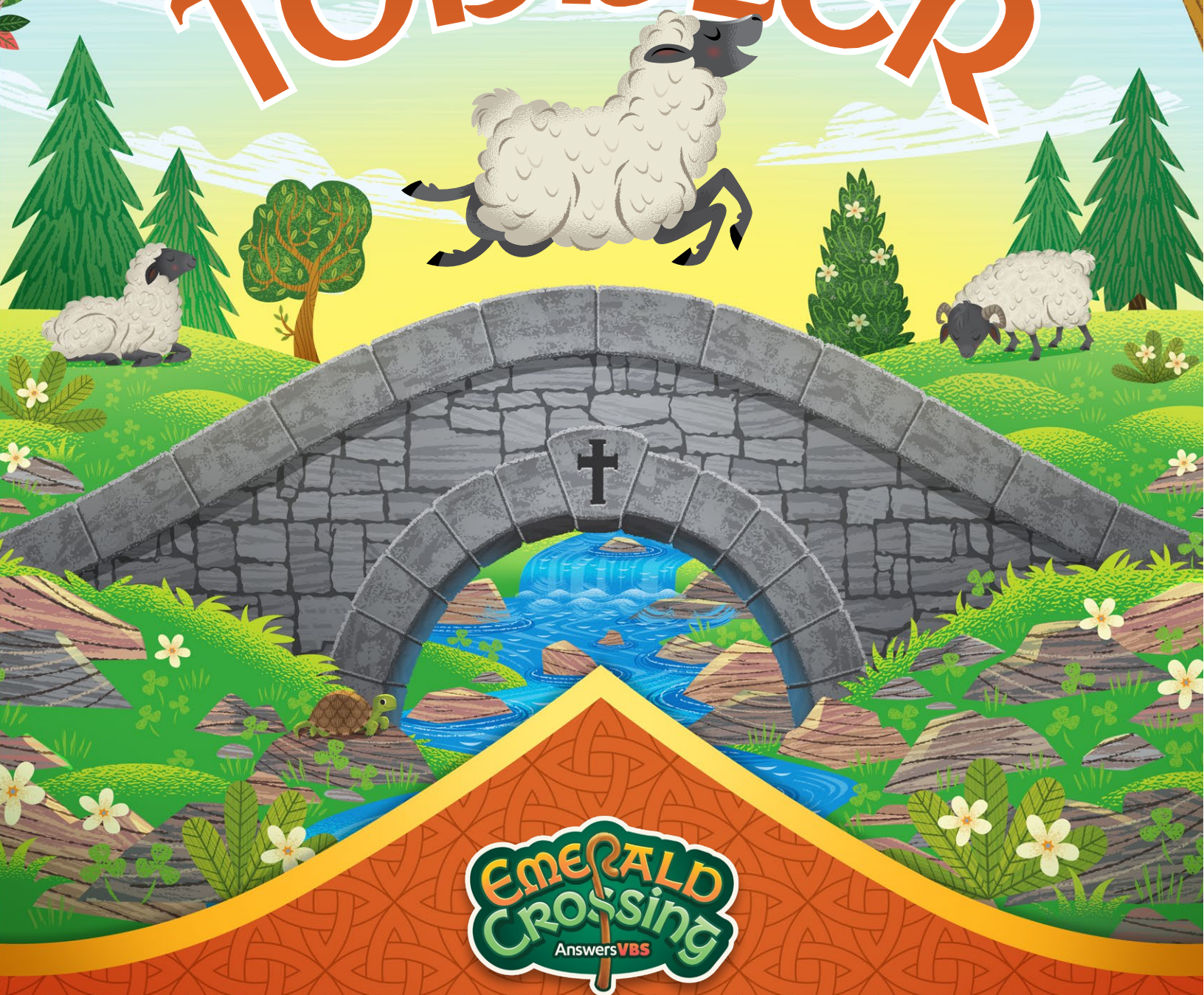


FLOCK TALK TIME  BIBLE LESSONS

Toppler



EMERALD
Crossing
Answers **VBS**

Course Overview

Theme Verse: Psalm 23:1

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | |
|-----------------------|---|--|--|---|---|--------------------|
| Titles | Lost to Found | Wrong Path to Right Path | Fearful to Peaceful | Grumbling to Grateful | Shaky to Sure | |
| Locations | Sheep Farm in Donegal | Green Pastures in County Galway | Black Valley in County Kerry | Enemy Territory in Dublin | Higher Lands in County Antrim | |
| Bible Passages | Psalm 23:1 1 Samuel 17:34–37 | Psalm 23:2–3 1 Samuel 17 | Psalm 23:4 1 Samuel 19–23 | Psalm 23:5 1 Samuel 16:1–13 | Psalm 23:6 1 Chronicles 22 | |
| Lesson Focus | Like David, I can be a child of God and have the Lord as <i>my</i> shepherd. | Like David, I need the Lord to lead me on the right path through his Word. | Like David, I can turn to the Lord for comfort when I'm feeling anxious or afraid. | Like David, I can have an attitude of gratitude in every situation. | Like David, I can be on the lookout for God's goodness and mercy, my traveling companions through life. | |
| Apologetics Content | Is the Lord a distant God? Did he create the universe and then just sit back and watch? | Is the Bible a trustworthy guide to lead me through life? | Why do we even have hard times? | Are good things because of “good luck” or a good God? | What should rainbows remind us of? | |
| Memory Verses | Psalm 23:1 | Psalm 23:2 | Psalm 23:4 | Psalm 23:5 | Psalm 23:6 | |
| Names of God | Shepherd | Leader | Comforter | Provider | Promise Keeper | |
| Animal Pals | Mia the Connemara Sheep | Guide the Border Collie | Shadow the Raven | Pesky the Woolly Aphid | Shirley the Highland Cow | |
| Exploration Stations | Discovery Center | Sheep Memory Game | Can “Ewe” Guess the Smell? | Ewe-nique Eyesight | New Pastures | Now You See It |
| | Wet Sensory Table | Sheep Washing | Still Water | Take Away the Shadows | Filled to Overflowing | Rainbow Colors |
| | Dry Sensory Table | Lost Sheep | Play Paths | Highs and Lows | Bugs, Bugs, Bugs | Higher Lands |
| | Dramatic Play | Fitzpatrick's Farm | Fitzpatrick's Farm | Fitzpatrick's Farm | Fitzpatrick's Farm | Fitzpatrick's Farm |
| | Coloring Corner | Psalm 23:1 | Psalm 23:2 | Psalm 23:4 | Psalm 23:5 | Psalm 23:6 |
| Celtic Corner Science | Sticky Sheep | Growing Green Pastures | Shadows and Light | Oil and Water Mix-Up | Making Rainbows | |
| Celtic Corner Crafts | Fluffy Cotton Sheep Sheep Headband | My Shepherd Picture Frame Border Collie Stick Puppet | Raven Hanger He Makes Me Lie Down Night-Light | Psalm 23 Sensory Book You Prepare a Table Place Mat | Ribbon Rainbow Hanger Rainbow Promise Crown | |
| Green Meadow Games | Shift the Sheep Follow the Shepherd | Good Doggies How Tall Was Goliath? | Birds of a Feather Relay Blindfold Crawl | Hunt for Woolly Quiet, Quiet | Animal Pal Pretend God's Promise Game | |
| Still Water Snacks | Sweet Sheep Hay Bales | Border Collie Paw Prints Avocado Toast | Bread Staffs with Butter Mini Birds' Nests | Shamrock “Biscuits” Bug Bites | Mini Cow Patties Jello Jigglers | |
| Cool Contests | Guess the Rainbow Skittles | Group Spirit Day | Dress-Up Day | Bible Challenge | Mission Money Mania | |



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Toddler Teacher Guide

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Printed in China.

Handy Helps

Top o' the Morning to Ya!

It's early morning on the Emerald Isle. Gaze ahead as the sun rises on the cool, green pastures dotted with grazing sheep. Listen to the waves crash at the staggering Cliffs of Moher as their towering crags ascend majestically from the sea. Catch the earthy scent of sheep and cattle, fertile meadows, and dense forests. Step into a local restaurant and taste the rich flavors of a land known for its butter and potatoes. Run your hand over the soft wool of a pastured lamb or the rough, stony exterior of an age-old castle. Tune in as lively folk music entertains and delights all who listen.

