

Older Children Bible Teacher

(Entering Sixth and Seventh Grades)



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Vacation Bible School

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(Entering Sixth and Seventh Grades)

African Safari Adventure—
Exploring the Wonders of God's Creation

Session 1:	God Helps Us See All He Has Made Genesis 1:1-8 and Mark 10:46-52
Session 2:	God Keeps Us Safe Genesis 1:9-19 and Matthew 14:22-32
Session 3:	Jesus Cares for Us Genesis 1:20-23 and Matthew 6:25-34
Session 4:	God Sent Us Jesus Genesis 1:24-31 and Luke 2:1-20
Session 5:	We Worship God Genesis 2:1-3 and Acts 16:16-34

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VBS Older Children Curriculum Overview

Session 1	Session 2	Session 3	Session 4	Session 5
Unit Bible Verse How many are your works, O LORD! In wisdom you made them all; the earth is full of your creatures (Psalm 104:24).	Unit Bible Verse How many are your works, O LORD! In wisdom you made them all; the earth is full of your creatures (Psalm 104:24).	Unit Bible Verse How many are your works, O LORD! In wisdom you made them all; the earth is full of your creatures (Psalm 104:24).	Unit Bible Verse How many are your works, O LORD! In wisdom you made them all; the earth is full of your creatures (Psalm 104:24).	Unit Bible Verse How many are your works, O LORD! In wisdom you made them all; the earth is full of your creatures (Psalm 104:24).
Session Title God Helps Us See All He Has Made	Session Title God Keeps Us Safe	Session Title God Cares for Us	Session Title God Sent Us Jesus	Session Title We Worship God
Bible Story First and Second Days of Creation and Jesus Heals Bartimaeus (Genesis 1:1-8; Mark 10:46-52)	Bible Story Third and Fourth Days of Creation and Jesus Calms the Storm (Genesis 1: 9-19; Matthew 14:22-32)	Bible Story Fifth Day of Creation and Jesus Cares for Us (Genesis 1:20-23; Matthew 6:25-34)	Bible Story Sixth Day of Creation and Jesus is Born (Genesis 1:24-31; Luke 2:1-20)	Bible Story Seventh Day of Creation and Paul and Silas Worship God (Genesis 2:1-3; Acts 16:16-34)
Biblical Truth God made light, day, night, and the sky on the first and second days of creation. Jesus had the power to help a blind man see.	Biblical Truth God separated water from land and created plants, the sun, moon, and stars. Jesus has power over nature and cares for his creations.	Biblical Truth God made fish and birds and cares for them, but he cares for us much more.	Biblical Truth God made animals and people. He loved people so much that he sent his Son to show his love for us.	Biblical Truth God rested on the seventh day, made it holy, and designated it as a day of worship.
Daily Bible Verse I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life (John 8:12).	Daily Bible Verse The LORD is good to all; he has compassion on all he has made (Psalm 145:9).	Daily Bible Verse Cast all your anxiety on him because he cares for you (1 Peter 5:7).	Daily Bible Verse He sent his one and only Son into the world that we might live through him (1 John 4:9).	Daily Bible Verse Worship the LORD with gladness; come before him with joyful songs (Psalm 100:2).
Teaching Aim Children will discover that God made light, day, night, and the sky and Jesus gave sight to a blind man.	Teaching Aim Children will discover that God separated water from land and created plants and the sun, moon and stars. They will also learn Jesus will take care of us.	Teaching Aim Children will discover that God created the fish and birds and cares for them, but he cares for us even more.	Teaching Aim Children will discover that God made animals and people and he sent his only Son, Jesus, to show how much he loves us.	Teaching Aim Children will discover that worshipping God is an important part of following God and we can worship anywhere and anytime.

