



Rain or Shine Bible Time

PRE-PRIMARY

Teacher Guide



COURSE OVERVIEW

Theme Verse: 1 Timothy 1:17

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

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. 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 tie-ins 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 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.)

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 (Everyone together)		
9:20–10:00	Rain or Shine Bible Time	Tree-mendous Science and Crafts	Rainforest Recreation and Canopy Café Snacks
10:05–10:45	Rainforest Recreation and Canopy Café Snacks	Rain or Shine Bible Time	Tree-mendous Science and Crafts
10:50–11:30	Tree-mendous Science and Crafts	Rainforest Recreation and Canopy Café Snacks	Rain or Shine Bible Time
11:35–Noon	Jungle Jam Assembly—Closing (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 (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** 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.

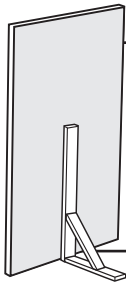
In addition, the daily lessons reference a hidden color word (or words) each day. If you are making your own backdrop, these will need to be prepared by photocopying the **Color Word Patterns** onto their designated colors and then mounted each day as directed in the lessons.

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.
- 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. A shortened one-person script is also available.

🛠 Think of fun names for your-selves: 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.

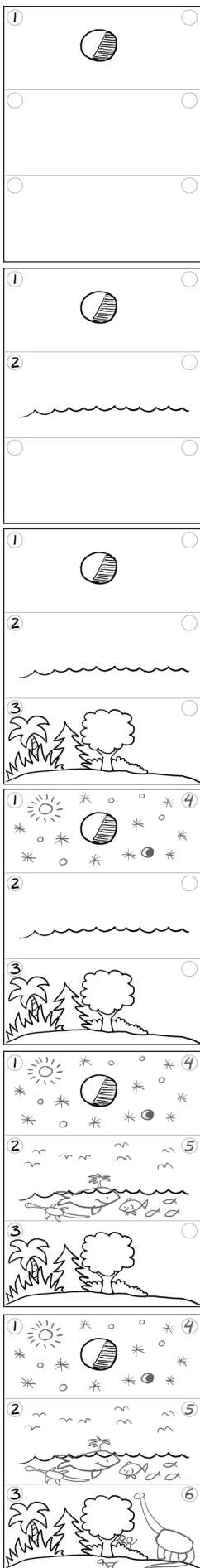
🛠 Be familiar with the lesson, but don't memorize it. Place it on a clipboard to use as a reference.

🛠 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



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.



 The front page of each day's student guide is an overview of today's lesson. The back page matches this section.

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 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.