome to the jungle! Come on in and get in our “boat”! *Do so.* My name's \_\_\_\_, and this is \_\_\_\_. We're your river guides, and we can't wait to get going on 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 7 C's—that is, the 7 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:** Let's get ready for our journey. First, let's put on some rain boots! *Pretend to do so.* Now it's time for our rain ponchos. *Pretend to do so.* And don't forget supplies! Strap on your backpack and grab your binoculars! *Pretend to do so.*

**Teacher 1:** Okay, now it's time to go. Let's take off! Whoa, the boat's rocking a little on the river! Do you feel it? Look at the trees and bushes over there! Ooh, a snake just slithered past on that riverbank! Do you hear that monkey? And what's that hiding behind the bushes? Is it a tiger?

**Teacher 2:** There's so much to see and hear and smell around here! Does anybody see anything green? Point to it if you do! *Do so.* Green is our special color today. It reminds us of the beautiful world God made at the beginning of time. Let's look for our hidden green word that says “Creation.” Point to it if you see it. *Give help as needed.* It's on the set backdrop.

**Teacher 1:** We even have a green animal pal. It's a green bird named Eden. Do you see Eden? *Have them point to the DAY 1 ANIMAL PAL POSTER.*

**Teacher 2:** Good job! Okay, we've made it to our first stop—Creation! Show the **7 C'S CREATION POSTER.** Let's sit down and listen to hear more about it.

# Teach It!

## Part 1: Creation Conversation (10 minutes)

**Prep:** Set up the dry-erase board or large paper and draw two horizontal lines across it, separating the page into three parts. Position the board up front so everyone can see it. When noted, Teacher 2 draws while Teacher 1 talks (or vice versa).

**Teacher 1:** Remember we said our first stop on the journey is called Creation. Whisper “creation” with me. *Do so.* At our Creation stop, we're going to talk about creating!

**Teacher 2:** Open the suitcase. Isn't it fun to create crafts? I love to get all my supplies out and make something special. Look at all this cool stuff! Quickly flip through the craft supplies. Then put the supplies away and put them out of sight while saying the next part. But wait a minute! What if I didn't have any craft supplies at all? Not one piece of paper, or glue stick, or pom-pom, or marker, or anything. Do you think I could still create something if I had nothing—absolutely nothing—to start with?

**Teacher 1:** No way! You can't make something out of nothing. No person can. But I do know a special Someone who can! In fact, this special Someone did create something out of nothing. He created the whole world! Who is it that created the whole world? Take responses.

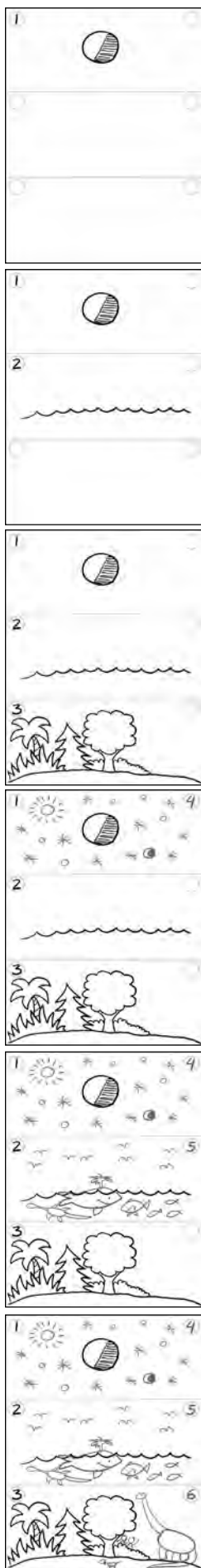
- ◆ Day 1 Animal Pal Poster
- ◆ 7 C's Creation Poster
- ★ Optional: **Creation Color Word** and one sheet of green paper
- Bible
- River guide/jungle costumes for teachers
- Mounting putty or tape for posters

- 🌀 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 to the correct passages ahead of time.
- 🌀 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.



- Dry-erase board and dry-erase markers, or large paper and markers
- Suitcase with craft supplies in it

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



**Teacher 2:** Yes, God! He's the Creator, and he's the only one who can make something from nothing. Our special book, the Bible, tells us about God and the beautiful world he made. The Bible is true, and it tells us God made everything in six days. Let's put up six fingers. *Do so.*

**Teacher 1:** The Bible says at first there was nothing, and it was dark. Let's close our eyes. *Do so.* Squeeze them shut. Is it dark in there? *Pause.* Then God started creating. Open your eyes. *Do so.* The first thing God made was light. He said, "Let there be light," and there was light. And God called the light day, and the dark he called night. And that was the end of the first day. Can you hold up one finger for day 1 while \_\_\_ writes it? *Do so.*

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

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

**Teacher 2:** Write the number 2 in the left corner of the middle section. Draw a water line.

**Teacher 1:** On day 3, God said, "Let the dry land appear." And God called the dry land earth, and the waters he called seas. And God saw it was good. And God said for the earth to grow grass and trees. Can you make yourself into the shape of a tree? *Demonstrate and have them do so.* All this happened on day 3. Can you hold up three fingers while \_\_\_ writes it? *Do so.*

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

**Teacher 1:** On day 4, God made two great lights: the sun and the moon. Can you make a big sun with your arms? *Demonstrate and have them do so.* God also made the stars. God saw it was good. Can you hold up four fingers for day 4 while \_\_\_ writes it? *Do so.*

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

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

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

**Teacher 1:** On day 6, God made all the land animals, each according to its kind. Let's pretend to be an animal for a minute. *Do so,* then have them sit back down.

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

**Teacher 1:** Do you see the dinosaur \_\_\_ just drew? God made all the land animals on day 6, and dinosaurs were land animals. So that means God made dinosaurs on day 6! Let's roar like a dinosaur. *Do so.* But God wasn't finished yet. God created the first two people, Adam and Eve, in his image. They didn't come from an apelike creature, but were specially created by God from the dust of the ground. We'll talk more about them tomorrow, but for now, hold up six fingers for day 6 while \_\_\_ draws Adam and Eve. *Do so.*

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

**Teacher 1:** God saw everything he had made, and it was all very good. God created a beautiful, good world out of nothing just by speaking. Let's cheer for God to give him praise! *Do so.* Only an amazing, good God could do that!

**Teacher 2:** Then, on day 7, God rested from all his work. Let's pretend to rest. *Do so.* Do you think God rested because he was tired? *Pause.* No, God never gets tired or sleepy. He's always watching over us and caring for us. He rested because he was finished with his work. God was setting up a pattern for us to follow: work during the week and then rest.

**Teacher 1:** Let's jump up and down six times to remember the six days of creation. Do so.

**Teacher 2:** Now let's count to six while we touch our toes six times. Do so.

**Teacher 1:** Now let's count to six as we turn around six times. Do so. God made everything in six days, and because God is good, his creation was good!

This is a possible time to sing a song to give one teacher time to get behind the puppet stage and to allow kids to move a little before the puppet show.

## Part 2: Puppet Pal—Praise the Creator (5 minutes or less)

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

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

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

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

You can either use a boy or a girl puppet. It is written as a boy (Jungle Jimmy—JJ), but it can instead be a girl named Jungle Jenna. Use a consistent voice for the puppet all week. Speak clearly and exaggerate words and expressions. For instance, draw out certain words for emphasis or make an exaggerated action for things like groaning, turning its head, or sneezing. Use your free hand to do things with the puppet's hands or arms. For example, if the puppet is "thinking," put the puppet's hand on its chin. When the puppet is talking, make sure the mouth is open. (This is the opposite of what people often do!) In other words, the mouth should be open on most syllables. You don't have to open very wide, which will help you move the mouth faster and more naturally.

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

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

**Puppet:** Come up.

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

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

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

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

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

**Puppet:** I sure do! It's fun to play chase with my friends and go to the park and swing. When I swing, I pretend I'm a monkey swinging on a vine. Ooh-ooh-ah-ah!

**Teacher:** That sounds fun, but . . . whisper with the back of your hand by your mouth . . . do you ever feel sick on that tire swing at the park? I sure do.

**Puppet:** No! I love it!

**Teacher:** Well, that's good! So, JJ, when you're outside, do you ever notice any of the critters or plants that are out there?

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

★ 2 copies of **Day 1 Puppet Script**

- Boy or girl puppet and puppet stage
- Clipboard

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

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

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

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

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

**Puppet:** Shake head. I don't remember to do that.

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

**Puppet:** Excited. That sounds fun!

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

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

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

**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.

◆ Day 1 Animal Pal Poster  
□ 7 C's Maps, 1 per child

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



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

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

Let's take another look at our animal pal poster to remember what we talked about today. Our animal pal is a parrot. What color is our parrot? **Green**. What does green remind us of? **The beautiful world God created.** What's our parrot's name? **Eden**. What does Eden have to do with creation? **God placed the first people in the garden of Eden.** Can you name something God made? **Answers will vary.**

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

1. Did God make the world in eight days? (No—stay still.)
2. Did God make the world in six days? (Yes—flap like a parrot.)
3. God is good. Was everything he made good? (Yes—flap like a parrot.)
4. Did God make anything that was bad? (No—stay still.) God said his creation was very good.
5. Did God use crayons, paper, and paint to create everything? (No—stay still.) God is so powerful, he just spoke, and everything was made out of nothing.
6. Is God creative (good at creating)? (Yes—flap like a parrot.)
7. When we notice the beautiful things God made, should we praise him (tell him how great he is)? (Yes—flap like a parrot.) Take time every day to notice God's beautiful creation.

Pass out the maps and add today's sticker. Since the maps are all the same, it's best to not put names on them until the last day when kids can take them home. It goes much faster passing them out without names.

### Apply It!

In the remaining time, complete one or more of the following ideas in class. You won't have time to do them all, but these ideas are also on the back of the Pre-Primary Student Guides. Send the student guides home each day as a fun review and also encourage the kids to do the practical ideas (the Go and Do sections) that apply today's lesson to real life. They're important!

Supplies for this section are not listed 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:** In the beginning, God created the heavens and the earth. Genesis 1:1

Practice the verse several times by playing the appropriate song from the Memory Verse music and using the **DAY 1 MEMORY VERSE POSTER** as a reference.

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

**Tomorrow's Verse:** There is none who does good, not even one. Psalm 14:3

Try the challenge again, this time with tomorrow's verse. You may also want to practice the week's theme verse, using the **THEME MEMORY VERSE POSTER** as a reference.

## Part 2: Go and Do

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

Ask yourself this question: Do I enjoy the beauty in God's creation and praise him for it?

## Song 1: Let's Praise God!

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

### VERSE 1

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

### VERSE 2

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

### VERSE 3

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

### VERSE 4

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

### VERSE 5

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

- ◆ Theme and Day 1 Memory Verse Posters
- ◆ Optional: Day 2 Memory Verse Poster
- Optional: Student Guides and supplies
- Optional: Memory Verse music and player



- ★ "Let's Praise God!" song
- ★ "He's Got the Whole World in His Hands" song
- MP3 download or Simple Songs CD (12-1-141)
- Device to play music

⚙️ As you introduce new songs this week, if there are some the kids really like, feel free to just keep singing those instead of adding more.

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

### CHORUS

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

### VERSE 1

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

### VERSE 2

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

He's got all the swimming creatures  
(swim motion) in his hands  
He's got the whole world in his hands  
(Repeat arms and hands.)

### VERSE 3

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

### VERSE 4

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

*Repeat chorus.*



## DAY 2

# CORRUPTION & CATASTROPHE

### BIBLE PASSAGES

All Sin

Genesis 3, Genesis 6–9

### LESSON FOCUS

Next stops are **Corruption** and **Catastrophe**, as sin enters the picture and affects everyone.