<u>Large Group Activities</u> <i>Jambo</i> Gather around the "Watering Hole" <i>Kashifu</i> Bible Verse Activity <i>Hadithi</i> Tell Bible Story <i>Dama</i> Bible story review game <i>Tasihili</i> Closing Activity	<u>Large Group Activities</u> <i>Jambo</i> Gather around the "Watering Hole" <i>Kashifu</i> Bible Verse Activity <i>Hadithi</i> Tell Bible Story <i>Dama</i> Bible story review game <i>Tasihili</i> Closing Activity	<u>Large Group Activities</u> <i>Jambo</i> Gather around the "Watering Hole" <i>Kashifu</i> Bible Verse Activity <i>Hadithi</i> Tell Bible Story <i>Dama</i> Bible story review game <i>Tasihili</i> Closing Activity	<u>Large Group Activities</u> <i>Jambo</i> Gather around the "Watering Hole" <i>Kashifu</i> Bible Verse Activity <i>Hadithi</i> Tell Bible Story <i>Dama</i> Bible story review game <i>Tasihili</i> Closing Activity	<u>Large Group Activities</u> <i>Jambo</i> Gather around the "Watering Hole" <i>Kashifu</i> Bible Verse Activity <i>Hadithi</i> Tell Bible Story <i>Dama</i> Bible story review game <i>Tasihili</i> Closing Activity
<u>Small Group Bible Activities</u> <i>Huluku</i> Begin making a Creation Box <u>Rotating Activities</u> <i>Ubingwa</i> Books of the Bible <i>Mission Story and Activity</i> Learn about Zambia and make an African Drum <i>Recreation/ Snack</i>	<u>Small Group Bible Activities</u> <i>Huluku</i> Continue work on the Creation Box <u>Rotating Activities</u> <i>Ubingwa</i> Books of the Bible <i>Mission Story and Activity</i> Learn about New Day Orphanage and write prayer cards to the children. <i>Recreation/ Snack</i>	<u>Small Group Bible Activity</u> <i>Huluku</i> Continue work on the Creation Box <u>Rotating Activities</u> <i>Ubingwa</i> Books of the Bible <i>Mission Story and Activity</i> Learn about the Tidwell family and how they take care of the children and make play-dough animals. <i>Recreation/ Snack</i>	<u>Small Group Bible Activity</u> <i>Huluku</i> Continue work on the Creation Box <u>Rotating Activities</u> <i>Ubingwa</i> Books of the Bible <i>Mission Story and Activity</i> The Rosenblad family comes to New Day and pack school supplies for the children. <i>Recreation/ Snack</i>	<u>Small Group Bible Activity</u> <i>Huluku</i> Finish work and share Creation Box <u>Rotating Activities</u> <i>Ubingwa</i> Books of the Bible <i>Mission Story and Activity</i> Samuel Rosenblad's Trip to New Day Orphanage and pack a bag for the homeless in your area. <i>Recreation/ Snack</i>

How Do I Use This Guide?

Basic Information for the Teaching Team Members:

- **Unit Title:** The main focus of teaching for Vacation Bible School.
- **Session Title:** The main teaching focus for the day.
- **Bible Story and Scripture:** The Bible story for each day and the passage in the Bible from which the Bible story is taken.
- **Biblical Truth:** A one-sentence statement, in language appropriate to the age group, of the main idea of the session.
- **Teaching Aim:** The outcome the teachers should teach toward and expect in the life of the child for the session, stated from the perspective of the teacher. The teaching aim is the key-organizing element for the session.
- **Unit Bible Verse:** The focal Bible verse for the week of Vacation Bible School.
- **Bible Verse:** A Bible verse that children will memorize and learn how it can impact their everyday life.

Preparing and Planning for the Child:

- **Jambo (*jahm' bo*) (Welcome Activity):** This African word means "hello." This is a fun theme-related activity that can relate to Bible content or the teaching aim. This activity gets the day started in a fun way! A plan sheet (**Resource Item 41**) is provided for teachers.
- **Kashifu (*kah she' foo*) (Bible Verse Activity):** This African word means: "reveal." This section includes games and activities that help boys and girls learn and memorize the Bible verse. A plan sheet (**Resource Item 41**) is provided for teachers.
- **Hadithi (*ha deeth' ee*) (Bible Story Group Time):** This African word means: "relate or tell." This is the heart of Bible study, where the Bible story is presented and children are challenged to connect with the teaching aim. A plan sheet (**Resource Item 42**) is provided for teachers.
- **Dama (*dah' mah*) (Review the Bible story):** This African words means "board game." These activities recap the Bible story and the facts necessary to make application to their lives. A plan sheet (**Resource Item 42**) is provided for teachers.
- **Huluku (*who loo' koo*) (Week-long Bible activity):** This African word means "create." This activity is a small group activity led by the teachers. The children will be divided into groups by their nametags and will remain with the same teacher and children all week to complete the Bible activity. A plan sheet (**Resource Item 43**) is provided for teachers.
- **Rotating Activities:** The rotating activities include **Bible Skills**, **Missions**, and **Snack and Recreation**. These activities may be set up in different areas of the church. The children rotate to each of these areas. The teachers repeat the same material for each group of children. Or, the activities may be set up in the classroom and the children can rotate from table to table. Additional teachers could be secured for Bible Skills, Missions, and Snack and Recreation. These activities would be approximately twenty minutes each day. A plan sheet (**Resource Item 44**) is provided for teachers.