From the lush meadows of its countryside, to the cobblestone streets of its cities, there is something to delight the senses everywhere we turn in Ireland, so journey with us to *Emerald Crossing: An Irish Adventure Through Psalm 23*. Every stop along our path will teach us about the Good Shepherd and how he cares for his sheep. Like David discovered throughout his life, first as a shepherd and later as a king, we'll discover important truths such as:

- I can be a child of God and have the Lord as my shepherd.
- I need the Lord to lead me on the right path through his Word.
- I can turn to the Lord for comfort when I'm feeling anxious or afraid.
- I can have an attitude of gratitude in every situation.
- I need to be on the lookout for God's goodness and mercy, my traveling companions through life.

Beauty and adventure await us each day at Emerald Crossing, where lads and lasses will gather at the **Emerald Isle Assembly**, a high-energy beginning that includes wacky intros, lively songs, a Mission Moment, and prayer.

Then Toddlers will experience their own special schedule in a self-contained room that highlights five fun sites:

Flock Talk Time, where God's Word is taught in creative, hands-on ways.

Celtic Corner Science and Crafts, where kids will create their own crafts and explore God's world through science activities.

Still Water Snacks, where kids enjoy some scrumptious Irish fare.

Green Meadow Games, the rambunctious rec time where kids join in some lively competition.

Top o' the Morning Missions, Music, and Memory Verses, where kids sing songs, learn their memory verses, or go in-depth with the Mission Moment featuring Children's Hunger Fund.

Finally, everyone heads back to the **Emerald Isle Assembly** for the closing, where there's more singing, contest results, and the highly anticipated daily drama. Lads and lasses will be introduced to an Irish sheep farmer named Grandpa Fitz who runs Stillwater Farm. Through some challenges, some fun, and a few big surprises, Fitz shows how the Lord has been his comforter and guide his whole life.

So pull on your work boots, grab your walking staff, and get ready for a grand ol' time at Emerald Crossing!

Our Goal

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

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

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

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

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

Your Role

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

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

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

Frequently Asked Questions

The content of *Emerald Crossing* may be new to you. For a list of helpful articles on the topics covered in this VBS program, please visit AnswersVBS.com/emeraldfaqs.

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.

Lads and Lasses: Terms used when referring to children during VBS week.

Travel Groups: Groups of children (individual classes) named after Irish animals, such as Hedgehogs, Red Deer, Sheepdogs, and Irish Hares.

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

Flock Talk Time: Bible and apologetics lesson time.

Shepherds: Teachers of the Flock Talk Time.

Celtic Corner Science and Crafts: Rotation site where crafts are made and science experiments are explored.

Still Water Snacks: Indoor or outdoor location where snacks are served.

Green Meadow Games: Indoor or outdoor site (outdoor is preferred) for recreation time.

Top o' the Morning Missions, Music, and Memory

Verses: Rotation sites where kids can spend additional time learning songs, memory verses, and missions.

Good as Gold Memory Verse: Daily Bible verse to learn.

Animal Pals: Our friendly animal mascots that remind us of the main theme 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 multiage K–6 travel groups, we recommend using the material for the Primaries.

Top 20 Toddler Teaching Tips

1. Pray and study God's Word. That is your most important preparation. God has entrusted you with the awesome privilege of opening his Word and sharing it daily with the children, so be well prepared. "We will devote ourselves to prayer and to the ministry of the word" (Acts 6:4).
2. Read through all your lesson plans well in advance and become familiar with the [downloadable resources](#). Begin to pray and plan now, then continue to pray during and after VBS.
3. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
4. In this guide:
 - » Teaching tips are marked with a .
 - » Materials are listed next to each activity.
 - » The "teacher says" portion is bold.
5. If possible, gather all the supplies for the Exploration Stations and lessons before the week begins. It's particularly helpful to organize them by station and by day so they are ready to easily switch.
6. Ask group guides to help man the Exploration Stations. Post the directions and teaching tie-ins at each station every day as easy references for your helpers.
7. Modify the Exploration Stations as your situation warrants. Set them up as suggested or incorporate one or more ideas into the lesson time to do with the whole group together.
8. A puppet is used 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. Dress as if you are a modern-day farmer/shepherd in rural Ireland. This can include a T-shirt and hat (see Resource Catalog), a vest or sturdy shirt over the T-shirt, jeans, and a staff. You may even want to include a rain jacket and rain boots or hiking boots, as it rains a lot in Ireland.
10. Take on a persona to bring lessons to life. Some teachers enjoy making up a fun name, adopting an Irish accent, or adding something new to their "costume" each day, such as adding a small animal pal stuffie to different pockets in a vest. Teach in a way that makes you feel comfortable.
11. Call the children by name as you interact with them. Name tags help with this.
12. Think safety. Read the [Child Safety Precautions](#) for more information.
13. Children will be at various levels of spiritual comprehension. Pray for the Lord to take the message and do with it as he wills in the heart of each child.
14. Use your Bible throughout the lessons at the appropriate times. Bookmark the passages for quick access. Show the importance of the Scriptures through your facial expressions and your actions.
15. Show love. All children, regardless of age or appearance, need to be loved. Greet them warmly each day and always be ready with smiles, encouraging words, and appropriate hugs. Be aware of your church's appropriate touching policies.
16. Be all there. Try to leave behind whatever is currently going on in your life and focus your attention on the children under your care.
17. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive it, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
18. Children generally rise to the level expected of them, so challenge them to work on memory verses and complete their take-home student guides.
19. Use brown lunch bags labeled with each child's name to send everything home each day.
20. Have fun! Teaching should be a joy for you. "Rejoice always, pray without ceasing, give thanks in all circumstances" (1 Thessalonians 5:16–18).

Tips for Managing a Group of Kids

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

Attention-Getters

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

- **Teacher:** Where are my sheep?
Kids: Everybody sleep! (they sit still and close eyes)
- **Teacher:** Potato, pot-ah-to!
Kids: Tomato, tom-ah-to!
- **Teacher:** Shamrock!
Kids: Sham-roll!
- **Teacher:** Red, orange, yellow, green, blue, indigo . . .
Kids: Violet!
- **Teacher:** Emerald!
Kids: Isle!
Teacher: Emerald!
Kids: Isle!
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 green today, 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 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 schedule, leaving no downtime. Keep things moving! This takes more effort on your part, but it’s worth it.

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

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

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

Calming Rowdiness

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

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

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

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

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

Age-Level Characteristics

Kids are awesome! Each one is a unique and special creation from the hand of our amazing Creator. With all their uniqueness, however, kids often share some common characteristics. Use the following guidelines as a benchmark when looking at characteristics of children as a whole. Understanding how God has wired different age groups can help us be more effective in teaching and interacting with them.

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

Characteristics of Children

Children have some common characteristics:

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

Characteristics of Toddlers

Physical Characteristics

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

Takeaways for Us

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

Emotional/Social Characteristics

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

Takeaways for Us

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

Spiritual/Mental Characteristics

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

Takeaways for Us

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

Toddler Schedule

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

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

Exploration Station Time

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

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

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

Check the decorating section for more specifics on setting up the Dramatic Play area as the farmhouse kitchen on Fitzpatrick's Farm. In the Wet Sensory area, use a small wading pool or a large, clear, under-the-bed storage container. Place it on a plastic tarp or tablecloth to catch the spills. The Coloring Corner is set up as a sheep pen.

Post the signs with each station's name. Also, consider posting the directions and Teaching Tie-In for each station so the group guides can share the main point with the kids. (See the Resource Downloads at AnswersVBS.com/emeraldresources.)