### APOLOGETICS CONTENT

Examining the reality of a worldwide flood

### MEMORY VERSE

There is none who does good, not even one.  
Psalm 14:3

### COLORS

Dark and Blue

### ANIMAL PAL

Tox the Poison Dart Frog

### Today's Exploration Stations

- Discovery Center: Missing Fruit
- Wet Touch Table: Toy Boats
- Dry Touch Table: All Things Dark and Blue
- Dramatic Play: 7 C's Explorers
- Coloring Corner: Psalm 14:3

### Today's Lesson at a Glance

#### INTRODUCE IT!

- Dark Places

#### TEACH IT!

- Part 1: Musical Sacks
- Part 2: Puppet Pal—Water, Water Everywhere
- Part 3: Daily Review

#### APPLY IT!

- Part 1: Memory Verse
- Part 2: Go and Do
- Song 1: "The Lord Said to Noah"
- Song 2: "The 7 C's"

#### Preparing for the Lesson

- Read Genesis 3 and Genesis 6–9 several times.
- 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 Answers-VBS.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.

# Exploration Stations

See page 12 for setup and decorating instructions for each station, as well as ideas for additional stations.

## Discovery Center: Missing Fruit

### MATERIALS

- 8–10 different pieces of plastic fruit
- Tray
- Towel

### PREP

Put the different pieces of fruit on the tray.

### DIRECTIONS

Instruct the kids to look at the fruit carefully for a few seconds. Then cover the tray. Remove a piece of fruit without allowing them to see which fruit was taken. Take the towel off. Children figure out which piece is missing. Continue to do so as time allows.

### TEACHING TIE-IN

There was a piece of fruit missing in the garden of Eden. Who ate it? *Adam and Eve*. Right! Adam and Eve ate from the tree of the knowledge of good and evil, even though God told them not to. They didn't obey, and sin entered the world. What's sin again? *Take responses*. Sin is when we don't obey God. It's important to love and obey God!

## Wet Touch Table Wet: Toy Boats

### MATERIALS

- Touch table with tarp underneath
- Water
- Plastic boats
- Small rubber animals that fit on the plastic boats, including dinosaurs

### PREP

Partially fill the touch table with water. Look for plastic boats, animals, and dinosaurs at dollar stores or garage sales. Place the objects in the pool.

### DIRECTIONS

Students play in the water with the animals, dinosaurs, and boats.

### TEACHING TIE-IN

The things people were doing got so bad that God had to punish their sin. He sent a flood that covered the whole world. But God told Noah to build a big ship for those God saved from the flood. Only Noah and his family got on the ship, called an ark. Do you think you would have obeyed God and gotten on the ark? *Take responses*.

## Dry Touch Table: All Things Dark and Blue

### MATERIALS

- [Day 2 Animal Pal Poster](#)
- Under-the-bed storage container, small wading pool, or "official" touch table
- Tarp or plastic tablecloth
- Generic filler or blue and/or dark filler—crinkle shred or Easter grass
- Lots of safe dark items and blue items, such as pails and shovels, cups, plastic animals, flowers, play foods, play cars, etc.

### PREP

Cover the floor under the touch table with a tarp or plastic tablecloth. Put the filler in the table, along with the dark and blue items.

### DIRECTIONS

Students play with the items.

### TEACHING TIE-IN

What two colors are the things in the table? *A dark color and blue*. What are our colors of the day? *Dark and blue*. What color does the sea look like? *Blue*. Who made the color blue? *God*. Who made the blue poison dart frog? *God*. Show the poster. What two colors do you see on Tox? *Dark and blue*. What two C's do these colors remind you of? *Corruption and Catastrophe*.

## Dramatic Play: 7 C's Explorers

### MATERIALS

- Day 1 dramatic play materials
- Additional stuffed or plastic animals so some are in pairs

### PREP

Add in the pairs of animals.

### DIRECTIONS

Have the kids match up pairs of animals.

### TEACHING TIE-IN

When Noah finished building the ark, God said the animals would come to fill it. Did Noah have to go out and gather the animals to put in it? *Pause*. No, God sent the animals to Noah, many of them in pairs, a boy and a girl. Let's see if you can make some animal pairs. Find two of the same animal!

## Coloring Corner: Psalm 14:3

See directions for Day 1, but use the [Day 2 Memory Verse Coloring Sheet](#).

◆ 7 C's Creation and Corruption Posters

★ 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



## Introduce It!

### Dark Places (5 minutes)

**Prep:** Bookmark all the Scripture verses used in today's lesson. If making your own backdrop, copy onto dark and blue paper, cut out, and mount the **CORRUPTION AND CATASTROPHE COLOR WORDS** to it somewhere.

**Teacher 1:** Welcome back! Come on in and get in our "boat." Do so. Yesterday, we cruised to the jungle and made a stop at our first port of call—Creation. Point to our hidden green color word, Creation. Do so. Then show the **7 C'S CREATION POSTER**. Creation was a beautiful, happy place. Let's make a happy face.

**Teacher 2:** What color did we talk about? Take responses. Right, green! Do you remember the name of our green bird? Eden.

**Teacher 1:** Today, we're going to travel to a darker spot in the jungle where there are lots of trees. Let's put on our rain boots and rain ponchos again. Pretend to do so. Let's get our flashlights, too, so we can see. Pretend to do so. There are a lot of tall, tall trees blocking out the sun deep in the jungle. Okay, we're here! Pretend to cruise to the next stop and turn on your flashlights. You can pretend to get out and go into the jungle if you want, or just stay put in the boat. Do you see how dark it is in there on the forest floor?

**Teacher 2:** All this talk of darkness reminds me of our Bible account and color for today. Does anybody see something dark in the room? Take responses, then have them try to find the hidden color word and point to it. Our color today is dark, which reminds us of this dark spot where something that wasn't good happened.

**Teacher 1:** We'll hear about this at our next stop—Corruption. Let's say, "Corruption" together. Show the **7 C'S CORRUPTION POSTER**. Corruption means changed from good to bad.

**Teacher 2:** Everything was good in the beginning?

**Teacher 1:** Yeah, but now things get bad. Let's sit down in a circle to hear more.

## Teach It!

### Part 1: Musical Sacks (10 minutes)

**Prep:** Place each item or picture of the item in a plastic sack that's not see-through, and place all the sacks in the suitcase. (If you can't find plastic sacks, paper ones can work. They are just noisier.)

**Teacher 1:** I'm going to tell you about our next stop—Corruption—while we play Musical Sacks. I'll play music (or sing a song) and you'll pass a sack around the circle. When the music stops, whoever's holding the sack will open it and take out whatever's inside to show us. Don't open it until I tell you!

**Teacher 2:** Here's the first sack. Show Sack 1—it will have a globe or picture of a globe in it (but don't tell them what's inside). Yesterday, we talked about the perfect world God created. God made light, and sky, and land, and plants, and animals, and the first two people—Adam and Eve. It was all good.

**Teacher 1:** Let me put on the music (or start singing) and you can start passing it. Do so, then stop the music after a short time and have whoever is holding the sack open it up and show the globe. Take the sack and the globe from the child and quickly mention it's a globe representing perfect creation.

**Teacher 2:** But then something happened that wasn't good. A snake came into the garden of Eden. He came to tempt Adam and Eve. He came to get them to disobey God. Do you know what the word "disobey" means? Take responses, then start the music and pass Sack 2—a snake. Stop the music and have whoever is holding the sack open it up and show the snake. Quickly mention it's a snake representing sin.

◆ 7 C's Catastrophe Poster

★ **Corruption Pattern** (for sack #7)

- Suitcase
- 7 plastic sacks (not see-through), each with an item/picture in it: globe, snake, tropical fruit, fruit with bite out of it, dark heart, frown
- Optional: music and music player

🌀 Have them try to guess what's in the sack.

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

◆ Find in your teacher kit.

**Teacher 1:** You see, God told Adam he could eat the fruit from every tree in the garden except one—the tree of the knowledge of good and evil. All the other fruit in the garden was totally fine to eat. They just weren't supposed to eat from that one tree. If Adam didn't obey God, and he ate that fruit, God said Adam would die. Start the music and pass Sack 3—a piece of tropical fruit. Stop the music and have whoever is holding the sack open it up and show the fruit.

**Teacher 2:** Well, the sad news is the snake talked Eve into eating the fruit—the very fruit God told them not to eat! Eve gave some to Adam, and he ate it, too. They didn't listen to God. They didn't obey. Start the music and pass Sack 4—a piece of fruit with a bite taken out of it. Stop the music and have whoever is holding the sack open it up and show the fruit with the bite out of it.

**Teacher 1:** When they ate that bite, something really bad happened. They sinned. Sin is when we disobey God. God told them not to eat from that tree, and they did it anyway. They disobeyed. That is sin. Start the music and pass Sack 5—a dark heart out of construction paper or fun foam, or a picture of a dark heart. Stop the music and have whoever is holding the sack open it up and show the dark heart.

**Teacher 2:** So the perfect world they lived in wasn't perfect anymore. Now there was good and bad in it.

**Teacher 1:** From that time until now, we all live with sin. God's special book, the Bible, tells us we all sin. There's nobody who does all good. For instance, have you ever told a lie? God tells us not to lie. So when we lie, that's sin.

**Teacher 2:** All the bad stuff that happens in the world is because of sin. In the perfect world God created, no one got sick. No one died. No one was sad. No one cried. No one disobeyed. It was all good. But now bad stuff and sad stuff happen. And it all started with Adam and Eve disobeying God. Start the music and pass Sack 6—a frown. Stop the music and have whoever is holding the sack open it up and show the frown.

**Teacher 1:** When you hear about something bad happening, or you don't obey God's commands, remember that sin started with Adam and Eve on this stop called Corruption. Corruption means to change from good to bad. The earth and universe changed from all good to having both good and bad in it when Adam sinned. Start the music and pass Sack 7— **CORRUPTION PATTERN**. Stop the music and have whoever is holding the sack open it up and show the **CORRUPTION PATTERN**.

**Teacher 2:** So, at creation—all was good. Then corruption came along, which meant some of the good is now bad. I wonder what stop comes next. At this time, discreetly move behind the puppet set while Teacher 1 finishes this out.

**Teacher 1:** Let's ride to the next stop to see! Pretend to do so. Here we are at our next stop—Catastrophe. Let's see if we can find our blue hidden word that says Catastrophe. Point to it if you see it. Do so, then show the **7 C'S CATASTROPHE POSTER**. Do you know what the word "catastrophe" means? Take responses. A catastrophe is something really bad that happens. Adam and Eve's children and grandchildren sinned so much that God sent a big flood as we see at this stop—Catastrophe. That's why our color at this stop is blue—blue for water. Let's check in with our puppet pal to hear more about it.

## Part 2: Puppet Pal—Water, Water Everywhere (5 minutes)

**Prep:** Tape one **SCRIPT** inside the puppet stage and attach the other to a clipboard for reference. Cut apart the **POSTERS**. Fashion a rain poncho from a trash bag and put it on the puppet backwards so its face is fully covered.

**Puppet:** Keep the puppet hidden and speak in a muffled voice. Help! Help!

**Teacher:** Kids, did you hear something? Where's that coming from? Walk over to the area where JJ will be appearing, and look down inside. Oh, my! It's Jungle Jimmy! And he's looking very, uh, waterproof today.



- ◆ Ark Dimensions Poster
- ◆ Animals Coming Poster
- ◆ Dinosaurs Poster
- ◆ Water Everywhere Poster
- ◆ Ark and Rainbow Poster
- ★ 2 copies of Day 2 Puppet Script
- Boy or girl puppet and clipboard
- Mini rain poncho from a trash bag
- Items to throw from puppet area

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

◆ Find in your teacher kit.

**Puppet:** Appear with the poncho on backwards. Help! Somebody turned the lights out!

**Teacher:** Oh, here, let me help you! Turn the poncho around so he can see. Is that better?

**Puppet:** Yes, thank you!

**Teacher:** Why are you wearing a rain poncho?

**Puppet:** I heard you were going to talk about a great big flood of water, so I thought I better get ready!

**Teacher:** You're right. We're gonna talk about a man in the Bible named Noah. Have you heard of Noah?

**Puppet:** Yess-ah! I've heard of Noo-ah. Get it? Yes, no?

**Teacher:** I get it. Now do you remember when we talked about sin at our Corruption stop?

**Puppet:** You mean when we disobey God and do wrong things?

**Teacher:** Yep. Well, by the time Noah came along, all the people on earth were doing bad things (sinning) all the time. All except Noah, that is. He was the only one left who wanted to obey God.