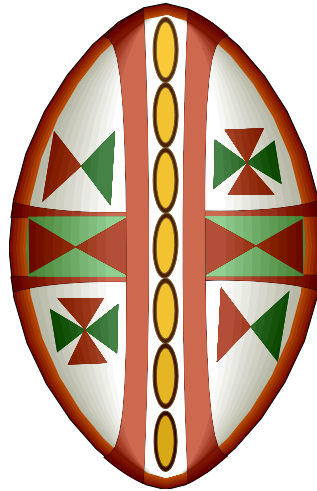
- **Ubingwa (oo bing' wah) (Bible Skills):** This African word means "skills or proficiency." This activity should focus on helping the boys and girls learn the divisions and books of the Bible.
- **Mission Story and Activity (Missions):** A mission activity and story is provided for each session. The mission emphasis is to provide the children with hands-on activities or projects that will help them learn about missions.
- **Snack and Recreation:** All children need time to exercise their bodies in team games or free play. Provide snacks each day for the children. Remember to provide sugar-free snacks for children who may have special dietary needs.
- **Tasihili! (tah see hee' lee) (Closing Activity):** This African words means "words of farewell before leaving on a journey." This life application activity should lead children to integrate the biblical truth into their lives. The children could return to their Bible activity teacher for this activity at the end of the day. If there is not ample time for this activity, combine it with one of the other small group activities. A plan sheet (**Resource Item 45**) is provided for teachers.
- **Worship Adventure:** This large group experience may be at the beginning or end of VBS each day. The pastor, children's minister, worship leader, or children's leader can lead this time of worship. Children will be led to worship God through songs, reading Scripture, giving an offering, hearing a mission story, and prayer. The worship time should be fun and energetic.
- **Resource Materials:** Resource materials are included to aid teachers in preparing for and teaching VBS. They are numbered and included as separate files in the curriculum.

Suggested Schedule for Vacation Bible School

The following schedule assumes you will have three-hour sessions. Adjust the schedule to fit your particular situation.

9:00-9:15 (15 minutes)	<i>Jambo</i> (Welcome Activity)	Large group
9:15-9:50 (35 minutes)	<i>Kashifu, Hadithi, Dama,</i> <i>and Tasihili</i> (Bible Activity, Bible Story, Review and Closing)	Large group
9:55-10:15 (20 minutes)	<i>Huluku</i> (Week-long Bible Learning Activity)	Small group
10:20-10:40 (20 minutes)	<i>Ubingwa</i> (Bible Skills)	Rotating Activities
10:45-11:05 (20 minutes)	Mission Story & Activity	Rotating Activities
11:10-11:30 (20 minutes)	Snack/Recreation	Rotating Activities
11:35-12:00 (25 minutes)	Joint Worship	
Or		
9:00-9:25 (25 minutes)	Joint Worship	
9:30-9:45 (15 minutes)	<i>Jambo</i> (Welcome Activity)	Large group
9:45-10:05 (20 minutes)	<i>Huluku</i> (Week-long Bible Learning Activity)	Small group
10:10-10:30 (20 minutes)	<i>Ubingwa</i> (Bible Skills)	Rotating Activities
10:35-10:55 (20 minutes)	Mission Activity	Rotating Activities
11:00-11:20 (20 minutes)	Snack/Recreation	Rotating Activities
11:25-12:00 (35 minutes)	<i>Kashifu, Hadithi, Dama,</i> <i>and Tasihili</i> (Bible Activity, Bible Story, Review and Closing)	Large group

Session 1



God Helps Us See All He Has Made

Bible Story and Scripture:

First and Second Days of Creation and Jesus Heals Bartimaeus
Genesis 1:1-8 and Mark 10:46-52

Unit Bible Verse:

How many are your works, O LORD! In wisdom you made
them all; the earth is full of your creatures
(Psalm 104:24).

Daily Bible Verse:

I am the light of the world. Whoever follows me will never walk
in darkness, but will have the light of life
(John 8:12).