Lesson Time

The lesson time is divided into three sections:

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

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

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

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

Sample Schedule

Based on a 3-Hour VBS

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

| | |
|-------------|--|
| 8:30–9:00 | Arrival/Free Play Morning VBS Program—Breakfast Snack |
| 9:00–9:15 | Emerald Isle Assembly—Opening |
| 9:15–9:40 | Exploration Stations (Session 1) |
| 9:40–10:05 | Flock Talk Time |
| 10:05–10:30 | Green Meadow Games |
| 10:30–10:45 | Celtic Corner Science and Crafts (Session 1) |
| 10:45–11:00 | Exploration Stations (Session 2) |
| 11:00–11:20 | Still Water Snacks and Rest Time |
| 11:20–11:35 | Celtic Corner Science and Crafts (Session 2) |
| 11:35–11:55 | Emerald Isle Assembly—Closing |
| 11:55–Noon | Return to Room/Dismissal |

| | |
|---|---|
| Arrival | In some cases, children in this age group will arrive earlier than the rest of the VBS children. Therefore, make sure you're there early as well! Be ready to greet your little ones with smiles, hugs, and love. Follow your church's check-in procedures and safety precautions. |
| Free Play | Provide inviting toys ready for free play. Help kids become familiar with their VBS space. |
| Still Water Snacks Breakfast Snack | If you are running a morning VBS, offer a small snack. This helps the children get used to their setting as they focus on food rather than being dropped off at the nursery! See page 23 for snack ideas, or choose mini muffins, fruit, or another light breakfast item. |
| Emerald Isle Assembly— Opening | Walk the children to the opening assembly. Request to be seated in the front on small chairs or in a special spot so the children can see. Plan to leave before or during the last song so you are back in your room before the other children leave. |
| Exploration Stations (Session 1) | Allow the children to explore the stations during this time. Patterns are available to download. |
| Flock Talk Time | This is the heart of the day. If some of the other activities need to go, make sure this one <i>does</i> happen! Present the lesson early before fatigue sets in. At the same time, if you notice the kids are especially antsy or tired, remain flexible and switch activities. You can come back later to finish the lesson, or you can break it up and finish it the next day. |
| Green Meadow Games | Play inside or outside. Just spend time playing! Young children learn as they explore their world. See page 14 for game ideas. |
| Celtic Corner Science and Crafts (Session 1) | Toddlers and young preschoolers need simple crafts. Gluing sensory items—such as cotton balls, sandpaper, or fabric—onto papers, attaching stickers, and coloring are always a hit. See page 17 for craft specifics. There is also one simple science activity available for each day, which you can choose to do now or later in session 2. See page 21 for science activities. |
| Exploration Stations (Session 2) | Allow the children to continue exploring the stations. |
| Still Water Snacks and Rest Time | Make sure all snacks are bite-size and not choking hazards. Be alert to any allergies children may have. |
| Celtic Corner Science and Crafts (Session 2) | If the children seem up for it, try a second craft or the simple science activity before heading out to the closing assembly. |
| Emerald Isle Assembly—Closing | Take the kids to the closing assembly, once again sitting close to the front. Leave five minutes early so they are back in their room when VBS is dismissed. Follow your church's safe dismissal procedures. |

Memory Verse Songs

Encourage your kids to learn their memory verses the easy way—by singing them! The contemporary memory verse songs are produced by Seeds Kids Worship (ESV) and the traditional memory verse songs are produced by Majesty Music (KJV). Both are available with the Music Leader Download, which comes with the purchase of a Super Starter Kit. They feature the full verses. (Pre-Primates and Toddlers are taught condensed versions of these

verses.) If you choose to use these songs, we suggest using them during the memory verse time in each lesson. The memory verse songs and the theme songs are together on one student CD. Student CDs in packs of 10 are available if you would like each student to have a copy of the songs (Contemporary—1230610; Traditional—1230620). Streaming options are available at AnswersVBS.com/streaming.

Student Extras

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

Simple Songs: The songs referenced throughout this guide that are for Pre-Primates and Toddlers may be streamed on your personal device from AnswersVBS.com/streaming. They are also available on a separate Simple Songs for Kids CD (1231410). You may want to purchase a CD for each child.

Student Guides: These daily, age-appropriate take-home papers feature a lesson review activity, the memory verse, and a suggested verse review game. The “Go and Do” section parallels the Apply It! part of the lesson. You can either go over these during class time or send them home to be completed with a parent or caretaker, which is what our test churches do. The Student Guides are available in packs of 10.

- Toddler ESV (1230740)
- Toddler KJV (1231350)

Emerald Isle Water Board Book: These fun, interactive board books feature the daily memory verses and animal pals. Kids can use the included water pen to color the pages and reveal beautiful images! They can receive them at any time during the first day (preferably as they arrive), and you can review them with the kids during the Apply It! section of the lesson. These are available in packs of 10.

- Pre-Primary/Toddler ESV (1230900)
- Pre-Primary/Toddler KJV (1231380)

Emerald Crossing Maps: Use these maps with stickers as a fun daily review of Psalm 23.

- Pack of 10 maps (1230780)

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 (1230760)—Day 1
- The Lord Is My Shepherd (1230770)—Day 5 or any day

Special Needs

The *Special Needs Teacher Supplement* (1230530) can help you accommodate and modify these lessons for those who need it, either in your regular classroom or in a self-contained classroom.

Decorating Decisions

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



Key Decorating Elements

Classroom Set

To serve as a focal point for the teaching, the *Emerald Crossing* classroom set features an old stone bridge on a farm in the Irish countryside. The bridge is an essential part of the set and is used to display the daily theme. Place it in front of a backdrop of rolling green hills under a blue sky, then decorate with clouds, rocks, flowers, a stream, sheep, and other animals ([clip art images](#) are available). Add a farmhouse or barn to the background if desired.

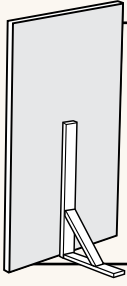
For the rolling hills, paint each a different shade of green to make the backdrop more colorful. Dot the hills with small painted sheep.

For the bridge, there are a number of ways to paint faux stone or brick. One simple method is to paint the entire surface a solid color, then, after it has dried, use a large rectangle sponge, dipped in a contrasting color, to create a brick or block pattern. For example, if you want the mortar to be black, paint the surface black, then use a lighter gray for the stones or bricks.

For a stream, buy a plastic tablecloth with a water motif or blue metallic fringe curtain and place it under/up against the bridge.

For clouds, choose 2D varieties that are painted, cut out, and hung, or 3D varieties that use Poly-fil glued to white rice balls or white pizza boxes, then hang from fishing line.

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 freestanding decorations with wooden jacks made from 2 x 4-in., 2 x 3-in., or 2 x 2-in. boards. Smaller decorations will need smaller jacks and larger decorations will need larger ones. If necessary, jacks can be weighed down with bags of sand or road salt.

Classroom Scene Setter

As a quick and easy alternative to making your own classroom set, a scene setter is available for purchase (1231260). Simply mount the panels onto a rigid material using double-sided carpet tape, clear packing tape, or staples, and prop them up. Or you can attach them directly to a wall with mounting putty, Mavalus tape, or double-sided tape on top of painter's tape. Add a few freestanding items like animals or flowers to add dimension.



Crossing Signs

Crossing Signs are featured prominently in the Pre-Primary, Primary, and Junior lessons—Lost/Found on Day 1, Wrong Path/Right Path on Day 2, Fearful/Peaceful on Day 3, Grumbling/Grateful on Day 4, and Shaky/Sure on Day 5. Each day, that day's signs are mounted to the top blocks of the bridge, with the past days' signs moving down the bridge. The signs are optional in the Toddler lessons but can be a great addition. You can reduce or enlarge the signs to fit your particular bridge. If purchasing the classroom scene setter, they are included and just need to be cut out.

Resource Posters

Contained in the **Teacher Resource Kit** are the teaching, memory verse, and animal pal posters. These are important visuals for the kids and should be displayed in an organized fashion on a wall (or walls) adjacent to your set. The memory verse posters should be attached to a wall going from Day 1 at the top to Day 5 at the bottom so the whole psalm is going down the wall in order.

Clip Art Images

Use a laptop and projector or an overhead projector to enlarge and transfer **clip art images** onto roll paper, poster board, corrugated cardboard, or foam insulation sheets. Prop them up with wooden supports (jacks) or mount them to a wall.

HOW TO ENLARGE AND TRANSFER CLIP ART

1. If you are not using the laptop and projector, then 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.

Other Miscellaneous Ideas

- Place a green grass rug or raised platform in front of your backdrop to create a stage effect.
- Rest a lightweight plastic staff somewhere against your set.
- Place a kid's wheelbarrow along an outer edge of the set.
- Kids love color, so make sure your classroom is colorful.
- Kids also love animals, so include some in your decorating. **Clip art images** of sheep, cows, chickens, a border collie, and other animals are available. Or use large, stuffed farm animals.

Tips for Painting Cardboard

- Add a thin (½-inch) black border to your painted props. This helps them stand out better and makes the colors appear more vibrant.
- Because corrugated cardboard tends to curl when only one side is painted, first apply a quick single coat of paint to the back.