**Puppet:** That must have made God sad that nobody else listened.

**Teacher:** It did. The people kept disobeying and they wouldn't listen to God when he gave them warnings, so he sent a really, really, really big flood. It was so much water, it covered the whole earth! Kids, let's make a big rainstorm. Follow the directions on p. 6 in the Attention-Getters section for how to make a rainstorm.

**Puppet:** Yikes! How did everyone stay alive? Did they hold onto a tree or something?

**Teacher:** No. When the flood came, only the people in the ark were saved. Everyone else died.

**Puppet:** What's the ark?

**Teacher:** The ark was an enormous ship God told Noah to build. Have the kids pretend to hammer as if building. Hold up/put up the **ARK DIMENSIONS POSTER**. It was large enough to hold Noah and his family and the animals.

**Puppet:** So everyone outside the ark died? That's really sad! I wish everyone had turned from their sin and believed God.

**Teacher:** I do, too. God loves us and wants us to obey, just like he wanted those people to obey. Obeying God is a way to love and honor him.

**Puppet:** But wait a minute! Did God save some of the animals?

**Teacher:** Hold up/put up the **ANIMALS COMING POSTER**. He sure did! Noah didn't have to go and get them. They came on their own.

**Puppet:** That's awesome.

**Teacher:** Hold up/put up the **DINOSAURS POSTER**. There were even dinosaurs!

**Puppet:** How did they fit?

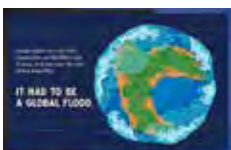
**Teacher:** They could have been babies or young dinos, and only some of them needed to come. Now, once all the animals and Noah's family were on board, God shut them in. Let's shut the big door of the ark. Have them pretend to shut the door. Then the flood began and water gushed up from inside the earth and it poured down from the sky. Volcanoes were erupting, earthquakes were shaking, and everything was going crazy. Have the kids act like an earthquake and storms are happening. Hold up/put up **WATER EVERYWHERE POSTER**.

**Puppet:** Flash! Boom! Bang!

**Teacher:** You've got it! The waters got higher and higher. Then Noah and everyone on the ark waited for all the water to go away. Finally, after over a year, it was time to get off. Let's open the door. Pretend to do so.



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



**Puppet:** Disappear.

**Teacher:** Um, JJ, where are you? Peer around his area to try to see him. Pretend to see him hiding. Kids still can't see him. Oh, there you are! What's going on down there?

**Puppet:** Throw small items out and onto the ground. Well, all this talk about a worldwide flood has me worried. I'm trying to find my life preserver in case God ever sends another one!

**Teacher:** JJ, come on back up here. There's something you need to know.

**Puppet:** There is?

**Teacher:** Yes. You don't need to worry about another worldwide flood. The Bible tells us God promised to never send another flood that will cover the whole world.

**Puppet:** Wow! I'm really glad to hear that!

**Teacher:** Hold up/put up **ARK AND RAINBOW POSTER**. And God never breaks a promise. In fact, he even put a rainbow in the sky to remind us he'll never again send a flood to cover the whole earth. When you see a rainbow in the sky, it should remind you that God is a promise keeper.

**Puppet:** I'm glad we have the Bible to tell us these things.

**Teacher:** Me too. The Bible is true, and God always keeps his promises.

**Puppet:** I just wish more people had obeyed God.

**Teacher:** Well, it's a good reminder for us to obey God. We need to trust and obey him! Well, boys and girls, let's say goodbye to JJ now. Do so.



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

Share the **DAY 2 ANIMAL PAL POSTER** to summarize the teaching of the day.

Our animal pal today is a poison dart frog. What two colors is he? Dark and blue. Does darkness usually remind us of good stuff or bad stuff? Darkness reminds us of bad stuff. What does the color blue have to do with the Catastrophe? Blue reminds us of water. Our animal pal's name is Tox, like toxic, or poisonous. Is poisonous stuff good? No. Tox reminds us there wouldn't have been any poisonous or bad stuff in the world at first. All of that came after sin entered the world.

Continue reviewing with the following questions, and have the kids hop like a frog if the answer is yes and stay still in a crouch if it is no.

1. Was the first C we talked about Creation? (Yes—they should hop like a frog.)
2. Is Corruption good? (No—they should stay still in a crouch. It means things got bad.)
3. After Corruption, is the next C Catastrophe? (Yes—they should hop like a frog.)
4. Were all the people obeying God? (No—they should stay still in a crouch. Remind them God sent the water catastrophe because people weren't obeying, and sin had gotten so, so bad.)
5. Did Noah trust and obey God? (Yes—they should hop like a frog. God asked Noah to build an ark and he obeyed.)
6. Do we need to trust and obey God? (Yes—they should hop like a frog. Remind them that each one of us does need to trust and obey God!)

Pass out the maps and add today's stickers.

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



- 🌀 Gospel Opportunity

### Apply It!

In the remaining time, complete one or more of the following ideas in class. These are also on the Pre-Primary Student Guides and can be done at home with a parent or caretaker if you are out of time.

- ◆ Day 2 Memory Verse Poster
- ◆ Optional: Day 3 Memory Verse Poster
- Optional: Student Guides and supplies
- Optional: Memory Verse music and player

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

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:** There is none who does good, not even one. Psalm 14:3

Try the following challenge using the **DAY 2 MEMORY VERSE POSTER** as a reference and the Memory Verse music if you have it.

**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:** Babel . . . there the LORD confused the language of all the earth. Genesis 11:9

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

## Part 2: Go and Do

1. Go on a hunt around your house and see how many dark items and blue items you can find. What C's do these colors remind you of?
2. God loves it when we trust and obey him. That's a way to honor him! Talk to an adult about a way you can obey God today.
3. Pray (talk to God) and ask him to forgive you when you sin and help you trust him.
4. Check [AnswersVBS.com/junglekids](http://AnswersVBS.com/junglekids) for more fun information!

Ask yourself this question: Do I want to trust and obey God?

## Song 1: The Lord Said to Noah

Sing as many verses as time permits.

### VERSE 1

The Lord said to Noah (Point up, then out.)  
 There's gonna be a **floody, floody**  
 (Move hands to represent waves.)  
 Lord said to Noah (Point up, then out.)  
 There's gonna be a **floody, floody**  
 (Move hands to represent waves.)  
 There will be **enormous** (clap once)  
**muddy, muddy**  
 Children of the Lord (Move hands back and forth over your head, then point up.)

### VERSE 2

The Lord said to Noah (Point up, then out.)  
 To build an **arky, arky**  
 (Pretend to pound a hammer.)  
 Lord said to Noah (Point up, then out.)  
 To build an **arky, arky**  
 (Pretend to pound a hammer.)  
 Build it out of (clap once) **gopher**  
**barky barky**  
 Children of the Lord (Move hands back and forth over your head, then point up.)

### CHORUS (REPEAT AFTER EACH VERSE)

So, rise and shine and give God the glory,  
**glory** (Lift hands from your waist to above your head and wiggle fingers.)  
 Rise and shine and give God the glory,  
**glory** (Repeat.)  
 Rise and shine and (clap once) give God  
 the glory, **glory**  
 Children of the Lord (Move hands back and forth over your head, then point up.)

### VERSE 3

The animals, they came on board  
 (Pretend to hop.)  
**Two by twosies, twosies**  
 (Hold up two fingers.)  
**Animals, they came on board**  
 (Pretend to hop.)  
**Two by twosies, twosies**  
 (Hold up two fingers.)  
**Elephants and** (clap once)  
**dinosauries, sauries**  
 Children of the Lord (Move hands back and forth over your head, then point up.)



- ★ "The Lord Said to Noah" song
- ★ "The 7 C's" song
- MP3 download or Simple Songs CD (12-1-141)
- Device to play song

⚙️ A great old hymn that goes with today's theme is "Trust and Obey." Try the chorus!



#### VERSE 4

**It rained and poured** (Wiggle fingers and move arms down as if rain is falling.)

**For forty daysies, daysies**  
(Flex your extended fingers—all ten of them—four times.)

**Rained and poured** (Wiggle fingers and move arms down as if rain is falling.)

**For forty daysies, daysies**  
(Flex your extended fingers—all ten of them—four times.)

**No sun shone, it** (clap once) **sure was crazy, crazy**

**Children of the Lord** (Move hands back and forth over your head, then point up.)

#### VERSE 5

**They stayed on the arky for lots more long daysies, daysies**  
(Pretend to rock on the boat.)

### Song 2: The 7 C's

Sing to the tune of "When the Saints Go Marching In." Note: When making the big C letter with your arms on verse 2, make it backward so it will look right to the kids who are facing you.

#### VERSE 1

**Crea-a-tion** (Make a circle with arms.)

**Corrup-up-tion** (Rub eyes as if crying.)

**Catastrophe, Confu-u-sion** (Wave motion, then point to head, look confused.)

**Oh-h, Christ and the Cross** (Rock a baby, then make a cross with arms.)

**Consumma-a-a-tion**  
(Pulse arms up building excitement, then jump on the last syllable.)

**Stayed on the arky for lots more long daysies, daysies**

(Pretend to rock on the boat.)

**Finally left and** (clap once) **gave God praisies, praisies**

**Children of the Lord** (Move hands back and forth over your head, then point up.)

#### VERSE 6

**So Noah obeyed and** (Stand up straight.)

**Did all God commanded, manded**  
(Put hands to mouth.)

**So Noah obeyed and** (Stand up straight.)

**Did all God commanded, manded**  
(Put hands to mouth.)

**God took care of** (clap once) **Noah and family, family**

**Children of the Lord**  
(Wave hands over head, then point up.)

#### VERSE 2

**These are the C's** (Make a C with arms.)

**The 7 C's** (Hold up 7 fingers, then make a C with arms.)

**The 7 C's of History**  
(Repeat 7 fingers, then C.)

**They go from good to sad and bad**  
(Smile, then frown.)

**But it ends up back to glad**  
(Smile, then clap-clap.)

Repeat verse 1



DAY 3

# CONFUSION

## BIBLE PASSAGE

All in Confusion  
Genesis 1:1

## LESSON FOCUS

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

## APOLOGETICS CONTENT

Examining where the people groups came from

## MEMORY VERSE

Babel . . . there the LORD confused the language of all the earth. Genesis 11:9

## COLOR

Gray

## ANIMAL PAL

Scatter the Silverback Gorilla

## Today's Exploration Stations

- Discovery Center: Brick Building
- Touch Table Wet: Packing Peanut Towers
- Touch Table Dry: All Things Gray
- Dramatic Play: 7 C's Explorers
- Coloring Corner: Genesis 11:9

## Today's Lesson at a Glance

### INTRODUCE IT!

- Build the Tower

### TEACH IT!

- Part 1: Puppet Pal—Babel Rabble
- Part 2: Confusion Connection
- Part 3: Daily Review

### APPLY IT!

- Part 1: Memory Verse
- Part 2: Go and Do
- Song 1: "Down Where It Rains"
- Song 2: "Do Right"

### Preparing for the Lesson

- Read Genesis 10–11 several times.
- Read this lesson several times and prepare the materials.
- For more information on the origin of the people groups, see [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.

# Exploration Stations

See page 12 for setup and decorating instructions for each station, as well as ideas for additional stations.

## Discovery Center: Brick Building

### MATERIALS

- Any of the following: blocks, plastic interlocking bricks, such as DUPLO or LEGO, cardboard brick sets (buy online), Jenga pieces, and homemade “bricks” (see Prep)

### PREP

Gather or make bricks. If making bricks, stuff lunch sacks with crumpled-up paper and tape the ends flat to make a brick shape.

### DIRECTIONS

Use the blocks/bricks to build towers.

### TEACHING TIE-IN

Sometimes we think people who lived long ago weren't very smart. But they were just as smart, if not smarter, than we are today. For instance, Noah built a big ship called an ark and the people at Babel built a skyscraper tower!