Biblical Truth:

God made light, day, night, and the sky on the first and second days of creation.
Jesus had the power to help a blind man see.

Teaching Aim:

Children will discover that God made light, day, night, and the sky
and Jesus gave sight to a blind man.

Preparing for the Session

Prepare the Room

Resources needed: Blue and brown butcher paper; dark and lime green construction paper; white tissue paper; 8 ½" x 11" cardstock or paper (5 colors-2 sheets of each color); **Resource Item 1: VBS Logo; Resource Item 2: Baobab Tree; Resource Item 3: Bible Story Titles and Daily Bible Verses; Resource Item 4: African Animals;** map of Africa; globe or map of the world; 8 ½" x 11" or 11" x 17" white cardstock

Prepare: Create a focal wall to reveal the Bible stories and daily Bible verses for each day.

1. Cover the bulletin board or wall space with blue butcher paper.
2. Display the **VBS Logo (Resource Item 1)** in the top center of the wall. The logo may be enlarged if needed.
3. Construct a large baobab tree of brown butcher paper to fill the space in the center of the wall (**See Resource Item 2**). This picture will give you an idea of what a real Baobab tree looks like. An option for the trunk of the tree is to use cork to more closely resemble the actual texture. Attach the tree to the blue paper.
4. Construct leaves of green construction paper (hand-sized with 5-7 finger-like leaflets) and attach the leaves to the branches.
5. Create five baobab flowers of white tissue paper (5-7 inches in diameter). Attach each flower onto a branch next to a group of leaves. The flower should face downward.
6. Cut five baobab fruits (10 inches long, 4 inches wide and egg-shaped) of lime-colored construction paper. Attach each fruit onto a branch next to a group of leaves. The fruit should hang next to a flower.
7. Copy the **Bible Story Titles and Daily Bible Verses (Resource Item 3)** onto five different colors of 8 ½" x 11" cardstock or paper. If desired, the Bible story titles may be enlarged by 133% to fit 11" x 17" cardstock. Each day should be a different color. The daily Bible verses and Bible stories should be the same color.
8. Find pictures of wild animals that live in Africa or make transparencies using the **African Animals (Resource Item 4)**. Project the transparency on an overhead projector and create animals to display in your room. They may be painted or colored.
9. Locate a map of Africa and display it on an easel or close to the focal wall.

Guide the Session

Large Group Activities

Jambo! (jahm' bo) (Welcome Activity)

Resources Needed: Bible; **Resource Item 5: Daily Bible Markers;** 8 ½" x 11" white cardstock; **Resource Item 6: Nametags;** 8 ½" x 11" white cardstock, labels or 3-6 colors of cardstock; permanent markers; lanyards or yarn; blue butcher paper; **Resource Item 7: Unit Bible Verse;** 8 ½" x 11" or 11" x 17" cardstock or paper (any bright color)

Prepare: Before the session, print the **Daily Bible Markers (Resource Item 5)** onto white cardstock. Use these markers to mark Bible passages that will be used during the week. Also, print the nametags for the children and teachers on white cardstock, labels, or on three to six different colors of cardstock. If labels are used, they may be adhered to the colored cardstock leaving ½" border on all sides. Laminate the **Nametags (Resource Item 6)** and use a permanent marker to write the names of the children and teachers. The nametags may be used to divide the children into small groups for the weeklong Bible activity and rotating activities. The children will be assigned to the teacher with the same color or the same animal on the nametag. Attach the lanyards or yarn to the nametags. Cut a large irregular shape of blue butcher paper to represent the animals' "watering hole." Laminate the paper so it will last all week. Place the paper on the floor in the middle of your large group. Print the **Unit Bible Verse (Resource Item 7)** on 8 ½" x 11" cardstock or enlarge by 133% and copy on 11" x 17" cardstock. Place it in the center of the "watering hole." Use the **Daily Bible Marker (Resource Item 5)** to mark Psalm 104:24 in your Bible.

Teach: As children enter the room, make sure that each child is enrolled and has a nametag. Direct the children to sit with you around the "watering hole." Explain, *We will be going on safari this week in VBS. Safari is the Swahili name for journey. People go on safari in Africa to see different kinds of animals.* Show the map or globe and locate Africa. The many wild animals of Africa come to get water early in the morning. We are sitting around this watering hole to begin our day. Direct each child to introduce himself in the following way: Say, *My name is (David). I'm going on safari and I'm taking a (dime).* Whatever they take must start with the same letter as their name. After each child has been introduced, call attention to the verse in the watering hole. Open your Bible to the verse and read it to the children. Then read it in phrases and instruct children to repeat it as an echo. (The blue paper can be rolled and stored until the next day if space is needed.)