Puppet Stage

Because puppets are used daily in these classrooms, you will need a puppet stage. Use one of the rolling hills on the set for this purpose and have the puppet appear from behind the hill. Or you can make a puppet stage out of a large cardboard box or a trifold display board. Cut out a rectangular hole in the box or display board, cover the hole with fabric, and then paint or decorate the outside.

Exploration Stations

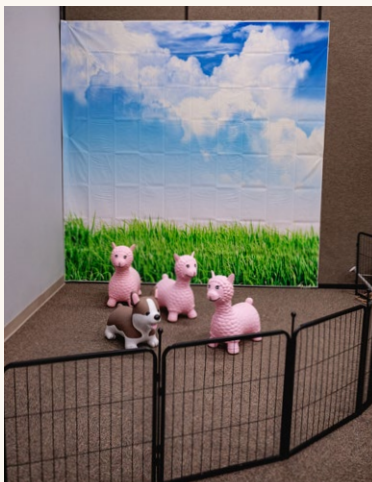
Toddler and Pre-Primary classes enjoy Exploration Stations, which include a Discovery Center, two sensory tables, a Dramatic Play area, and a Coloring Corner. Further information about these stations can be found in the lessons, but check below for details on how to make the Dramatic Play area and Coloring Corner.

Fitzpatrick's Farm Dramatic Play Area



The Dramatic Play area is a favorite and should resemble the inside of an old Irish farmhouse kitchen. Designate a corner of the room and decide how large of an area to decorate. Next, cover the walls with white or light tan plastic tablecloths or roll paper, or use rustic wood board or cobblestone wall scene setters or tablecloths purchased online. Make an old stove or fireplace from a large box or borrow/buy a wooden kitchen set or a vintage-looking plastic play kitchen. Make windows from light blue poster board that has plastic tablecloth curtains attached. Put a child's wooden table and chairs in the center. Add baskets, dress-up clothes, a play broom, tin pails, play food, play pots and pans, play plates and cups, a play dog bed and stuffed animal dog, and other such items, keeping in mind that little hands will be playing with them. Everything should be safe, big enough, and nontoxic.

Coloring Corner



Set up an area to resemble a sheep pen the kids can sit in as they color their memory verse pages. Possible ideas include using boxes as a fence border; cardboard cube hay bales, available online; cardboard play bricks such as Mondo Bloxx Timber Pack; or borrowed or bought child's

wooden playpen, dog playpen, or configurable dog gate. (Check sites that sell good used items for these. Make sure they are safe and sturdy.) Add in some inflatable bouncer/hopper sheep and other farm animals. (One test church bought inflatable farm hopper llamas that looked like sheep.) Or add in nice-sized, stuffed farm animal—sheep in particular. Put crayons in tin pails and coloring sheets in rectangular baskets.

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**—Make a cozy nook and place a variety of children's books in a woven basket. Include children's picture Bibles and accurate books about God's attributes, King David, Psalm 23, rainbows, shepherds, sheep, farm animals, etc.
- ❑ **Farm Animals**—Borrow or buy stuffed or plastic farm animals you might see on an Irish farm (sheep, for sure!) and free play with them.
- ❑ **Farm Puzzles**—Gather some farm-themed puzzles and set them out for fun play.
- ❑ **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 white and black and sheep cookie cutters on Day 1 to make sheep; using only green and blue on Day 2 for green pastures and still waters; making rods and staffs on Day 3; making play food to go on the "table" God prepares for us on Day 4; and making the letters "G" for *goodness* and "M" for *mercy* on Day 5. Add in thematic cookie cutters each day.

Play Dough Recipe:

- | | |
|--------------------------|---------------------|
| ❑ 2 c. flour | ❑ 2 tbsp. oil |
| ❑ ½ c. salt | ❑ Food coloring |
| ❑ 2 c. warm water | ❑ Optional: glitter |
| ❑ 4 tsp. cream of tartar | |

Combine the first five ingredients in a saucepan. Mix in several drops of 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. Add some glitter if desired. After it has cooled, store in an airtight container.

Green Meadow Games

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

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

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

Day 1

Shift the Sheep

Prep: Place two Hula-Hoops on the floor a few feet from each other. Pour cotton balls inside one hoop.

Class Time: Begin with the teaching tie-in. Have the kids work together to move all the cotton balls into the other hoop as fast as they can. Optional: race against a timer (set for one minute) or use a stopwatch and see if they can beat their time in a second round. For an outdoor option on a hot day, move sponge balls between two wading pools with water.

TEACHING TIE-IN

A shepherd takes his sheep to the best pastures where they can find green grass. After sheep have eaten the good grass in one pasture, a shepherd may lead them to another pasture. Who is our animal pal today? Mia the sheep. Since Mia (My-a) is a sheep, she will follow her shepherd to good pastures. In this game, we will all be shepherds and work together to move the sheep from one pasture to another as fast as we can.

Follow the Shepherd

Prep: Set out obstacles such as the following: a blue tablecloth spread out like a river to jump over (or step across on paper stepping stones); two or three Hula-Hoops for holes to tiptoe around; boxes for hills or mountains to walk around; stuffed animals can be wild and scary, causing a detour; a blanket over a table for a tunnel to crawl through.

Class Time: Children will pretend to be sheep following their shepherd. Play Follow the Leader around the obstacles. Finally, end in a play area to jump and skip, then rest while finishing with the teaching tie-in.

TEACHING TIE-IN

What do you think would happen if a sheep didn't follow its shepherd? Take responses. A sheep could go the wrong way and get lost. It might fall into a hole or tip over and need help to get up. Wild animals might chase it. So it's important that sheep follow their shepherd. It's also important that we follow the Good Shepherd, Jesus. He will help his children.

Day 2

Good Doggies

Prep: None.

Class Time: Begin with the teaching tie-in. Have the kids line up like doggies on all fours. Have the leader stand across the room/play area and give dog commands (demonstrate as needed) as the doggies move forward together: Come—crawl; Stay—stop; Sit—squat on feet; Good doggies—once they reach the leader.

TEACHING TIE-IN

Who is our animal pal today? Guide the border collie. Guide is a good dog. He obeys the shepherd and helps take care of the sheep. If Guide didn't listen to the shepherd, some of the sheep could go the wrong way or get hurt. God's Word, the Bible, is our guide. When we obey and do what it says, we will be able to follow our Good Shepherd, Jesus.

How Tall Was Goliath?

Prep: Print and tape together the [Goliath Picture](#), then laminate it. Tape the picture on a wall at the children's height.

Class Time: Have the kids take turns touching the picture. Move it up a few inches and ask, "Was Goliath this tall?" Continue moving it, allowing kids to jump and touch it. Eventually, it will be high enough that only you can jump up to touch it. (You don't have to go the whole nine feet, just explain that he was even taller than you.) Finish with the teaching tie-in.

TEACHING TIE-IN

When the enemy Philistines wanted to fight the Israelites, they sent out their biggest, "baddest" champion. What was his name? Goliath. No one wanted to fight Goliath. He was so tall and scary. The Israelites were afraid because they forgot that God was with them. But David remembered how great and powerful God is. He knew he could trust God to help him. So David put a stone in his sling and threw it. Zoom! The stone flew through the air and hit that big ol' giant. And Goliath fell down. David won because he followed God. The Bible can help us follow God just as David did.

Celtic Corner Crafts & Science

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

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

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

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

Thematic Crafts

Several of these crafts require materials for the craft volunteers and leaders to use, such as an office paper cutter, scissors, glue, hole punch, tape, ruler, and pen or pencil. These items may not be listed in the supply lists below.

Day 1

Craft 1: Fluffy Cotton Sheep

Gather the following supplies:

Per child—one **Bell Pattern**, 20 cotton balls, two Q-tips, 2- or 3-inch smooth foam half ball, one 1½- to 2-inch pom-pom, three ¾-inch pom-poms OR three felt triangles, two ¾-inch plastic wiggle eyes OR wiggle eye stick-ers (found online), and one 6-inch length of narrow yarn



To share—yellow card stock, extra paper plates for glue

Ahead of time, print/copy on yellow card stock and cut out one **BELL PATTERN** per child. Punch a hole in the top of the bell and thread the yarn through. For the legs, cut the Q-tips in half and insert each half stick evenly into the flat side of the foam half ball. Place them in a wide square, evenly spaced, about ½ inch from the outer edge. (Use a drop of glue to hold.) If using felt instead of pom-poms, cut small triangles about 1½ x 1½ x 2 inches. Cut yarn into 6-inch lengths.