## Touch Table Wet: Packing Peanut Towers

### MATERIALS

- Wet touch table materials
- Packing peanuts (found online or in supply stores)

### PREP

Partially fill the touch table with water, and add the packing peanuts.

### DIRECTIONS

Build towers with the wet packing peanuts. Monitor carefully.

### TEACHING TIE-IN

The Bible lesson today is about some people who didn't listen to God. He gave them directions and they didn't obey. They thought they didn't need to listen to God's words, but everybody needs to listen to God through his Bible!

## Touch Table Dry: All Things Gray

### MATERIALS

- [Day 3 Animal Pal Poster](#)

- Under-the-bed storage container, small wading pool, or “official” touch table
- Tarp or plastic tablecloth
- Generic filler—or gray/silver crinkle shred, Easter grass, or silver Christmas tinsel
- Lots of safe gray and silver items, such as pails and shovels, cups, plastic animals, rocks and gems, play cars, etc.

### PREP

Cover the floor under the touch table with a tarp or plastic tablecloth. Put the filler in the table, along with the gray or silver items.

### DIRECTIONS

Students play with the gray/silver items.

### TEACHING TIE-IN

What color is everything in the table? [Gray/silver](#). What's our color of the day? [Gray](#). What color is our gorilla animal pal? [Silver/gray](#). Show the poster. Who made gorillas? [God](#). What day did he make them and the other land animals? [Day 6](#). What C does the color gray remind you of? [Confusion](#).

## Dramatic Play: 7 C's Explorers

### MATERIALS

- Day 1 and Day 2 materials
- Dolls in different skin shades

### PREP

Add in the items.

### DIRECTIONS

Dress up and pretend to be traveling in the jungle.

### TEACHING TIE-IN

There are jungles all over the world. People live in them and visit them, so let's take our dolls with us today to the jungle. Before the confusion at the tower of Babel, people wouldn't have lived in jungles all over the world. People weren't spread out. But at the tower of Babel, God scattered the people, and now people live all over the place, including in jungles all over the world. And they have developed different shades of skin, too. But we are all related!

## Coloring Corner: Genesis 11:9

See directions for Day 1, but use the [Day 3 Memory Verse Coloring Sheet](#).

## Introduce It!

### Build the Tower (5–10 minutes)

**Prep:** Place the shoeboxes around the room. Bookmark all the Scripture verses used in today's lesson. If making your own backdrop, copy onto gray paper, cut out, and mount the **CONFUSION COLOR WORD** to it somewhere.

**Teacher 1:** Welcome back, travelers! Come on in and get in the “boat.” Do so. Let's see if you can remember the three stops we've made so far and what colors go with them. Review with the hidden color words and the first three **7 C'S POSTERS—CREATION** (green), **CORRUPTION** (dark), and **CATASTROPHE** (blue).

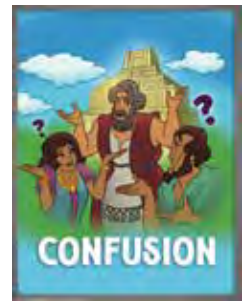
**Teacher 2:** Okay, today we're going to sail to our next spot where we'll build a tall tower. Let's journey there! Pretend to do so.

**Teacher 1:** We're here! Do you see all the boxes around the room? Let's take turns bringing one at a time to me, and we'll see how tall a tower we can build before it falls over. Have students retrieve the boxes and build the tower. Depending on how high it gets, kids may need help.

**Teacher 2:** Our Bible lesson today is about some people who were building a tall tower. There's nothing wrong with building a tower—unless you're not obeying God in some way by doing so. Now discreetly move behind the puppet set as Teacher 1 continues.

**Teacher 1:** God told the people to spread out over the earth, but they decided to build a tower and stay together. Their disobedience led to our next stop—Confusion. Let's see if we can find our gray hidden color word—Confusion. Point to it if you see it. Do so, then show the **7 C'S CONFUSION POSTER**. Do you know what it means for things to be in confusion? Take responses. They're mixed-up. When people don't obey God, they often get mixed-up. Let's call for our puppet, and we'll hear more about the mixed-up time at the tower of Babel.

- ◆ 7 C's Posters—first four
- ★ Optional: **Confusion Color Word** and one sheet of gray copy paper
- Bible
- Jungle costumes
- Mounting putty or tape
- Shoeboxes (ten or more)



## Teach It!

### Part 1: Puppet Pal—Babel Rabble (5 minutes)

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

**Teacher:** Kids, help me call for Jungle Jimmy. JJ? Hello? Are you in there? Hello?

**Puppet:** Come up saying hello in other languages. Hola! Guten tag! Shalom!

**Teacher:** JJ, what are you babbling about?

**Puppet:** Oh, hi! I'm just saying hello in other languages.

**Teacher:** I didn't know you could speak in other languages.

**Puppet:** Sure! Let me teach you all how to say hello in French. Can you say bonjour?

**Teacher and Kids:** Bonjour.

**Puppet:** Good job!

**Teacher:** Well, it's interesting that you're talking about other languages, because that's what our Bible lesson is about today.

**Puppet:** Reeally?

**Teacher:** Yep! At our fourth stop—Confusion—which happened way back over 4,000 years ago, something confusing—and amazing—happened.

**Puppet:** I know . . . meatballs started falling from the sky, right?

**Teacher:** Nope, but that would be amazing!

**Puppet:** How about this . . . everybody started walking upside-down?

- ★ 2 copies of **Day 3 Puppet Script**
- Boy or girl puppet and clipboard

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

*Teacher:* Fun . . . but no. Let me share what the Bible says. There was a time on earth when everybody spoke the same language.

*Puppet:* Everybody?

*Teacher:* Yes! And not only that, but they also lived in the same place, too. The trouble was that since they all spoke the same language and lived in the same place, they started thinking up bad ideas.

*Puppet:* You mean like peanut butter and ketchup sandwiches? Now that's what I call a bad idea. Yuck!

*Teacher:* No, it has nothing to do with food. They came up with the idea to build a city and a really tall tower that would reach way up into the sky.

*Puppet:* Why's that a bad idea? I love to go up high.

*Teacher:* It's bad because God told them to spread out, but they stayed together and they didn't obey God.

*Puppet:* Uh-oh!

*Teacher:* Yeah, I know. We should always, always, always listen to God and do what he says.

*Puppet:* Well, why did they go against God and build the tower?

*Teacher:* They wanted to make a name for themselves—that means they wanted everyone to think they were great for building a cool tower. AND they didn't want to obey God and be scattered all over the earth. They wanted to stay right where they were.

*Puppet:* Wow, that's bad. When God tells you to do something, you should do it, right?

*Teacher:* Right! God wants us to obey him because we love him and trust him to always know what's best for us. He's a good, good Father who's always right.

*Puppet:* When I don't obey my teacher, I have to face the consequences, like getting punished.

*Teacher:* So did they. God changed the way they talked so they couldn't understand each other anymore. Many families packed up and moved away. They scattered all over the world—just like God told them to do before.

*Puppet:* And that's why we have French and German and Italian and Russian and Spanish?

*Teacher:* Yes! All the different language families today are because of what happened at the tower of Babel. But you know what else is interesting?

*Puppet:* Yep . . . sharks! I think sharks are really interesting—and scary!

*Teacher:* True, but here's what I was going to say. What's really interesting is that even though people all over the world speak different languages, we're all related to each other.

*Puppet:* Haha! You're being funny!

*Teacher:* No, it's for real! We may look a little different or speak different languages, but according to the Bible, we all came from Adam and Eve. They're our great-great-great-great-great-great-great-great-great-great . . .

*Puppet:* Okay, I get the idea!

*Teacher:* . . . grandparents! Whew! So you see, JJ, we're just one great-great-great-great-great-great . . .

*Puppet:* Oh no, not this again!

*Teacher:* . . . great big family!

*Puppet:* So let me get this straight. I'm related to all the people in Africa?

*Teacher:* Yep! All 1+ billion of them!

*Puppet:* How about India?

*Teacher:* India, too! So you see, from the Bible we learn where all the different languages came from and why people live in all the different places around the world. It's because of what God did way, way back at the tower of Babel.

*Puppet:* Wow, I learned a lot today! I can't wait to go home and tell my family and friends!

*Teacher:* That's a good idea, JJ, but the important thing to remember is that our kind and good God wants us to do what he says because he knows what's best. He's a good, good Father. He loves us! Okay, boys and girls, it's time to say goodbye to Jungle Jimmy. Goodbye, Jungle Jimmy. See you tomorrow!

## Part 2: Confusion Concentration (5 minutes)

**Prep:** Print two sheets of **CONFUSION CONCENTRATION CARDS** per pair of kids, cut apart, and place in sets with a paper clip. Pass out a set of cards to each pair of kids. Before playing, share the teaching. Have students look at each card while you share the information.

Let's take a closer look at each of these cards and find out what they have to do with the tower of Babel.

- *Ziggurat card:* This may be the basic shape of the tower of Babel. It's called a ziggurat. If you travel around the world, you can still find old ziggurats today, which remind us of what happened at Babel.
- *Map of the world card:* Because the people didn't obey God, he scattered them all over the world. Now people live all over the place, and that started from Babel.
- *Different skin shades card:* After the people separated from Babel, they eventually ended up in groups with different skin shades. Everyone is a shade of brown because of something in our skin called melanin. Some people are light brown, some are medium, and some are dark brown. But we aren't different races; we're all one race—the human race. We're a family, and we should treat each other with love and kindness.
- *Stop building card:* God confused the language and scattered the people so they had to stop building. They didn't trust God and obey him. We need to trust God and do as he says.
- *People groups card:* When God scattered the people all over the world, some people ended up in cold places, some in hot places, and some in wet places, where they learned different ways of doing things.
- *Languages card:* Everyone had one language at the tower of Babel. But because they didn't obey God, he confused their language. Now we have many different languages.

Now let's play a concentration game with the cards. Have the kids shuffle their cards and lay them face down in rows. You'll take turns turning over two cards to see if they match. If they do, keep that pair if you can tell your partner something about it. If you can't remember anything about it, or if they don't match, flip them back over. Either way, play goes to the next player. Once all the cards are matched, the one with the most matches wins. Allow a few minutes for kids to play 1 or 2 rounds.

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

Share the **DAY 3 ANIMAL PAL POSTER** to summarize the teaching of the day.

Our animal pal today is a silverback gorilla. What color is he on his back? *Silver*. What's another word for silver? *Gray*. If we say something is gray, we mean it's kind of mixed-up, not clear, or confusing. Our pal's name is Scatter. What does his name have to do with the tower of Babel? *God scattered the people all over the world*. What else did you learn about the tower of Babel today? *Answers will vary*.

★ **Confusion Concentration Cards**, two sheets per pair of kids

◆ **Day 3 Animal Pal Poster**

□ Optional: 7 C's Maps, 1 per person



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

◆ **Find in your teacher kit.**

Continue reviewing with the following questions, and have the kids gather in a group (like gorillas like to do) if the answer is yes, and stand by themselves silently if it is no.

1. Did the people at Babel build a big tower? (Yes—get in a group.)
2. Did God tell them to build it? (No—stand silently.) God told them to move around the world.
3. Did God confuse their language? (Yes—get in a group.)
4. Did God let them stay right there and live where they were? (No—stand silently.) God scattered them all over the world.
5. Yes or no: It's important to trust God and do as he says. That honors him. (Yes—get in a group.)

Pass out the maps and add today's sticker.

## Apply It!

In any remaining time, complete one or more of the following ideas in class. These are also on the Pre-Primary 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 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:** Babel . . . there the LORD confused the language of all the earth. Genesis 11:9

Try the challenge using the **DAY 3 MEMORY VERSE POSTER** as a reference and the Memory Verse music if you have it.

**Challenge:** Find 12 blocks or other stackable items. Put one down and say the first word of the verse. Put another down and say the next word. See if you can stack all 12 and say the whole verse before your tower falls down.