Kashifu (kah she' foo)
(Bible Verse Activity)

Resources needed: Resource Item 3: Bible Story Titles and Daily Bible Verses; Bible; Resource Item 5: Daily Bible Markers

Teach: Say, *This week, we will learn that God is the creator of all things and Jesus is our Savior.* Call attention to the baobab tree and tell these facts:

- In Africa, the people call the baobab tree, the *Tree of Life*. It provides shelter, food, and water for humans and animals.
- It can live as long as a thousand years.
- It can grow sixty feet high, forty feet wide, and ten feet thick.
- The bark, which is fire resistant, is used to make fishnets, cords, sacks, and clothing.
- It can also be ground into powder to flavor foods. The leaves can be boiled to make a drink or eaten as a vegetable that tastes like spinach.
- The fruit has seeds that are eaten by animals and humans.
- The pulp is dried and mixed with water to make a drink that tastes like lemonade.
- The seeds are high in vitamin C.
- Other parts of the tree are used to make soap, necklaces, glue, rubber, and medicine.

Reveal the **Bible Story Title (Resource Item 3)** and attach it to the tree or empty space on the far left. Open the Bible to John 8:12 (**Resource Item 5**) and read the verse aloud. Reveal the **Daily Bible Verse (Resource Item 3)**. Attach it under the Bible Story Title. Discuss the meaning with the children. Divide the group in thirds. Assign a phrase to each group. After they say their assigned phrases several times, trade phrases and repeat the phrases again. Finally, all groups will repeat the entire verse together.

Hadithi (ha deeth' ee)
(Tell Bible story)

Resources needed: Gray lump of clay; scarf; Resource Item 5: Daily Bible Markers

Prepare: Have available, but out of sight, a shapeless lump of clay. Provide a scarf to use as a blindfold. Mark the passages of the story in the Bible at Genesis 1:1-8 and Mark 10:46-52 (**Resource Item 5**).

Teach: Ask, *If you go into a room in your house in the dark at night, what do you do to see?* (Turn on a light.) *If your parents are driving at night, what do they do to see?* (Turn on the car lights.) Say, *We must have light to see. If you are blind, turning on every light in your house will not help.* Select a child to be blindfolded. While blindfolded, give directions such as walk three steps forward, four steps backward, two steps to the left, turn around three times, take five steps to the right. (If time allows, this can be repeated with other children.) Comment that it is difficult

to do things when we cannot see.

Open the Bible and tell the story from memory. Tell the children the first story is found in Genesis, the first book of the Bible and in the Law Division in the Old Testament. The second story is in Mark, the second book in the Gospels' Division of the New Testament.

First and Second Days of Creation and Jesus Heals Bartimaeus

Scripture: Genesis 1:1-8 and Mark 10:46-52

Our story begins with the creation of the world. Before there was anything created or made, there was God. God has always been alive. He created the heavens and the earth. I want you to make an earth shape from a lump of clay. The children will quickly tell you that they have no clay and therefore cannot make an earth. Say, *You are exactly right. You cannot make something from nothing. **But God can and did!** He made everything from nothing. That is how we know our God is the one true God of the universe. He made the heavens and the earth from absolutely nothing. He created it.*

(Show the lump of clay) God created the heavens and the earth. The earth was formless. That means it was like this clay, just a lump. It had no shape but it was there. The earth was dark and empty (Roll the lump into a ball). God was watching over his creation. It might be like a mother bird that cares for her eggs in the nest before they hatch.

And then God said, *Let there be light.* And there was light. This is like going into a dark room and turning on the light. God saw that the light was good.

God separated the light from the darkness. He called the light day and the darkness night. Morning and evening were created on the first day.

There was water around the earth God had made. On the second day he divided the water. The lighter water became sky. In the sky we find rain, clouds, snow, sleet, mists and other kinds of moisture. The heavier water God left below. Another evening and another day had passed. This was the second day of creation.