During class, pour shallow puddles of glue onto paper plates for children to share. For the body, pass out the foam half balls with legs attached. Have the children dip one side of each cotton ball in the glue and press them close together, filling the round side of the foam. For the head, glue the large pom-pom on top of the cotton at one side of the body. Add half a cotton ball on the top center of the head. Place eyes on the front of the head, then add two smaller pom-poms for ears and the third one for a tail OR loosely fold the felt triangles on the longest edge and glue

two on the head and one on the back. Tie the bell around the sheep's neck. Allow the glue to dry.

Craft 2: Sheep Headband

Gather the following supplies:

Per child—one **Ear Pattern**, one paper plate with fluted edges, 40 cotton balls

To share—black card stock, fun foam or felt, glue sticks or extra paper plates for glue, double-sided tape



Ahead of time, print/copy and trace the **EAR PATTERN** onto black card stock, fun foam, or felt and cut out two ears per child. Make one cut through the edge of each fluted paper plate. Cut out the centers of the plates, leaving the fluted pattern.

During class, with the cut at the bottom, apply double-sided tape onto the back of each plate circle at the top edge (about 6 inches apart). Have the children attach the ears to the tape, making sure they extend past the top.

If using glue stick, have the children use the glue stick all around the plate then stick the cotton balls to it. (This option is less messy and does stick well if they use a lot of glue stick.)

If using actual glue, pour shallow puddles of glue onto paper plates for children to share. Have the children dip one side of each cotton ball in the glue and press them close together to cover the fluted plate circle. Allow to dry before wearing.

TEACHING TIE-IN (FOR BOTH DAY 1 CRAFTS)

We'll be talking a lot about sheep at VBS this week. That's because the Bible talks a lot about sheep too. Sheep look soft and fluffy. It's fun to pretend and say "baa!" like a sheep. But are we sheep? No. God made people different than the

Thematic Science Activities

Day 1

Sticky Sheep

Gather the following supplies:

Per child—4 x 4-inch piece of faux wool fleece (or quilt batting with a similar feel)

To share—[Sheep Family Pictures](#), [Shearing Pictures](#), variety of natural objects (e.g., smooth leaves, feathers, stones, grass, prickly and smooth seeds or nuts, small pine cones, maple seeds, small sticks), paper plates, and (optional) small piece of real sheep fleece

Prep: Print one copy of the SHEEP FAMILY PICTURES and SHEARING PICTURES to show. Cut the wool fleece into 4 x 4-inch squares. Place the natural objects on one or more paper plates for children to share.

Introduction: If I say, “Baa!” what do you think of? Sheep! We’ll be talking a lot about sheep this week. Have you seen sheep before? Here are some pictures of some sheep. [Show SHEEP FAMILY PICTURES](#), explaining which is which.

If you have a piece of real wool, let them feel it now. God made wool to keep sheep warm in the winter and cool in the summer. Sheep have to be shaved, or sheared, every year so their wool doesn’t get tangled. [Show the SHEARING PICTURES](#). Then we can use the wool for making things like warm sweaters and socks for us to wear.

Pass out one piece of wool to each child. Touch your piece of wool. What does it feel like? [Take responses](#). The wool feels soft and smooth, doesn’t it? Can you pick out one piece of wool, like one hair? [Do so](#). Each hair is called a fiber. Say that with me. [Do so](#). If you looked at just one wool fiber under a microscope, you would see that it’s bumpy! God made these bumpy fibers to stick to each other. But other things can stick to them too. Things like seeds might stick to a sheep. Then when the sheep moves to another place to eat, the seeds fall off and grow into a plant. This is one way God makes new plants grow in new places. Isn’t that neat? Let’s experiment and see what kinds of things stick to sheep’s wool.

Directions: Lay the paper plates with the objects on the table to share. Have the children experiment by rubbing the objects on the wool to see if they stick.

Day 2

Growing Green Pastures

Gather the following supplies:

Per child—small clear plastic cup with lid (with a straw slit in it), potting soil to fill cup about $\frac{3}{4}$ full, craft stick

To share—[Grass Growth Chart](#), bowl or bowls of grass seed, spray bottle(s) with water, permanent marker

Prep: One or two weeks before class, prepare a sample grass seed cup. Place potting soil to about $\frac{3}{4}$ full in the

cup. Sprinkle grass seed around the soil, especially near the edges so the roots can be seen through the cup. Mist the seeds with water and keep warm with partial sunlight. Before class, pour grass seed into one or more bowls (1–2 bowls per table) and fill spray bottles. Print one GRASS GROWTH CHART to show.

Introduction: Raise your hand if you like to play outdoors in the green grass. [Do so](#). Aren’t you glad God made grass? It can be cool and soft and fun to play and run in.

Our animal pal, Guide, is a dog that likes to play in the grass too. But when he’s working in the grassy pastures, Guide must listen for the shepherd to tell him what to do. Then he runs fast and guides the sheep where they need to go.

Baby sheep like grass too. Lambs jump and play in the grass. What else do sheep do with grass? [Take responses](#). Sheep eat grass! Grass is important for sheep. God made sheep to be herbivores. Say that with me. [Do so](#). A herbivore is an animal that eats only plants. Sheep love to munch on grass, clover, and other small plants.

Today, we’re going to plant some grass seed of our own. Show the sample cup. What do plants need to grow? [Take responses](#). Show the [GRASS GROWTH CHART](#). Most plants, including grass, need sunlight, water, and soil to grow. When plant seeds begin to grow, the roots go down into the soil and soak up water and nutrients to make them strong. Point out the roots in your sample cup.

Directions: Give each child a cup and have them grab a pinch or two of grass seed from the bowl to put in their cup. Pat it down. Finish with a mist of water from the spray bottle. Put the lid on. Write the name of each child on a craft stick and have them slide it through the straw slit of their lid into the soil.

You may want to make the Border Collie Stick Puppet craft to slide into the soil instead of a plain stick or put a small sheep on the end of the craft stick.

Day 3

Shadows and Light

Gather the following supplies:

To share—large, plain wall or sheet to hang as a screen, large flashlight or projector, variety of small objects in a closed container (e.g., plastic animals, small dolls, feathers, sticks, toy cars), and a table

Prep: Collect a variety of small objects and keep them hidden in a closed container on a table. Set up a “screen” area (plain wall or hang a sheet).

Introduction: Today’s memory verse reminds us that we don’t need to be afraid because God is with us even when we feel scared. That reminds me of what shadows are like. Usually when we think of shadows, we think of dark, scary places. But watch carefully as I make a shadow of my hand

Still Water Snacks

Day 1

Sweet Sheep (per child)

- ☐ 1 mini powdered donut
- ☐ 2 pretzel sticks
- ☐ 1 chocolate wafer
- ☐ Small dab of white icing

Break each pretzel stick in half to create 4 small sticks. Carefully insert each halved pretzel stick into the bottom of the mini donut at an angle. Place a small dab of white icing where the “face” of the sheep will go. Immediately attach the chocolate wafer on the icing and press gently to secure.

TEACHING TIE-IN

Look at your sweet sheep. What do sheep say? [Take responses.](#) **Do you know who takes care of sheep on a farm? A person called a shepherd. God is like our shepherd—he takes care of us! Let’s thank God for our snack sheep and for being the Good Shepherd to his people.** [Do so.](#)

Hay Bales (makes 8)

- ☐ 1 8-ounce package cream cheese
- ☐ 1 packet ranch seasoning mix
- ☐ 1 c. shredded parmesan cheese

Mix ranch seasoning into softened cream cheese. Divide into 8 portions and shape each portion into the shape of a hay bale. Roll in shredded cheese. Refrigerate.

TEACHING TIE-IN

Look at our snack. What does it look like? [Take responses.](#) **It looks like a little bale of hay, doesn’t it? What kind of animals eat hay?** [Take responses.](#) **Sheep eat hay! This week, we’ll be talking a lot about sheep. Who created sheep?** [Take responses.](#) **God did, on day six of creation! Let’s thank God for sheep and for this snack.** [Do so.](#)

Day 2

Border Collie Paw Prints (per child)

- ☐ 1 small flour tortilla
- ☐ 2 tbsp. marinara sauce (adjust for tortilla size)
- ☐ ¼ c. shredded mozzarella cheese
- ☐ 1 large pepperoni slice
- ☐ 4 small pepperoni slices

Spread marinara on each tortilla, covering evenly. Cover with shredded cheese. Add one large pepperoni to the



center of each tortilla. Place the 4 small pepperoni evenly above the large pepperoni to create a paw print. Bake at 350° for 5 minutes or until cheese is melted.