**Tomorrow's Verse:** But to all who . . . believed . . . 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. The people at Babel didn't obey God. What is one way you can obey God today with your words and actions? It honors and pleases God when you want to obey him.
2. Pray (talk to God) and ask him to help you want to live to honor and obey him.
3. Have someone read Genesis 11:1-9 to you and talk about it. How should we treat each other, since all people groups are really from one family that scattered from Babel?
4. Check [AnswersVBS.com/junglekids](http://AnswersVBS.com/junglekids) for more fun information!

Ask yourself this question: Do I like to tell others about God and how great he is?

### Song 1: Down Where It Rains

Sing this silly song to the tune of "Down by the Bay." Emphasize that it sure would be confusing if we saw any of the creatures God made doing any of these things.

#### VERSE 1

Down where it rains (Kids echo.)  
Where the tall trees grow (Echo.)  
In the jungle deep (Echo.)  
Where there is no snow (Echo.)  
God made a sloth (Echo.)

That hangs up high (Echo.)  
Have you ever seen a sloth  
(Cradle your arms.)  
Drinking some broth (Drinking motion.)  
Down where it rains  
(Wiggle fingers in the air.)

Gospel Opportunity

- ◆ Day 3 Memory Verse Poster
- ◆ Optional: Day 4 Memory Verse Poster

- Optional: 12 boxes or other stackable items
- Optional: Student Guides and supplies
- Optional: Memory Verse music and player



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- ★ "Down Where It Rains" song
- ★ "Do Right" song
- MP3 download or Simple Songs CD (12-1-141)
- Device to play songs

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

◆ Find in your teacher kit.



## VERSE 2

Down where it rains (Kids echo.)  
Where the tall trees grow (Echo.)  
In the jungle deep (Echo.)  
Where there is no snow (Echo.)  
God made a frog (Echo.)  
That hops and hops (Echo.)  
Have you ever seen a frog (Hop.)  
Walking a dog  
(Pretend to have a dog on a leash.)  
Down where it rains  
(Wiggle fingers in the air.)

## VERSE 3

Down where it rains (Kids echo.)  
Where the tall trees grow (Echo.)  
In the jungle deep (Echo.)  
Where there is no snow (Echo.)  
God made a snake (Echo.)  
That slithers and slides (Echo.)  
Have you ever seen a snake  
(Put hands together and wiggle them.)  
Learning to bake (Stirring motion.)  
Down where it rains  
(Wiggle fingers in the air.)

## Song 2: Do Right

Sing to the tune of "Allelu, Allelu, Allelu, Alleluia."

Do right, do right, do right, do right  
(Side one stands and sings; side two sits.)  
Obey the Lord  
(Side two stands and sings; side one sits.)  
Do right, do right, do right, do right  
(Side one up.)  
Obey the Lord (Side two up.)  
Obey the Lord (Side two stays up.)

## VERSE 4

Down where it rains (Kids echo.)  
Where the tall trees grow (Echo.)  
In the jungle deep (Echo.)  
Where there is no snow (Echo.)  
God made a chimp (Echo.)  
That howls all day (Echo.)  
Have you ever seen a chimp  
(Act like a monkey.)  
Singing with shrimp (Pretend to sing.)  
Down where it rains  
(Wiggle fingers in the air.)

## VERSE 5

Down where it rains (Kids echo.)  
Where the tall trees grow (Echo.)  
In the jungle deep (Echo.)  
Where there is no snow (Echo.)  
God made a bird (Echo.)  
With a big, bright bill (Echo.)  
Have you ever seen a bird (Flap arms.)  
Reading the Word (Put hands together,  
then open like a book.)  
Down where it rains  
(Wiggle fingers in the air.)

Do right (Side one up.)  
Obey the Lord (Side two up.)  
Do right (Side one up.)  
Obey the Lord (Side two up.)  
Do right (Side one up.)  
Obey the Lord  
(Everyone up, sing together.)



DAY 4

# CHRIST & THE CROSS

## BIBLE PASSAGES

Savior for **All** Who Believe  
Various Scriptures

## LESSON FOCUS

**Christ** and the **Cross** are the next stops as the gospel is presented today.

## APOLOGETICS CONTENT

Examining the need for a Savior

## MEMORY VERSE

But to all who . . . believed . . . he gave the right to become children of God. John 1:12

## COLORS

White and Red

## ANIMAL PAL

Rose the Pink River Dolphin

## Today's Exploration Stations

- Discovery Center: Holiday Happenings
- Wet Touch Table: Bible Truth Colors
- Dry Touch Table: All Things White and Red
- Dramatic Play: 7 C's Explorers
- Coloring Corner: John 1:12

## Today's Lesson at a Glance

### INTRODUCE IT!

- Christmas and Easter Hunt

### TEACH IT!

- Part 1: Color Cruise
- Part 2: Puppet Pal—Gospel Presentation
- Part 3: Daily Review

### APPLY IT!

- Part 1: Memory Verse
- Part 2: Go and Do
- Song 1: "Jesus Loves the Little Children"
- Song 2: "The 7 C's"

### 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, see [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.

# Exploration Stations

See page 12 for setup and decorating instructions for each station, as well as ideas for additional stations.

## Discovery Center: Holiday Happenings

### MATERIALS

- Christmas and Easter Pattern** or real Christmas and Easter items
- Christmas basket and Easter basket

### PREP

Either print and cut out sets of the **CHRISTMAS AND EASTER PATTERN** cards or gather real Christmas and Easter items, such as nonbreakable ornaments, a star cookie cutter, nativity set items, baby Jesus, candle, cross, plastic Easter egg, stone, mini crown of thorns, etc. Place them randomly near the two baskets.

### DIRECTIONS

Students will sort each of the 12 cards or items into the correct basket—either Christmas or Easter.

### TEACHING TIE-IN

At Christmastime, we celebrate Jesus' birthday. It's stop 5 on our journey through time—Christ. Easter is the celebration of Jesus coming back to life after his death. It's stop 6 on our journey—the Cross. Let's say all the C's we've learned in order. Recite the following: Creation, Corruption, Catastrophe, Confusion, Christ and the Cross.

## Wet Touch Table: Bible Truth Colors

### MATERIALS

- Touch table with tarp underneath
- Water
- Plastic balls or blocks in a dark color, red, white, and yellow
- Extras: tongs, scoops, cups, bowls

### PREP

Partially fill the table with water. Place plastic balls or blocks into the water. Add the extras.

### DIRECTIONS

Help children find the correct colors of balls or blocks as you direct them with the teaching tie-in.

### TEACHING TIE-IN

The Bible tells us the truth about Jesus, God's Son. He's the only one who can save us from our sins. Which color (balls or blocks) reminds us of our sins? **Dark color**. Which color reminds us of Jesus' blood when he died on the cross for our sins? **Red**. When we put our trust in Jesus, he washes our sins away. Which color looks nice and clean? **White**. When we

believe in Jesus, we become part of God's family! Which color reminds us of heaven? **Yellow**.

## Dry Touch Table: All Things White and Red

### MATERIALS

- Day 4 Animal Pal Poster**
- Under-the-bed storage container, small wading pool, or "official" touch table
- Tarp or plastic tablecloth
- Generic filler, white and red crinkle shred, or Easter grass
- Lots of safe white and red items, such as pails, shovels, cups, plastic animals, flowers, play foods, play cars, etc.

### PREP

Cover the floor under the touch table with a tarp or plastic tablecloth. Put the filler in the table along with the white and red items.

### DIRECTIONS

Students play with the items.

### TEACHING TIE-IN

What two colors are you finding in the table? **White and red**. What are our colors of the day? **White and red**. Who made these colors? **God**. Who made the pink river dolphin? **God**. Show the poster. What two colors mixed together make pink? **White and red**. I'm thankful God made these colors! What two C's do these colors remind you of? **Christ and the Cross**. Thank you, God, for sending Jesus to us!

## Dramatic Play: 7 C's Explorers

### MATERIALS

- Days 1–3 dramatic play materials
- Roll paper or plastic tablecloth
- Inflatable, stuffed, or pictures of crocodiles

### PREP

Tape down a piece of roll paper or a plastic tablecloth to make a bridge. Add in other items, including crocodiles.

### DIRECTIONS

Kids can use the "bridge" to get from one side to the other without falling in the "water" where the crocodiles are.

### TEACHING TIE-IN

Can you make it across the river without falling in? Let's try! **Do so**. Sometimes we need help getting across. We can't get across the river without a bridge. We can't get to heaven without Jesus. He's like our bridge between earth and heaven.

## Coloring Corner: John 1:12

See directions for Day 1, but use the **Day 4 Memory Verse Coloring Sheet**.

## Introduce It!

### Christmas and Easter Hunt (5–10 minutes)

**Prep:** Bookmark all the Scripture verses used in today's lesson. If making your own backdrop, copy onto white and red paper, cut out, and mount the **CHRIST AND CROSS COLOR WORDS** on it somewhere. Set up the Christmas tree and put the Easter basket up front in a visible spot. Hide the Christmas ornaments and Easter eggs so they are partially visible. Note: After you use them in this lesson, remember to rehide them before the next group comes in.

**Teacher 1:** Welcome back, travelers. We're going to continue on our journey today, but before we do, let's go on a little treasure hunt. It has to do with Christmas and Easter.

**Teacher 2:** How many of you like Christmas? What do you like about it? Take responses. How about Easter? What do you like about it? Take responses.

**Teacher 1:** Did you know there's a special reason we celebrate Christmas and Easter? We wouldn't even have them if a special person had never been born.

**Teacher 2:** That special person is Jesus Christ. Let's find the word Christ in white in our hidden color words. Then we'll hunt for some things that remind us of Jesus' holidays, Christmas and Easter. Find the hidden word on the set backdrop.

**Teacher 1:** When I say, "Merry Christmas!" each of you should start looking for a hidden Christmas ornament to hang on the tree. Don't pick up anything but a Christmas ornament. Ready? "Merry Christmas!" Kids look around and each pick up one Christmas ornament. As they find them, or when everyone has one, have them put the ornaments on the Christmas tree.

**Teacher 2:** Now when I say, "Happy Easter!" each of you should look for an Easter egg to put in the Easter basket. Ready? "Happy Easter!" Kids look around and each pick up one Easter egg. As they find them, or when everyone has one, have them put the eggs in the Easter basket.

**Teacher 1:** Christmas and Easter are special times, and we're excited to share with you our next steps about Jesus, who came to earth about 2,000 years ago. Okay, here we go!

## Teach It!

### Part 1: Color Cruise (5–10 minutes)

**Prep:** Print the **CUT OUT PATTERNS**. Fold them in half, and have the black line visible to you. Have another uncut set of patterns folded, in order, and ready for each class rotation that will come through the day.

The kids can shout out the answers where noted in the following dialogue.

**Teacher 2:** Let's put on our river cruise gear and cruise to our first four spots to see how much you remember. Put on pretend gear and get in the "boat." Either all move to a new spot in the room with each C or just pretend to travel in the boat to each stop but stay in the same spot the whole time.

**Teacher 1:** Our first stop was Creation. Did all the plants and animals just so happen to be made, or did God make them? Take responses. Can you tell me at least five things God made? Take responses.

**Teacher 2:** The Bible says everything God made was \_\_\_\_. Yes, good! Point to the color that reminds us of creation. They do so, pointing to green. Travel to the next spot and sit down.

**Teacher 1:** Our second stop was Corruption. Now things weren't just good anymore, but good and \_\_\_\_. Yes, bad!

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

- Bible
- Jungle costumes for teachers
- Mounting putty or tape
- Christmas tree—whatever size works with the ornaments
- Nonbreakable Christmas ornaments, 1 per person
- Easter basket
- Plastic Easter eggs, 1 per person

🌸 If you don't want to use real ornaments and a real tree, you can use 2D paper versions you print off and tape on to a poster board tree.

◆ **7 C's Poster Set**

★ **Cut Out Patterns—Bible, manger, star, gift, cross, stone**

- Pair of scissors

🌸 You could also have them go stand by something green, and then something dark, and so forth at each stop.

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

◆ **Find in your teacher kit.**

**Teacher 2:** Who disobeyed God and ate the fruit? *Take responses.* Right! Adam and Eve. Now things weren't all sunshine and happy. Point to the color that reminds us of this sad time. They do so, pointing to something dark. Travel to the next spot and sit down.