The light given by God in Genesis helps our eyes to see. In Mark, the second book of the New Testament, we see how Jesus helped a man, who was blind, see with his eyes. Open the Bible to Mark 10:46-52 **(Resource Item 5).**

Jesus, his disciples, and a large crowd of people were leaving the city of Jericho. As they were walking, they passed a blind man named Bartimaeus, sitting by the road and begging. As people walked by him, they would toss coins on his coat so he would have money to buy food. When he heard from the crowd that Jesus of Nazareth was passing he began to shout, *Jesus, please help me!* Many in the crowd told him to be quiet. This only made him shout louder. *Jesus, please help me!* Jesus heard Bartimaeus' cry and said, *Call him.* So the people around him told him to cheer

up and get up. He pushed his coat aside, got up, and went to Jesus. Jesus asked, *What do you want me to do for you?* Bartimaeus said, *I want to see.* Jesus told him that because he believed he would no longer be blind. Immediately, Bartimaeus could see. He followed Jesus along the road out of Jericho.

God, who brought light into the dark world in the beginning, had also brought light to Bartimaeus' eyes so he could see. He had faith and trusted in Jesus. Bartimaeus had sight for his eyes and discovered Jesus was God's Son.

Dama! (dah' mah) **(Review Bible Story)**

Resources needed: **Resource Item 8: Elephant Game Board;** 11" x 17" white cardstock; **Resource Item 9: Bible Game Grid (transparency for teachers);** 8 ½" x 11" transparency sheet; **Resource Item 10: Safari Sighting Grid;** 8 ½" x 11" cardstock (five colors); transparency markers (two colors); **Resource Item 11: Question Cards;** 8 ½" x 11" white cardstock; animal print or brown gift bag

Prepare: Copy the **Elephant Game Board (Resource Item 8)** and enlarge it by 133% to fit 11" x 17" white cardstock. Laminate the board. Attach the game board to a bulletin board or wall. Copy the **Bible Game Grid (Resource Item 9)** onto a transparency. Copy onto five colors of cardstock the five **Safari Sighting Grids (Resource Item 10)**. Choose one grid for the first game. Attach the transparency on top of the grid with paper clips. Print the **Question Cards (Resource Item 11)** on white cardstock. Cut the cards apart and place them in an animal print gift bag. Only use the questions that you want to review.

Directions for playing the game: One teacher should be in charge of holding the grids to check when there is a "sighting" of an African animal. As the children answer the questions correctly, mark the master transparency with erasable markers to know when the whole animal has been sighted. The team leader or another teacher will ask the questions and verify the answers. (This is similar to the game Battleship).

Divide the children into two groups. Group 1 sends a child to reach into the bag for a question. The team works together to give an answer. If correct, the child places an "X" in one of the boxes on the grid with an erasable marker. The leader checks to see if the "X" displays part of an animal. If so, the child uses the marker to turn the "X" into a star. Continue with Group 2 using the other color marker. If a team responds incorrectly, offer the question to the other team. At the conclusion, count to see how many "sightings" (stars) each team has located. Praise both teams for knowledge gained.

Questions and answers for Review Game:

1. Who was here before anything was created? (God)

2. God made ____, ____, and ____ on the first day. (light, day, night)
3. On the second day, God made the _____. (sky)
4. The book in the Bible that tells about creation is _____. (Genesis)
5. Genesis is the first, third, or fifth book in the Old Testament. (first)
6. Genesis is in the ____ division of the Old Testament. (Law)
7. Who was the blind man? (Bartimaeus)
8. In what city did Jesus meet the blind man? (Jericho)
9. What was the blind man doing? (sitting and begging for coins)
10. What did Bartimaeus shout? (Jesus, Son of David, have mercy on me)
11. What did the crowd say when Bartimaeus shouted? (be quiet)
12. What did Jesus ask Bartimaeus? (What do you want me to do for you?)
13. What did Bartimaeus tell Jesus he wanted? (I want to see.)
14. Why did Jesus heal Bartimaeus? (He believed and had faith in Jesus.)
15. The book of Mark is in the Old Testament or New Testament. (New Testament)
16. Mark is in the ____ division. (Gospels')

Transition to Small Group Activity: After the review of the Bible story, introduce the *Huluku Bible Activity*. Say, *This week you are going to make a creation box. We will study the creation story each day and you will add those things to your creation box. At the end of the week, you can take your creation box home.* Divide the children into small groups. The size of the groups should be determined by how many teachers you have. Try to keep the groups to a maximum of six children. Use the nametags to divide the children into small groups.

Small Group Bible Learning Activity

Huluku (who loo' koo)

(Week-long Bible Learning Activity)

Purpose: Children will make a wall mural to show what God created on each day. Today they will use the supplies to depict the first and second days of creation.