TEACHING TIE-IN

Look at your snack. It looks like a dog’s paw print, doesn’t it? Do any of you have a pet dog? [Take responses.](#) **Our animal pal today is a dog called Guide the border collie. His job is to lead the sheep where they need to go. Guide teaches us that God is our leader, and we can trust him to show us where to go. God uses the Bible to guide us. Let’s thank God for this snack and for being a guide to us.** [Do so.](#)

Avocado Toast (per child)

- ☐ 1 slice of bread, toasted
- ☐ 1 tsp. oil or butter
- ☐ ½ avocado or premade avocado spread
- ☐ Pinch of salt

Spread the butter or oil evenly on the toast. Cover with smashed avocado or premade spread. Top with salt to taste.

TEACHING TIE-IN

What color is our snack today? [Take responses.](#) **Yes, it’s green. Can you think of something else that’s green?** [Take responses.](#) **There are lots of green fields (pastures) in Ireland where shepherds take good care of sheep. God tells us he is like a shepherd leading us to good places (green pastures) too. Let’s thank God for this green snack and for being a kind shepherd.** [Do so.](#)

Day 3

Bread Staffs with Butter (per child)

- ☐ 1 slice of bread
- ☐ 1 tsp. Kerrygold or other butter
- ☐ J-shaped cookie cutter

Cut each bread slice into three J’s, using the cookie cutter. Toast the bread, if desired, then spread with softened Kerrygold butter (a staple in Ireland) or substitute any other butter. Place the J’s upside down on the plate to resemble shepherds’ staffs.

TEACHING TIE-IN

Look at our snack today. What does it look like? [Take responses.](#) **Yes, it looks like shepherds’ staffs! Shepherds use their staffs to keep their sheep safe. They use the hooked part to pull their sheep close. God is like a shepherd too! He takes care of his people and is always near. Even though you can’t see him, he is near you. Isn’t that great? Let’s thank God for this snack and for God always being near.** [Do so.](#)





DAY 1

Lost to Found

BIBLE PASSAGES

Psalm 23:1
1 Samuel 17:34–37

LESSON FOCUS

Like David, I can be a child of God and have the Lord as *my* shepherd.

APOLOGETICS CONTENT

Is the Lord a distant God? Did he create the universe and then just sit back and watch?

MEMORY VERSE

The LORD is my shepherd; I shall not want.
Psalm 23:1

NAME OF GOD

Shepherd

ANIMAL PAL

Mia (My-a) the Connemara Sheep

TODAY'S EXPLORATION STATIONS

Discovery Center: Sheep Memory Game
Wet Sensory Table: Sheep Washing
Dry Sensory Table: Lost Sheep
Dramatic Play: Fitzpatrick's Farm
Coloring Corner: Psalm 23:1

Today's Lesson at a Glance

INTRODUCE IT!

- Puppet Pal—Sheep Farm in Donegal
- Song 1: "Oh Where, Oh Where Has My Little Sheep Gone"

TEACH IT!

- Part 1: The Good Shepherd
- Song 2: "Mary Had a Little Lamb"
- Part 2: Animal Pal Review

APPLY IT!

- Part 1: Good as Gold Memory Verse
- Part 2: Go and Do

Preparing for the Lesson

- Read Psalm 23 several times. Memorize it.
- Read 1 Samuel 17:34–37 several times.
- 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, visit AnswersVBS.com/emeraldfaq.
- Pray.

Devotion 1: The Lord Is My Shepherd

The LORD is my shepherd; I shall not want. Psalm 23:1

There's no doubt about it—our kids are anxious. Over 22% of children are in therapy, while 40% of high schoolers have experienced persistent hopelessness or sadness. They deal with household substance abuse, parental incarceration, neighborhood violence, and unmet basic needs. Social media, interpersonal relationship drama, and world events all contribute to instability among our youth. They don't know where to turn for comfort.

Moralistic, therapeutic deism is a dominant worldview among their parents. They believe in a god—a supreme being—who has no connection to the world he created, no personal involvement in their lives, and no demands on how they live. This worldview has an appearance of morality—the highest good is to be good to others—but no basis for saying one action is wrong and another is right. They ignore the biblical foundation for morality and instead impose their own idea of right and wrong; morality is based on “my truth” rather than absolute truth. And this worldview is therapeutic—the purpose for living is my own personal happiness; there is no higher purpose.

Without an anchor for their soul and the knowledge of a sovereign Savior who loves them and is working out all things for their good, it's no wonder our kids are lost. They're wandering on the wrong path of their own making, filled with worry and fear, depressed about their lack of happiness, and unsure of what the future holds for them.

This week, we are introducing kids to the gentle Good Shepherd through the life of David and Psalm 23. They will meet the God who created them in his image, with great care, for his glory, and the good of all of us. The God who loved the world so much that he gave his Son as a sacrifice for sin. The God who leads us on the right path, who offers comfort in every trial, who provides for all our needs, and in whom every promise is “yes” and “amen.”

Today, as you prepare to share with the children, first remind yourself of who Jesus is—is he *your* shepherd? Have you crossed from being a lost sheep to a beloved member of his fold? Does he know you (John 10:14)? Do

you run to the chief shepherd and overseer of your soul when you are anxious (1 Peter 2:25)? Is he the shepherd and rock on which you build your life (Genesis 49:24)? Do you know that he will lovingly carry you forever (Psalm 28:9)?

What amazing mercy that we can say, “The Lord is my shepherd.” That the Creator of the universe is *my* personal shepherd. Is he yours? May we pray that we live our lives in light of this Good Shepherd as the Puritans did.

Lord of all being,
There is one thing that deserves my greatest care,
that calls forth my ardent desires,
That is, that I may answer the great end for which
I am made—
to glorify thee who hast given me being,
and to do all the good I can for my fellow men;
Verily life is not worth having
if it be not improved for this noble purpose.
Yet, Lord, how little is this the thought of mankind!
Most men seem to live for themselves,
without much or any regard for thy glory,
or for the good of others;
They earnestly desire and eagerly pursue
the riches, honours, pleasures of this life,
as if they supposed that wealth, greatness,
merriment,
could make their immortal souls happy;
But, alas, what false delusive dreams are these!
And how miserable ere long will those be that sleep
in them,
for all our happiness consists in loving thee,
and being holy as thou art holy.
Help me to know continually
that there can be no true happiness,
no fulfilling of thy purpose for me,
apart from a life lived in and for the Son of thy love.

— Arthur Bennett, *The Valley of Vision*
(Carlisle, PA: The Banner of Truth Trust, 2005), 13.

Exploration Stations

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

Discovery Center: Sheep Memory Game

MATERIALS

- ☐ Different Sheep Poster
- ☐ Memory Game Sheep Cards
- ☐ White card stock

PREP

Print two of each **MEMORY GAME SHEEP CARD** onto white card stock and cut apart.

DIRECTIONS

First, share the teaching tie-in. Show the different sheep on the cards, then shuffle the cards and place them face down. The children will take turns flipping over two cards, trying to get matches.

TEACHING TIE-IN

Show the **DIFFERENT SHEEP POSTER**. Sheep don't all look alike, do they? God could have made just one type of sheep, but look at some of these. There are white sheep, black sheep, speckled sheep, long-haired sheep, short-haired sheep, some with horns, some without horns, and many others. What an amazing and creative God he is!

Wet Sensory Table: Sheep Washing

For sensory tables use an under-the-bed storage container, small wading pool, or "official" sensory table.

MATERIALS

- ☐ Sensory table with tarp/plastic tablecloth underneath
- ☐ Water
- ☐ Waterproof play sheep—at least 6
- ☐ Waterproof play person or people (shepherd or shepherds)
- ☐ Small scrub brushes (e.g., nail brushes)
- ☐ Soap or "tearless" shampoo

PREP

Partially fill the sensory table with water. Add the items.

DIRECTIONS

Share the teaching tie-in, then have students use the shepherd to pretend to wash the sheep.

TEACHING TIE-IN

Look at our shepherd here. Shepherds take care of sheep. Did you know one thing shepherds do to take care of sheep is give them a bath? This helps get bugs and dirt off of them. Good shepherds take care of their sheep in many ways, just like God takes care of us.