**Teacher 1:** Our third stop was Catastrophe. Sin had gotten so bad, God sent a catastrophe—a global flood over the whole world. Before it came, God told Noah to build an \_\_\_\_\_. Right! An ark. Noah and his family believed God and were saved from the flood. Point to the color for this water catastrophe. They do so, pointing to something blue. Travel to the next spot and sit down.

**Teacher 2:** Our fourth stop was Confusion. The people were trying to build a tall \_\_\_\_\_. Yes, tower! Who came down and confused their language and scattered them all over the earth? *Take responses.* God did that because the people were disobeying again. Point to the color for this confusing time. They do so, pointing to something gray. Travel to the next spot and sit down.

**Teacher 1:** Just like back then, we still have trouble obeying God today. No one's perfect. The Bible says we all sin, or do wrong. That brings us to stop five. This is God's plan to deal with our sin.

**Teacher 2:** Stop five is called Christ. This stop is named after Jesus Christ. Let's point to our white hidden color word again that says "Christ." *Do so.* God's true book, the Bible, tells us about him. Hold up the **BIBLE PATTERN** so only you can see the black line. Cut the **BIBLE PATTERN** in front of the kids and dramatically open it up and show it. Refer to the **7 C'S CHRIST POSTER**.

**Teacher 1:** Jesus is God's one and only Son. God loves us so much he sent Jesus to earth about 2,000 years ago as a baby. But he wasn't just any baby. Jesus was the most special baby ever born. Do you know why? Jesus is different from everyone else because he's God! He came from heaven! Nobody else ever was God. Nobody else ever came from heaven. When he came to earth as a baby, his mother laid him in a manger.

**Teacher 2:** Cut the **MANGER PATTERN** and dramatically open it up and show it. Or have kids guess what they think it is before opening it.

**Teacher 1:** Jesus' birth was special. A special star appeared in the sky to announce his birth. No one I know has ever had his own special star!

**Teacher 2:** Cut the **STAR PATTERN** and show it or have kids guess what it is.

**Teacher 1:** Shepherds, and later wise men, visited Jesus and brought him gifts.

**Teacher 2:** Cut the **GIFT PATTERN** and show it or have kids guess what it is. For someone whose first bed was a manger (an animal's food trough) Jesus was getting a lot of attention.

**Teacher 1:** Yes, even angels filled the sky to announce his birth. Jesus is very special! People all over the world celebrate his birthday every year at Christmas.

**Teacher 2:** Now let's move to stop six—the Cross. Travel to the next spot.

**Teacher 1:** Let's find our red hidden color word that says "Cross." Point to it when you see it. *Do so.* When Jesus was grown up, something sad happened. Even though Jesus lived a perfect life and never sinned, some bad people put a crown of thorns on his head and nailed him to a cross where he died.

**Teacher 2:** Cut the **CROSS PATTERN** and show it or have kids guess what it is.

**Teacher 1:** After Jesus died, his friends took him off the cross and put his body in an empty tomb. Some people put a heavy stone in front of the tomb so no one could go in or out. Refer to the **7 C'S CROSS POSTER**.

**Teacher 2:** Cut the **STONE PATTERN** and show it or have kids guess what it is.

**Teacher 1:** The friends of Jesus were so sad because they thought Jesus was dead for good. But something really happy happened. Does anyone know what it was? *Take responses.* Jesus came back to life! He didn't stay dead. He wasn't in that tomb



anymore. He went back to heaven to live. Let's jump up and down and say, "He's alive!" Do so.

**Teacher 2:** I don't know anyone who is able to make themselves come back to life after they die and are buried, do you? But remember, Jesus is God, and God can do anything—even come back to life! Move discreetly behind the puppet set while Teacher 1 finishes.

**Teacher 1:** The day Jesus came back to life was the happiest day ever! People all over the world still celebrate it every year at Easter. Do you know why it's important that Jesus died and rose again? Take responses. Let's ask JJ and see if he knows the answer!

## Part 2: Puppet Pal—Gospel Presentation (5 minutes)

**Prep:** Tape one **SCRIPT** inside the puppet stage and attach the other to a clipboard for reference. Tape the cookie to the puppet's hand. Cut apart the **ADMIT, BELIEVE, FOREVER RECEIVE POSTERS**.

**Teacher:** Boys and girls, help me call for JJ.

**Puppet:** Come up holding a cookie.

**Teacher:** Hey, JJ, that sure looks good!

**Puppet:** Yummo! Kids, give me a big smile if you like cookies. Pause. Mom said I can have one for a snack.

**Teacher:** That's nice! Well, we were just talking about how Jesus died and came back to life. Have you ever heard about that before?

**Puppet:** Jump around excitedly. I sure have! It's the best news ever!

**Teacher:** Why do you say that? Why is it important that Jesus died and rose again?

**Puppet:** Because now we get to celebrate not only Christmas, but Easter, too!

**Teacher:** That IS fantastic, isn't it? But that's not why it's important that Jesus died and rose again.

**Puppet:** Why, then?

**Teacher:** You see, you and I are sinners just like Adam and Eve, and like the people who wouldn't get on the ark and the people at the tower of Babel.

**Puppet:** Everybody disobeys God's commands sometimes.

**Teacher:** Yeah, sadly, that's true. For example, when you lie or you're unkind to your brother or sister or you whine about something, that's called sin.

**Puppet:** Is it a big deal that we sin?

**Teacher:** Yes. Because we're sinners, we aren't allowed to be with God forever. But God had a plan.

**Puppet:** Take a bite from your cookie. What was it?

**Teacher:** Let me give you an example. I know you're allowed to eat that cookie, but let's pretend your mom tells you not to eat any of the freshly baked cookies. But as soon as she leaves the room, guess what you do?

**Puppet:** Sneak over and eat a cookie?

**Teacher:** Yep! Even though she said not to.

**Puppet:** That would be a sin because I didn't obey.

**Teacher:** Right. Now let's pretend your mom walks in and catches you eating the cookie. What do you think she might do? What happens when you get in trouble?

**Puppet:** Boys and girls, what do you think might happen if your mom caught you disobeying? Take responses.

- ◆ Admit, Believe, Forever Receive Posters
- ◆ Day 4 Memory Verse Poster
- ★ 2 copies of Day 4 Puppet Script
- Boy or girl puppet and clipboard
- Play food cookie and tape

**Teacher:** You'd probably get in trouble—and be punished. Maybe she wouldn't let you have any snacks for the next day, or you'd have to sit in time out.

**Puppet:** I've had both of those happen to me before.

**Teacher:** Now let's imagine that your older brother comes in the room and says, "Don't punish him. Punish me instead."

**Puppet:** Wait a minute. My brother didn't eat any cookies. But he wants to take my punishment instead of me?

**Teacher:** That's right.

**Puppet:** Wow! He must love me a lot to take my punishment.

**Teacher:** And that's kind of like what Jesus did for you when he died on the cross and rose again. You deserve the punishment for disobeying God (sinning), but Jesus came and took your punishment so you wouldn't have to be punished.

**Puppet:** That sounds like the most amazing gift ever!

**Teacher:** It is! Jesus loves you so much, he was willing to die for you. The Bible explains it like this. *Recite or read John 3:16.*

**Puppet:** Wow, how can I pay for this gift?

**Teacher:** You can't pay for it with money. It's a free gift that God offers you. But you don't get it automatically. You have to ask God for it. To receive the free gift, which is to live forever and ever, first of all, you have to believe you've sinned.

**Puppet:** Boys and girls, can you think of a time you sinned? *Take responses.*

**Teacher:** If you're sorry for your sin and believe Jesus died to take your punishment, you can tell God you want to be his child. You'll still be your parents' child. But this means you'll also have God as your heavenly Father.

**Puppet:** I hope the kids believe in Jesus and want to be his child!

**Teacher:** I do, too. If you want to be a child of God, make sure you talk to me or to your leader or parents after class. *Show the ADMIT, BELIEVE, FOREVER RECEIVE POSTERS.*

**Puppet:** Admit you sin, believe in Jesus, and forever receive him. That reminds me of our Bible verse.

**Teacher:** Let's say that together, everyone, and then we'll say bye to JJ. *Show the DAY 4 MEMORY VERSE POSTER and recite it together.* Tomorrow, we'll talk more about our last stop in our 7 C's. It's called Consummation, and it's about how everything will turn out in the end!

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

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

Our animal pal today is a river dolphin. What color is she and what does that color remind you of? *Take responses and 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 and 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.* See if they notice the hidden cross on the poster. Our Bible verse says each of us sins against God. But who came to save us from those sins? Jesus. This is great news!

Continue reviewing with the following questions and have the kids jump up like a dolphin if the answer is yes and make swimming motions if it is no.

1. We celebrate Jesus being born at Christmas. (True—jump.)
2. We celebrate Jesus coming back to life at Easter. (True—jump.)



#### ◆ Day 4 Animal Pal Poster

- Optional: 7 C's Maps, 1 per person





3. We are perfect and never do anything wrong. (False—swim.) We all sin. Let's say Psalm 14:3 together.
4. Jesus came to take the punishment for our sin. (True—jump.)
5. We must first admit we are sinners. (True—jump.)
6. Then we must work hard to become a child of God. (False—swim.) It's not about working to earn God's love. He already loves you!
7. Jesus is the Son of God. (True—jump.)
8. We must believe him. (True—jump.)

Pass out the maps and put on today's stickers.

## Apply It!

In any remaining time, complete one or more of the following ideas in class. These are also on the Pre-Primary 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 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 4 Memory Verse Poster
- ◆ Optional: Day 5 Memory Verse Poster
- Optional: Student Guides and supplies
- Optional: Memory Verse music and player

## Part 1: Memory Verse

**Today's Verse:** But to all who . . . believed . . . he gave the right to become children of God. John 1:12

Try the challenge using the **DAY 4 MEMORY VERSE POSTER** as a reference and the Memory Verse music if you have it.

**Challenge:** Many dolphins can jump really high in the air! Try jumping straight up 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. Revelation 21:4

Try the challenge again with tomorrow's verse.

## Part 2: Go and Do

1. Go on a color hunt and see if you can find something in each of these colors: green, dark, blue, gray, white, and red. Do you remember what each C stands for?
2. Talk to God and thank him for sending Jesus to take our punishment for sin.
3. Tell someone about Jesus and why we celebrate Christmas and Easter.
4. Check [AnswersVBS.com/junglekids](http://AnswersVBS.com/junglekids) for more fun information!

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

## Song 1: Jesus Loves the Little Children

Jesus loves the little children

(Point up, then cross hands over heart.)

All the children of the world

(Make a circle with arms.)

Shades of brown from dark to light

(Randomly point around.)

All are precious in his sight (Hug yourself.)

Jesus loves the little children of the world  
(Point up, then cross hands over heart.)

- ★ "Jesus Loves the Little Children" song
- ★ "The 7 C's" song
- MP3 download or Simple Songs CD (12-1-141)
- Device to play song

## Song 2: The 7 C's

Sing to the tune of "When the Saints Go Marching In."

### VERSE 1

**Crea-a-tion** (Make a circle with arms.)

**Corrup-up-tion** (Rub eyes as if crying.)

**Catastrophe, Confu-u-sion** (Wave motion, then point to head, look confused.)

**Oh-h, Christ and the Cross** (Rock a baby, then make a cross with arms.)

**Consumma-a-a-tion**

(Pulse arms up building excitement, then jump on the last syllable.)

### VERSE 2

**These are the C's** (Make a C with arms.)

**The 7 C's** (Hold up 7 fingers, then make a C with arms.)

**The 7 C's of History**

(Repeat 7 fingers, then C.)

**They go from good to sad and bad**

(Smile, then frown.)

**But it ends up back to glad**

(Smile, then clap-clap.)