Description: The project has no definite instructions except to read the scripture each day and follow the guidelines of what God created. Each child will have their own interpretation of how and what the details were of the day's creation. The more the child has ownership of the interpretation, the more he or she will enjoy the project. This also challenges the boys and girls to think about God's plan during his creation process and the general plan he used. The resources should be placed on separate tables around the room so the children can have freedom to decide what they want to use on their mural. Encourage their creativity!

Resources needed for the week: Resource Item 12: Genesis 1:1-8; felt (black or blue 20" x 24" pieces, one per child); 24" x ¼ " dowel rod; jute or yarn; cool glue guns (12 per class); cool

glue sticks; felt (various colors); animal print fabrics; fabric (various colors); Tacky® glue; large needles; embroidery thread (multiple colors); buttons; beads; yarn (multiple colors); Shrinky Dinks® plastic; scissors; permanent markers or acrylic paints; toaster oven; foil sheets; spatula; hot pads; fabric (to resemble water); fun foam; tissue paper; Christmas garland; small twigs; silk flowers or plants

Guide Bible Study: Have the children open their Bibles to Genesis 1:1-8 (NIV) or give each child a copy of **Genesis 1:1-8 (Resource Item 12)**. Read the account of the first and second days of creation as the children follow along. Encourage the children to verbalize the order of events in the story.

Guide the Bible Activity: Give each child a large piece of felt, dowel rod, and yarn or jute. Tell them that this will be their background of their creation mural. Give each group two or three cool glue guns and glue sticks. They will glue the dowel rod at the top of the felt or pockets may be sewn for the dowel rods before VBS. Tie the yarn or jute to the ends of the dowel stick to hang the mural. Each child will also need to put his or her name on the back of the felt with a permanent marker. Instruct the children to decide how they want to depict day, night, sky and water. Show the children the resources and give guidance or ideas if needed. Make some extra wall murals for new children who may come during the week.

Transition to Rotating Activities: At the end of the small group activity, the children will remain with their team for the rotating activities. Different teaching teams could be assigned to the rotating activities, or your teaching team could be assigned one of the following rotations: **Ubingwa (Bible Skills), Missions, or Snack and Recreation**. These three rotations may occur in the classroom or in different locations in your church. Decide which will work best for your setting.

Rotating Activities

Ubingwa (oo bing' wah)

Bible Skills Game: Learn the books and divisions of the Bible

Resources needed: Resource Item 13: African Animal Posters; 11" x 17" white cardstock; **Resource Item 14: Old Testament Divisions; Resource Item 15: Books of the Old Testament;** 8 ½" x 11" white cardstock or copy paper; **Resource Item 16: New Testament Divisions; Resource Item 17: Books of the New Testament;** Velcro® dots (75); envelopes (10)

Prepare: Copy the **African Animal Posters (Resource Item 13)** and enlarge by 133% to fit 11" x 17" white cardstock. Laminate the posters of the animals so they will last the entire week. Copy the **Old Testament Divisions (Resource Item 14)** and **New Testament Divisions**

(Resource Item 16) onto 8 ½" x 11" white cardstock or paper. Laminate the divisions and cut them apart. Copy the **Books of the Old Testament (Resource Item 15)** and the **Books of the New Testament (Resource Item 17)** onto 8 ½" x 11" white cardstock or paper. Laminate the books of the Bible and cut them apart. Place each division with their respective books in separate envelopes. Attach the Velcro® dots to the back of each division and books of the Bible. Place the other half of the Velcro® dots on the **African Animal Posters (Resource Item 13)**. Each animal poster will contain one division and their respective books.

Teach: This game will be used every day to review the books of the Bible and the divisions of the Bible. It can be used during teaching time or anytime during the session. On the first day, the goal is to familiarize the children with the ten divisions of the Old and New Testament. Present the divisions of the Bible in order, attaching them to the appropriate animal. Mix them up and have children return them to the correct order. When it appears that this has been accomplished, move on to the books in the Law division. Repeat the names of the books as they are placed on the animals. Allow the children to complete the activity numerous times. Continue adding books and divisions at a pace that is successful for your group.

Mission Story and Activity

(If the Mission Story is told during Joint Worship, briefly review the story and do the activity provided)

Mission Activity: Learn about Zambia and make an African drum.