Dry Sensory Table: Lost Sheep

MATERIALS

- ☐ Sensory table with tarp/plastic tablecloth underneath
- ☐ Kinetic sand (preferred) or play sand (not regular sand), found at hardware stores
- ☐ Baby wipes if using play sand—all week
- ☐ Lots of play sheep—either cotton balls to represent sheep, laminated sheep pictures, or rubber toy sheep (should all be the same except one in a different color)
- ☐ Tongs, spoons, sand toys for digging

PREP

Put the kinetic sand or play sand in the table to be used all week. Make or gather the sheep, making sure they are all the same except one.

DIRECTIONS

Share the teaching tie-in, then have students dig through the sand to find the lost sheep (the different one).

TEACHING TIE-IN

Sheep are one of the most mentioned animals in the Bible. Jesus told a story about a man who had 100 sheep. When one got lost, the shepherd left the rest of the sheep and went to find the one lost sheep. He found it and brought it back. He was so happy! ([Luke 15:4-7](#)). This is how God feels about each one of us when we decide we want to be one of his children (his sheep).

Dramatic Play: Fitzpatrick's Farm

MATERIALS

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

- ☐ Decorating supplies (see Decorating Decisions)—inside a farmhouse kitchen
- ☐ Dress-up supplies in a basket or crate—modern-day Irish farmer/shepherd clothes, such as rain boots, flannel shirts, raincoats, overalls, fisherman-type vests
- ☐ Stuffed farm animals—particularly sheep
- ☐ Props you'd find in a farmhouse kitchen such as play food, play cooking utensils and pots and pans, play plates and dishes, tin pails, woven baskets, play broom, play dog bed and stuffed animal dog, even a baby doll bed and baby doll

PREP

Make or gather all materials. You may want to put out only part of the supplies today and add new ones each day.

Fisherman-type vests can be made from bolts of felt (from the fabric store) or more inexpensively, from large brown grocery sacks. Ask your local grocery store to

donate the sacks. Cut a neckhole in the “bottom” of the sack and armholes on the sides. Cut down the middle front from the neckhole to the top of the sack. Make sure not to cut the back of the sack.

DIRECTIONS

Share the teaching tie-in, then have kids dress up and pretend to be farmers/shepherds at an Irish sheep farm.

TEACHING TIE-IN

Did you know there are lots of sheep farms in Ireland? A farmer who raises sheep is often called a shepherd. What are some things a shepherd might do to take care of his sheep? [Take responses](#). In Psalm 23, God shows us he is like the shepherd and we are like the sheep. God takes good care of us.

Coloring Corner: Psalm 23:1

MATERIALS

- [Day 1 Memory Verse Coloring Sheet](#)

- Decorating supplies for the Coloring Corner (see Decorating Decisions)—inside a sheep pen
- Markers or crayons in a woven basket or tin pail
- Optional: glue sticks and additional decorative, textured materials to add to the sheets

PREP

Print the **DAY 1 MEMORY VERSE COLORING SHEET**, 1 per person. Make or gather the decorating supplies and set up the Coloring Corner. This will be used all week. Gather additional decorative materials to glue onto the coloring sheets, such as cotton balls, feathers, stickers, etc.

DIRECTIONS

Have the children color the sheet, then add decorative materials, if desired.

TEACHING TIE-IN

[Practice saying the memory verse on the sheet. Discuss its meaning.](#)

Introduce It!

Puppet Pal—Sheep Farm in Donegal (3–4 minutes)

Study your lessons each day and know them well, but feel free to say things in your own way and shorten or even skip things. An **EDITABLE VERSION** of each lesson is available to download.

Prep: Prepare your set backdrop and costumes. Bookmark any Bible passage referenced in today's lesson. Tape one **PUPPET SCRIPT** inside the puppet stage and attach the other to a clipboard for reference. Cover the Days 1–5 pictures on the **MAP OF IRELAND POSTER** and hang the two posters up to make one big map.

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.

You can use either a boy or a girl puppet. Its name is Paddy (for Patrick or Patricia). 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 hill. (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: Hello everyone! Come on over and sit down. Do so. My name is _____. This week at VBS, we're going to pretend to take a trip to a country called Ireland. Say that name with me. Do so. Point to the **MAP OF IRELAND POSTER**. We'll learn about different places in Ireland. Let's go catch our plane! Have the children stand and jog in place with you, then spread arms out to "fly." Hooray! We're here. Now let's call my friend Paddy and let him/her know we made it to Ireland. Do so.

Puppet: Come up. Wave. Top o' the mornin' (evenin') to ya. Welcome to Ireland. I heard you'd be talking a lot about sheep this week. So today, we're visiting my grandpa's sheep farm in the town of Donegal.

Teacher: Uncover the Day 1 Sheep Farm picture on the **MAP OF IRELAND**. That's right, Paddy. Thanks for showing us around.

Puppet: I'm happy to have you here. Ireland has lots of sheep and lots of green grass for them to eat. Can you hear the sheep on this farm? What sound do sheep make? Pause for "baa."

Teacher: We're learning about Psalm 23 in the Bible. Show open Bible. It has a lot to say about sheep and shepherds.

Puppet: Kids, do you know what a shepherd is? Take answers. A shepherd, like me, is someone who takes care of sheep. I've been out in the fields today trying to find a lost sheep.

Teacher: Oh no! That's not good!

Puppet: I had a whole pasture full of sheep. But I had to leave them to go look for the one that wandered off.

Teacher: Did you find him?

Puppet: I sure did. He was down by the bridge munching on grass.

Teacher: That reminds me of a story in the Bible that Jesus told about a lost sheep.

Puppet: You mean the one about the man who had 100 sheep?

Teacher: Yes. One sheep got lost. So the shepherd left all his other sheep and went to find the lost one. And he found it! (Luke 15:4–7)

Puppet: I found my lost sheep too.

◆ Map of Ireland Poster

★ Day 1 Puppet Script

(2 copies)

- ☐ Bible
- ☐ Modern-day farmer/shepherd costumes for teachers
- ☐ Mounting putty or tape for posters
- ☐ Blank paper to cover photos on map (see Prep)
- ☐ Boy or girl puppet and puppet stage
- ☐ Clipboard

◆ The puppet can be dressed in a small VBS T-shirt or farm-hand type shirt. To make a small VBS T-shirt, print, cut out, and laminate a color copy of the logo and tape it to a baby-sized T-shirt.

◆ Mounting putty (also known as sticky tack or poster 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, then hang them up after class.

◆ If co-teaching, decide who will do what parts when.

◆ 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.)



- ★ “Oh Where, Oh Where Has My Little Sheep Gone” song
- ★ “Mary Had a Little Lamb” song

- Stream the songs or use the Simple Songs for Kids CD (1231410)
- Device to play songs

✦ 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.

◆ Gospel Poster

- ★ Optional: Lost/Found Crossing Signs
- Blank paper or sticky notes to cover Gospel Poster

Teacher: The shepherd in the story was super happy and had a party.

Puppet: I was happy, too, when I found my sheep this morning. In fact, I did a happy dance like this . . . *Do a crazy dance.*

Teacher: Jesus told that story because *we* are like sheep who are lost because of sin. Sin is not obeying God and wandering away from him. But we can stay close to God when we follow Jesus. He’s the Good Shepherd. We follow him by believing in him and then doing what’s right.

Puppet: I’m glad Jesus is the Good Shepherd! I know a song about the sheep Jesus talked about in his story. Will you sing it with me? *Sing and dance with the music.*

Song 1: Oh Where, Oh Where Has My Little Sheep Gone?

VERSE 1

Oh where, oh where has my little sheep gone?
(Put your hand above your eyes and “search”)

Oh where, oh where can he be? (Repeat)
Of the hundred sheep, one has wandered off.
(Use your two fingers to make a sheep wandering off)

Oh where, oh where can he be?
(Repeat first motion)

VERSE 2

Oh where, oh where has my little sheep gone?
(Repeat first motion of verse 1)

Oh where, oh where can he be? (Repeat)

Teacher: That was great, kids!

Puppet: Thanks for singing with me! See you tomorrow! *Exit.*

I will go to look for my little lost sheep. (March)
Oh where, oh where can he be?
(Repeat first motion)

VERSE 3

I’ve found my sheep, I will bring him home.
(Smile and put “sheep” around your neck)

How happy, happy I’ll be. (Smile as you bob your head to each side)

Let’s rejoice, be glad, the lost sheep is found.
(Jump up and down)

How happy, happy we’ll be.
(Bob your head from side to side)

Repeat Verse 1

Teach It!