Repeat verse 1



DAY 5

# CONSUMMATION

## BIBLE PASSAGE

All Is Good Again  
Revelation 21-22

## LESSON FOCUS

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

## APOLOGETICS CONTENT

Examining how it turns out in the end

## MEMORY VERSE

He will wipe away every tear from their eyes.  
Revelation 21:4

## COLOR

Yellow

## ANIMAL PAL

Bliss the Bird-Wing Butterfly

## Today's Exploration Stations

- Discovery Center: Caterpillars to Butterflies
- Wet Touch Table: No More Tears
- Dry Touch Table: All Things Yellow
- Dramatic Play: 7 C's Explorers
- Coloring Corner: Revelation 21:4

## Today's Lesson at a Glance

### INTRODUCE IT!

- Feeling Well?

### TEACH IT!

- Part 1: This Way or That Way
- Part 2: Puppet Pal—No More Sad or Bad
- Part 3: Daily Review

### APPLY IT!

- Part 1: Memory Verse
- Part 2: Go and Do
- Song 1: "Heaven Is a Happy Place"
- Song 2: "The 7 C's"

### Preparing for the Lesson

- Read Revelation 21-22 several times.
- Read this lesson several times and prepare the materials.
- For more information on the new heavens 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.

# Exploration Stations

See page 12 for setup and decorating instructions for each station, as well as ideas for additional stations.

## Discovery Center: Caterpillars to Butterflies

### MATERIALS

- Pictures of caterpillars and the butterflies they turn into
- Optional: Model of the life cycle of a butterfly
- Optional: Play butterfly items (puzzles, books, plastic or plush animals)

### PREP

Gather the caterpillar/butterfly pictures and supplies.

### DIRECTIONS

Children play with the items and are directed to look at the pictures to see what kind of butterfly each caterpillar turns into.

### TEACHING TIE-IN

Isn't it amazing how God gives each caterpillar a whole new look? You know, someday in the new heaven and new earth, everyone who is a child of God will get a beautiful new body. We'll still be able to recognize each other, but we will be more beautiful versions of ourselves! Won't that be fabulous?

## Wet Touch Table: No More Tears

### MATERIALS

- Touch table with tarp underneath
- Water
- Tear-free baby shampoo
- Washable dolls

### PREP

Partially fill the touch table with water and set out the supplies.

### DIRECTIONS

Pour some baby shampoo in the water while the children watch. Explain the teaching tie-in and have them wash the dolls.

### TEACHING TIE-IN

I'm pouring tear-free baby shampoo in the water. This shampoo won't sting babies' eyes, so they won't cry if they use it. There's a time coming in the future when we won't ever cry again, for any reason! God is going to make a new heaven and a new earth some day. There will be no more crying, no more pain, and no more sadness or death.

## Dry Touch Table: All Things Yellow

### MATERIALS

- Under-the-bed storage container, small wading pool, or "official" touch table
- Tarp or plastic tablecloth
- Generic filler or yellow filler—yellow crinkle shred or Easter grass
- Lots of safe yellow and gold items, such as pails and shovels, cups, plastic animals, and play cars

### PREP

Cover the floor under the touch table with a tarp or plastic tablecloth. Put the filler in the table, along with the yellow and gold items.

### DIRECTIONS

Students play with the yellow and gold items.

### TEACHING TIE-IN

What color are you finding in the table? *Yellow.* What's our color of the day? *Yellow.* Who made the color yellow? *God.* Who made the bird-wing butterfly? *God.* What color is the body of our animal pal, Bliss the butterfly? *Yellow.* Aren't you thankful God made beautiful butterflies like Bliss? *Pause.* What C does the color yellow remind you of? *Consummation.* Thank you, God, for making a beautiful world, and for promising to make a new heaven and a new earth someday that will be even more beautiful than we can imagine!

## Dramatic Play: 7 C's Explorers

### MATERIALS

- Days 1–4 dramatic play materials
- Any items you want to add in

### PREP

Add in any last supplies today you held back.

### DIRECTIONS

Students will dress up and pretend to be jungle explorers.

### TEACHING TIE-IN

It's been an amazing cruise through time! Who can tell me something they learned at *The Great Jungle Journey* this week?

## Coloring Corner: Revelation 21:4

See directions for Day 1, but use the [Day 5 Memory Verse Coloring Sheet](#).

## Introduce It!

### Feeling Well? (5 minutes)

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

**Teacher 1:** Well, here we are, travelers, on our last day. Let's get in our "boat" and go to our last stop on the 7 C's river cruise! **Do so.** Let's see if you can remember the first six stops in order. **Review with the hidden color words and posters.**

**Teacher 2:** Before we talk about our last C, let's make sure everyone feels well enough to travel to the last stop. Is everyone good? Nobody has gotten a snake bite or tripped over a vine, have they? I'm going to do a quick check! **Pretend to do so with a play doctor kit.**

**Teacher 1:** Everyone looks okay to travel, but I wonder, have any of you ever had a tummy ache? Have you ever hurt yourself and gotten an owie? Have you ever had to get a shot? **Take responses.**

**Teacher 2:** Let's find our last hidden word—Consummation. It's yellow. Point to it if you see it. **Do so.**

**Teacher 1:** Consummation is a big word that means how everything will turn out in the end. Can you imagine never getting sick or having to go to the doctor again? Someday, there's going to be a new heaven and a new earth where God and all of his people live, and it's going to be a perfect, wonderful place with no sickness and nothing bad in it. Let's find out more! **Refer to the 7 C'S CONSUMMATION POSTER.**

## Teach It!

### Part 1: This Way or That Way (5–10 minutes)

**Prep:** Gather the items or pictures of the items listed below and put them in a yellow bag to pull out.

**Teacher 1:** What do you think heaven will be like? Where should we go to find out? **Take responses.**

**Teacher 2:** The new heaven and new earth are going to be wonderful! People have lots of ideas about what heaven's like, but remember to always see what the Bible says about it!

**Teacher 1:** Here's what we're going to do. We're going to pull one thing at a time out of this bag and decide whether it's part of the earth now or if it will be something we'll see someday on the new heaven and new earth. You will all move to either this side of the room or that side.

**Teacher 2:** We've put them in a yellow bag because yellow is our special bright and beautiful color we're using to remind us of the new heaven and new earth.

Do as many items as time and interest allow. Feel free to go in whatever order you want. After finishing each one, place the item on either this side of the room or that side of the room so you end up with a pile to represent nowadays earth and a pile for the new heaven and new earth by the end of the activity.

1. Empty medicine bottle—Hold up a bottle. **Do we use medicine nowadays or is that something we will use on the new heaven and new earth?** Have students move to either the nowadays earth side of the room or the new heaven and new earth side of the room. When they are at their chosen spot, tell them the answer: we use that now (so they should be at the nowadays side of the room). **We won't need medicine on the new heaven and new earth because it will be a perfect place and nobody will ever get sick! Won't that be great?!**  
Revelation 21:4

#### ◆ 7 C's Poster Set

- ★ Optional: **Consummation Color Word** and one sheet of yellow copy paper
- Bible
- Jungle costumes
- Mounting putty or tape
- Play doctor kit



- Yellow bag
- Items or pictures of items listed in the lesson

2. Streets of gold—Hold up something gold. **In which place will there be streets made of gold?** They go this way or that. The answer: the new heaven and new earth. **The Bible tells us there will be streets that are pure gold there. Can you imagine that?** Revelation 21:21
3. Angels we will see—Hold up an angel picture or figurine. **In which place will we see angels all the time?** They go this way or that. The answer: the new heaven and new earth. **We won't turn into angels, but we will see angels.** Revelation 5:11
4. Ice scraper for your car—**In which place do we need to use an ice scraper?** They go this way or that. The answer: nowadays earth. **We have bad weather sometimes, don't we? But on the new heaven and new earth, there will be beautiful weather all the time. We won't need ice scrapers.**
5. Jail—Hold up a picture. **In which place do people do bad things that sometimes land them in jail?** They go this way or that. The answer: nowadays earth. **Sometimes people sin and do bad things that they have to go to jail for. But on the new heaven and new earth, nobody will ever sin, and nothing bad will ever happen.** Jeremiah 3:17
6. Smiley face—Hold up a picture. **In which place will we always be smiling and never upset?** They go this way or that. The answer: the new heaven and new earth. Revelation 21:4
7. Crying face—Hold it up and ask in which place we sometimes cry because we're sad. They go this way or that. The answer: the nowadays earth. **Have you ever cried? Can you imagine a time when you will never, ever feel sad or cry? It's going to be amazing!** Revelation 21:4
8. Bandage—Hold up a picture. **In which place might we get hurt and need a bandage?** They go this way or that. The answer: nowadays earth. **Have you ever gotten hurt and had to wear a bandage? You won't get hurt or need bandages on the new heaven and new earth.**
9. Mansion—Hold it up. **In which place is God preparing a place for all his people?** They go this way or that. The answer: the new heaven and new earth. John 14:2
10. Special supper—Hold up a picture. **In which place will God have a special supper for all believers?** They go this way or that. The answer: the new heaven and new earth. **It's called the marriage supper of the Lamb.** Revelation 19:9
11. Tombstone—Hold up a picture. **In which place do people die?** They go this way or that. The answer: nowadays earth. **But on the new heaven and new earth, nobody will die ever again. We will live forever!** Revelation 21:4
12. Crystal clear water—Hold up a cup. **In which place will there be perfect, crystal clear water all the time?** They go this way or that. The answer: the new heaven and new earth. Revelation 22:1
13. Sun—Hold up a picture or toy. **In which place is there a sun in the sky?** They go this way or that. The answer: nowadays earth. **We have a sun, a moon, and stars to light the way. But on the new heaven and new earth, we won't need those anymore, because God himself will light it up.** Revelation 21:23
14. No night—Hold up a night-light or the words "no more night." **In which place will there be no more nighttime?** They go this way or that. The answer: the new heaven and new earth. Revelation 22:5
15. Poisonous snake—Hold up a picture or toy. **In which place are there poisonous and mean animals?** They go this way or that. The answer: nowadays earth. **We have to beware of certain animals, don't we? But on the new heaven and new earth, all animals will be good, and we won't get bitten or hurt by any animal. Children will even be able to play at a snake's hole.** Isaiah 11:8
16. Play syringe for a shot—Hold it up. **In which place might you need to get a shot?** They go this way or that. The answer: nowadays earth. **The Bible says there will be no more pain. Since shots cause pain, there will be no more shots.** Revelation 21:4

17. Wolf and lamb happily together—Hold up pictures or toys. In which place will animals that don't normally get along, like a wolf and a lamb, get along? They go this way or that. The answer: the new heaven and new earth. Wolves would normally hurt lambs, but not on the new heaven and new earth. Isaiah 11:6

18. GOD on a throne—Hold up the word "GOD." In which place will we see and worship God on his throne? They go this way or that. The answer: the new heaven and new earth. The best part of the new heaven and new earth will be being with God! Revelation 22:3

Teacher 1: It's been amazing hearing about this future place where God's children will live! Let's talk to JJ a little more about it!

## Part 2: Puppet Pal—No More Sad or Bad (5 minutes)

★ 2 copies of Day 5 Puppet Script

- ☐ Boy or girl puppet and clipboard
- ☐ Bandage around the puppet's head

**Prep:** Wrap the bandage around the puppet's head.

**Puppet:** Come up with the bandage on.

**Teacher:** Hey, what happened to you?

**Puppet:** I fell off my bike and got a bad owie! I was even bleeding.

**Teacher:** I'm sorry to hear that. Are you okay?

**Puppet:** Yeah! But it hurt a lot. Mom took me to the doctor, and he put bandages on. I sure wish bad things like this didn't happen.

**Teacher:** You know, JJ, we were just talking about a place where bad things will never happen.

**Puppet:** Really? Where's that?

**Teacher:** It's called the new heaven and new earth.

**Puppet:** How do you get there?

**Teacher:** Well, the Bible tells us that someday, anyone who has admitted he sins and believed and trusted in Jesus will live there. The new heaven and new earth are what we usually call heaven.

**Puppet:** Why is it a new heaven and a new earth?

**Teacher:** Because God is going to make all things new someday. And God's people won't live on this earth anymore but on the new one.

**Puppet:** What's it going to be like?

**Teacher:** It's going to be amazing! Better than this one! There won't be any more bad or sad stuff. Only good stuff again, like back in the beginning at the garden of Eden before Adam and Eve sinned.