Part 1: The Good Shepherd (8–10 minutes)

Prep: Cover each section of the **GOSPEL POSTER** with paper or sticky notes. Optional: Cut out and put up the **CROSSING SIGNS** on the top two blocks of the bridge.

Teacher 1: When sheep are on a farm, we’ve learned they can sometimes wander away from the other sheep and get lost from the shepherd.

Teacher 2: *Enters.* There you are!

Teacher 1: Hello! Hey, kids, say hello to ____ (Teacher 2). Where have you been?

Teacher 2: I got stuck in a sheep pen. I guess the sheep liked me. They wouldn’t let me out. Finally, a shepherd named Paddy opened the gate for me.

Teacher 1: We were just talking to Paddy. I’m glad you’re here now. We’re going to pretend to be sheep. Kids, let me hear you say “baa.” *Do so.* ____ (Teacher 2) will be our shepherd.

Teacher 2: Okay, sheep, follow me. *Have children follow you halfway around the area, then pause.*

Teacher 1: What would happen if one of the sheep went a different way? Pretend I’m a sheep that doesn’t follow the shepherd. *Demonstrate going to a different area of the room. Wander around and say things like “Oh no, I didn’t follow my shepherd. Now I’m lost and far away!” Have Teacher 2 lead you back to the “flock.” Whew! I was lost and in danger, but you rescued me. Thank you, Shepherd.*

Teacher 2: I’m glad I found you. Did you know God says people are a lot like sheep? Sometimes we can be lost too because of sin. We’re going to learn from the Bible how we can go from being lost and far away from God to being found by our Good Shepherd, Jesus. *If using the CROSSING SIGNS on the bridge, reference them now.*

Teacher 1: Let’s hear more as ____ (Teacher 2) shows us some pictures.

Teacher 2: Uncover the tree on the [GOSPEL POSTER](#). What does this look like? A tree.

Teacher 1: When God made the world, he made a beautiful garden full of trees and flowers. He filled it with animals and the first two people, Adam and Eve. It was a perfect place, and everything was good. God told Adam and Eve not to eat the fruit from one special tree.

Teacher 2: Uncover the snake on the [GOSPEL POSTER](#). What does this look like? A snake.

Teacher 1: Soon, a sneaky snake came along, who was the devil. Let's wiggle our hands like a snake. [Do so](#). This snake tricked Eve, and she ate fruit from that one special tree. Then Adam ate some too! Did they do what God said? No, God said *not* to eat that fruit, but they did anyway.

Teacher 2: That's when sin came into the world. Let's all say, "Oh no!" [Do so](#). Sin is when we don't obey and do what God says. Adam and Eve sinned, and since that day, every person sins ([Romans 3:23](#)). Have you ever done something wrong, like being mean to your brother or sister or not doing what your mom or dad said to do? God says to be kind and to obey your parents, so not doing those things is sin.

Teacher 1: God still takes care of the world even though sin messed it up. But sin keeps us far away from God, like a lost sheep, because God is holy and perfect.

Teacher 2: Uncover baby Jesus on the [GOSPEL POSTER](#). Do you know who this is? Jesus.

Teacher 1: God knew we were lost because of our sin. So he sent his Son, Jesus, to earth. He was born as a little baby and grew into a man. But Jesus never sinned like we do!

Teacher 2: Uncover grown-up Jesus on the [GOSPEL POSTER](#). Who do you think this is? Jesus when he had grown up.

Teacher 1: Jesus was the only person who never did anything wrong. Jesus is God, so he did amazing things when he grew up, like making sick people better and making storms stop. Jesus even made some dead people come back to life. Let's say, "Wow!" [Do so](#).

Teacher 2: Uncover the cross on the [GOSPEL POSTER](#). What does this look like? A cross.

Teacher 1: Even though Jesus never did anything wrong, some bad people killed Jesus by putting him on a cross. The Bible says sin must be punished ([Romans 6:23](#)). When Jesus died, he took the punishment for all the bad things we've done. Now we don't have to be lost and far away from God.

Teacher 2: Uncover the tomb on the [GOSPEL POSTER](#). After Jesus died, they put him in a tomb, like this one.

Teacher 1: But Jesus didn't stay dead! Jesus is God, and he came back to life! Let's shout, "Hooray!" [Do so](#).

Teacher 2: Uncover the gift on the [GOSPEL POSTER](#). What does this look like? A gift.

Teacher 1: Jesus died and came back to life because he loves you. He doesn't want you to be like a lost sheep. Jesus is the Good Shepherd who wants you to be one of his children. That's the best gift you can ever receive.

Teacher 2: Uncover the Admit, Believe, Forever Receive text on the [GOSPEL POSTER](#).

Teacher 1: If you're sorry for your sins, you can admit, or tell God you're sorry for them ([Mark 1:15](#)). Then believe Jesus died to take your punishment for sin and forever receive the gift of eternal life by telling God you want to be his child ([Romans 10:9–10](#)).

Teacher 2: You'll still be your mom and dad's child. But this means you'll also have God as your Father. Remember—that's the best gift ever ([John 3:16](#))!

Teacher 1: Let's stand up and sing about what Jesus did for us.

Song 2: Mary Had a Little Lamb—Psalm 23 Version

Explain that Jesus' mother is named Mary, and Jesus is called the Lamb of God in the Bible.

VERSE 1:

Mary had a little lamb (Clap)
Little lamb, little lamb (Clap)

Mary had a little lamb (Clap)
His name was Jesus Christ (Clap)



◆ Day 1 Animal Pal Poster

- Emerald Crossing Maps,
1 per person



◆ Theme Verse/Day 1 Memory Verse Poster

◆ Optional: Day 2 Memory Verse Poster

★ Psalm 23 Hand Motions and video player

- Optional: Memory verse music and player
□ Optional: Student Guides and supplies



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

VERSE 2:

He was born in Bethlehem (Rock a baby)
Bethlehem, Bethlehem (Rock a baby)
He was born in Bethlehem (Rock a baby)
Just as the Bible said (Rock a baby)

VERSE 3:

He came to save sinners like me (Turn around)
Sinners like me, sinners like me
(Turn right and left)
He came to save sinners like me (Turn around)
I can become his child (Turn right and left)

Part 2: Animal Pal Review (5 minutes or less)

Take a couple minutes to summarize the lesson today, using any or all of the questions below.

Hold up the **DAY 1 ANIMAL PAL POSTER**. Let's take a look at our animal pal poster to remember what we talked about today.

- What kind of animal is our animal pal? A sheep.
- The sheep's name is Mia (My-a). Mia is a popular name in Ireland. It means "mine." The Bible says the Lord is *my* shepherd. Can you say that with me? Do so.

Continue reviewing with the following questions. Have the kids "baa" like a sheep if the answer is yes and get on all fours like a sheep if it is no.

1. Does the Bible say people are like bears? No—get on all fours. The Bible says we're like sheep.
2. In Jesus' story, did the shepherd leave the other sheep to go find the one who was lost? Yes—"baa."
3. Do sheep always follow their shepherd? No—get on all fours. Sheep can wander off and get lost.
4. Are people lost because of sin? Yes—"baa."
5. When we do not obey God and do bad things, is that called sin? Yes—"baa."
6. Should we obey and follow Jesus, the Good Shepherd? Yes—"baa."

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!

Part 1: Good as Gold Memory Verse

Today's Verse (also the theme verse): The LORD is my shepherd; I shall not want. Psalm 23:1

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: Say the verse using the **PSALM 23 HAND MOTIONS**. You can either play the video and have the kids do them along with the person in the video, or you can learn them ahead of time and do the motions for and with the kids. Then, for fun if you have time, pretend you're a sheep and walk around on all fours as you say today's verse.

Tomorrow's Verse: He makes me lie down in green pastures. He leads me beside still waters. Psalm 23:2

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

Part 2: Go and Do

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 Toddler 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 included in the supply list on the back cover. Decide what you will do and add to your list accordingly.

1. Take turns with someone to pretend you are a sheep following your shepherd, then switch.
2. Tell someone something you learned about sheep today.
3. Ask someone if Jesus is their Good Shepherd.
4. With someone's help, check AnswersVBS.com for more fun information!

Ask yourself this question: Is the Lord *my* shepherd?