**Puppet:** So it's going to be a perfect place?

**Teacher:** It is! It's going to be forever wonderful and full of love and fun and joy.

**Puppet:** Wow!

**Teacher:** Make sure you're part of God's family so you can live there someday! And tell others about it, too!

**Puppet:** I will! Well, I've got to go, but thanks for sharing so many special memories with me this week at *The Great Jungle Journey*! It's been a great week!

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

Share the **DAY 5 ANIMAL PAL POSTER** to summarize today's teaching.

Our animal pal today is a bird-wing butterfly. What color is his body, and what does that color remind you of? Take responses. His name is Bliss, which means happy. Will we be happy in the new heaven and new earth? 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 and what our new bodies will be like

☪ Gospel Opportunity

◆ Day 5 Animal Pal Poster

- ☐ Optional: 7 C's Maps, 1 per person



★ Download from AnswersVBS.com/jungleresources.

◆ Find in your teacher kit.



on the new earth? Take responses. What's something amazing you learned about the new heaven and new earth? Take responses. Remember, the earth started out all good, and God will make a new one that is all good. In the meantime, while the earth now has sad and bad in it, God has made a way for us to have hope and joy while we live here, and then to live forever with him!

Continue reviewing with the following questions and have the kids flap their arms like a butterfly if the answer is yes and sit down if it is no.

1. The new heaven and new earth are what we usually call heaven. (True—flap like a butterfly.)
2. Everyone will live in heaven someday. (False—sit down.) Only those who trust in Jesus will live there someday.
3. The new heaven and new earth will be more beautiful than the earth we live on now. (True—flap like a butterfly.) Heaven will be beyond our imagination. Maybe there will be many more colors, new and beautiful smells and sounds, more kinds of fruit, and more kinds of animals.
4. It will have streets of gold and crystal clear water. (True—flap like a butterfly.)
5. The animals will be fighting on the new heaven and new earth. (False—sit down.) All the animals will get along with each other and with people. Imagine being able to pet a lion!
6. Nobody will be in pain. (True—flap like a butterfly.)
7. Everybody will be happy. (True—flap like a butterfly.)
8. God himself will be the light. (True—flap like a butterfly.)
9. We will live in huts. (False—sit down.) God is making mansions.
10. The best part will be being with God. We will always love being with him and experiencing his love. (True—flap like a butterfly.)

Pass out the maps and put today's sticker on. They can keep these today to take home.

## Apply It!

In any remaining time, complete one or more of the following ideas in class. These are also on the Pre-Primary 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 since they will vary depending on the activities you choose, so decide what you will do and add them to your supply list accordingly.

You may want to show the **BOOKMARKS** that are available if you plan to give these out.

### ◆ Day 5 Memory Verse Poster

- Optional: Student Guides and supplies
- Optional: Memory Verse music and player
- Optional: Bookmarks, 1 per child

## Part 1: Memory Verse

**Today's Verse:** He will wipe away every tear from their eyes. Revelation 21:4

Review the memory verse, using the **DAY 5 MEMORY VERSE POSTER** as a reference and the Memory Verse music if you have it.

**Challenge:** Act out today's verse as you say it.

## Part 2: Go and Do

1. Have someone read all or part of Revelation 21–22 and think about how the new heaven and new earth will be even more fabulous than we can imagine. Will there be new colors, new fruit, or new animals?
2. Talk to somebody about what they think heaven will be like. What book is the place to go to find out the truth?
3. Talk to God and thank him for the Bible where we can learn about the 7 C's of History, and about Jesus!



4. Check [AnswersVBS.com/junglekids](http://AnswersVBS.com/junglekids) for more fun information!

Ask yourself this question: Do I want to trust and obey God?

- ★ “Heaven Is a Happy Place” song
- ★ “The 7 C’s” song
- MP3 download or Simple Songs CD (12-1-141)
- Device to play songs

## Song 1: Heaven Is a Happy Place

Sing to the tune of “Mary Had a Little Lamb.”

### VERSE 1

Heaven is a happy place  
(Sway back and forth and smile.)  
Happy place, happy place  
Heaven is a happy place  
All of the time (Clap to the beat.)

### VERSE 2

We will walk on streets of gold (Walk in place.)  
Streets of gold, streets of gold  
We will walk on streets of gold  
All of the time (Clap to the beat.)

### VERSE 3

All believers will live there  
(Point around.)  
Will live there, will live there

All believers will live there  
All of the time (Clap to the beat.)

### VERSE 4

We will not get sick or die  
(Hug stomach and frown.)  
Sick or die, sick or die  
We will not get sick or die  
All of the time (Clap to the beat.)

### VERSE 5

There will be no crying there  
(Pretend to cry.)  
Crying there, crying there  
There will be no crying there  
All of the time (Clap to the beat.)

Repeat verse 1

## Song 2: The 7 C's

Sing to the tune of “When the Saints Go Marching In.”

### VERSE 1

Crea-a-tion (Make a circle with arms.)  
Corrup-up-tion  
(Rub eyes as if crying.)  
Catastrophe, Confu-u-sion (Wave motion, then point to head, look confused.)  
Oh-h, Christ and the Cross (Rock a baby, then make a cross with arms.)  
Consumma-a-a-tion  
(Pulse arms up building excitement, then jump on the last syllable.)

### VERSE 2

These are the C's (Make a C with arms.)  
The 7 C's (Hold up 7 fingers, then make a C with arms.)  
The 7 C's of History  
(Repeat 7 fingers, then C.)  
They go from good to sad and bad  
(Smile, then frown.)  
But it ends up back to glad  
(Smile, then clap-clap.)  
Repeat verse 1

# 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.

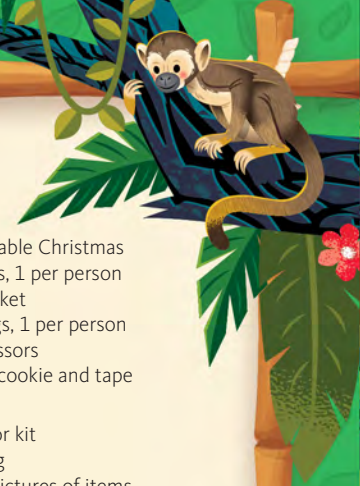
- If the child does seem to be sincerely sorry for his sins, you can proceed with more questions like the following:
  - » Why did Jesus come to earth? Why did Jesus need to die? Why did Jesus rise again?
  - » Why do you want Jesus to be your Savior?

» 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

- Memory Verse Posters
- Animal Pal Posters
- 7 C's Poster Set
- Puppet Scripts, 2 copies daily
- 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
- Boy or girl puppet and puppet stage
- Clipboard

- Simple Songs MP3 download or CD
- Memory Verse music
- MP3 or CD player

## Day 1

- Dry-erase board and dry-erase markers, or large paper and markers
- Suitcase with craft supplies in it

## Day 2

- Ark Dimensions Poster
- Animals Coming Poster
- Dinosaur Poster
- Water Everywhere Poster
- Ark and Rainbow Poster
- Corruption Pattern** (for sack #7)
- Suitcase

- 7 plastic sacks (not see-through), each with an item or picture of an item in it: globe, snake, tropical fruit, fruit with bite out of it, dark heart, frown
- Mini rain poncho from a trash bag
- Items to throw from puppet area

## Day 3

- Confusion Concentration Cards**
- Shoeboxes (ten or more)

## Day 4

- Admit, Believe, Forever Receive Posters**
- Cut Out Patterns**
- Christmas tree—whatever size works with the ornaments

- Nonbreakable Christmas ornaments, 1 per person
- Easter basket
- Easter eggs, 1 per person
- Pair of scissors
- Play food cookie and tape

## Day 5

- Play doctor kit
- Yellow bag
- Items or pictures of items listed in the lesson
- Bandage around the puppet's head

## Student Extras

- 7 C's Maps
- Student Guides and supplies
- Bookmarks

# EXPLORATION STATIONS

## Discovery Center

### DAY 1: RAINFOREST RUBBINGS

- Drip Tip Leaf Poster
- Variety of real leaves
- Crayons
- White paper, at least 1 piece per person

### DAY 2: MISSING FRUIT

- 8–10 different pieces of plastic fruit
- Tray
- Towel

### DAY 3: BRICK BUILDING

- Any of the following: blocks, plastic interlocking bricks, such as DUPLO or LEGO, cardboard brick sets, Jenga pieces, and homemade "bricks"

### DAY 4: HOLIDAY HAPPENINGS

- Christmas and Easter Pattern** or real Christmas and Easter items
- Christmas basket and Easter basket

### DAY 5: CATERPILLARS TO BUTTERFLIES

- Pictures of caterpillars and the butterflies they turn into
- Optional: model of the life cycle of a caterpillar
- Optional: play butterfly items (puzzles, books, plastic or plush animal butterflies)

### Touch Table Wet

#### EVERY DAY

- Touch table with tarp underneath
- Water

### DAY 1: CREATION COUNTING

- Waterproof creation-oriented items (at least six of each) like: fake flowers, plastic toy animals, real leaves, plastic fruits, plastic stars (cookie cutters can work)
- Sand pails

### DAY 2: TOY BOATS

- Plastic boats
- Small rubber animals that fit on the plastic boats, including dinosaurs if they are small

### DAY 3: PACKING PEANUT TOWERS

- Packing peanuts (found online or in supply stores)

### DAY 4: BIBLE TRUTH COLORS

- Plastic balls or blocks in a dark color, red, white, and yellow
- Extras: tongs, scoops, cups, bowls

### DAY 5: NO MORE TEARS

- Tear-free baby shampoo
- Washable dolls

### Touch Table Dry

#### EVERY DAY

- Animal Pal Posters
- Under-the-bed storage container, small wading pool, or "official" touch table
- Tarp or plastic tablecloth

### DAY 1: ALL THINGS GREEN

- Generic filler (multicolor crinkle shred, Easter grass, or just green filler)
- Lots of safe green items, such as pails and shovels, cups,

plastic crocodiles, frogs, lizards, or other green animals, plants and leaves, foods, etc.

### DAY 2: ALL THINGS DARK & BLUE

- Generic filler or blue and/or dark filler—crinkle shred or Easter grass
- Lots of safe dark items and blue items, such as pails and shovels, cups, plastic animals, flowers, play foods, play cars, etc.

### DAY 3: ALL THINGS GRAY

- Generic filler—or gray/silver crinkle shred, Easter grass, or silver Christmas tinsel
- Lots of safe gray and silver items, such as pails and shovels, cups, plastic animals, rocks and gems, play cars, etc.

### DAY 4: ALL THINGS WHITE & RED

- Generic filler, white and red crinkle shred, or Easter grass
- Lots of safe white and red items, such as pails, shovels, cups, plastic animals, flowers, play foods, play cars, etc.

### DAY 5: ALL THINGS YELLOW

- Generic filler or yellow filler—yellow crinkle shred or Easter grass
- Lots of safe yellow and gold items, such as pails and shovels, cups, plastic yellow animals, yellow play cars

### Dramatic Play: 7 C's Explorers

Choose from any of the following, depending on your situation. These will be used all week.

- Decorating supplies as listed in Decorating Decisions
- Dress-up supplies in a big suitcase with the lid safely propped open (i.e., expedition vests, pith helmets, rain boots, backpacks, raincoats, sunglasses, etc.)
- Binoculars (or make your own)

#### DAY 1

- Stuffed animals

#### DAY 2

- Additional stuffed or plastic animals, so some are in pairs

#### DAY 3

- Dolls in different skin shades

#### DAY 4

- "Bridge"—see Prep
- Inflatable, stuffed, or pictures of crocodiles

#### DAY 5

- Any items you want to add in

## Coloring Corner

### EVERY DAY

- Memory Verse Coloring Sheet** for each day
- Decorating supplies as listed in Decorating Decisions
- Markers or crayons in a woven basket
- Optional: additional supplies to add to the sheets, including glue sticks

**Note:** See the daily lessons for specifics on some of these supplies.

\*Available in the Teacher Resource Kit

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

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