Resources needed: **Resource Item 18: Mission Story and Pictures;** 8 ½" x 11" copy paper; map of Africa; coffee cans or oatmeal containers with lids (1 per child); colorful contact paper or 9" x 12" construction paper; crayons; stickers (music, nature, safari animals)

Prepare: Before the session, cover the sides of oatmeal or coffee cans in colorful contact paper or construction paper. Replace the lid. Cover the lid (optional). Make a copy of the **Mission Story and Pictures (Resource Item 18)** on copy paper.

Teach: Tell the **Mission Story (Resource Item 18)** about the country of Zambia. Show the map of Africa and locate the country of Zambia. After telling the story, guide the children to decorate the cans with crayons, markers, and stickers. Play an upbeat instrumental song and let the children play their drums. Say, *In Zambia, drums are used in African music.*

Tasihili! (tah see hee' lee)

(Closing activity or activity at the end of group time)

Resources needed: Light bulb shaped cut-out or pinch light; pencils or ultra fine point marker; **Resource Item 19: Bible Verse Labels**

Prepare: Provide a light bulb shaped cut-out and a pencil for each child or a pinch light and a marker. Print the **Bible Verse Labels (Resource Item 19)** onto peel-off labels if using the light bulb cut out. If using the pinch light, provide blank labels for the children.

Teach: Review the daily Bible verse with the children. Instruct the children to write the name of someone they can tell about Jesus on the front of the light bulb shape. Attach the **Bible Verse Labels (Resource Item 19)** to the back of the light bulb. If using the pinch light, give the children a label to write the name of a friend they can tell about Jesus. Attach the label to the pinch light to remember to pray for the person.

Pray: Pray that we will let the light of Jesus shine in our lives so others will not be in darkness.

Session 2



God Keeps Us Safe

Bible Story and Scripture:

Third and Fourth Days of Creation and Jesus Calms the Storm
Genesis 1:9-19 and Matthew 14:22-32

Unit Bible Verse:

How many are your works, O LORD! In wisdom you made them all; the earth is full of your creatures (Psalm 104:24).

Daily Bible Verse:

The Lord is good to all; he has compassion on all he has made (Psalm 145:9).

Biblical Truth:

God separated water from the land, and created plants and the sun, moon, and stars. Jesus has power over nature and cares for his creations.

Teaching Aim:

Children will discover that God separated water from the land and created plants and sun, moon, and stars. Jesus will take care of us.

Guide the Session

Large Group Activities

Jambo! (jahm' bo) **(Welcome Activity)**

Resources needed: **Resource Item 5: Daily Bible Markers; Resource Item 7: Unit Bible Verse;** "watering hole" (from Session 1)

Prepare: Place the "watering hole" in the center of the large group. Place the **Unit Bible Verse (Resource Item 7)** in the middle of the water. Be prepared to provide the names of seed-bearing plants to the children. Locate and mark Psalm 104:24 (**Resource Item 5**) in your Bible.

Teach: As children enter make sure that each child is enrolled and has a nametag. Welcome all to the "watering hole." Say, *We are on the second day of our safari to explore God's creation.* Direct each child to introduce himself in the following way: Say, *My name is (David). I'm going on safari and I'm taking a (daisy).* Today they say the name of a seed-bearing plant that starts with the same letter as their name. After the introductions, call attention to the Bible verse. Open the Bible and read it. Instruct children to repeat the verse in unison several times. Call on different children to say the verse with a partner.

Kashifu (kah she' foo) **(Bible Verse Activity)**

Resources needed: **Resource Item 3: Bible Story Titles and Daily Bible Verses;** sun, moon, and star patterns or die-cuts (5 of each one); three colors of construction paper; Bible; **Resource Item 5: Daily Bible Markers**

Prepare: Locate the **Bible Story Title and the Daily Bible Verse (Resource Item 3)**. Follow the directions below for the activity to learn the Bible verse.

1. Cut five suns, moons, and stars from three different colors of construction paper. Write one word on each shape.
2. **Words for suns:** The, good, he, on, has.
3. **Words for moons:** Lord, to, has, all, made.
4. **Words for stars:** is, all, compassion, he, Psalm 145:9.
5. Hide the shapes around the room. Locate and mark Psalm 145:9 (**Resource Item 5**) in your Bible.

Teach: Refer to the focal wall to review the Bible Story Title and Bible verse for session 1. Reveal the **Bible Story Title and Bible Verse** for session 2 (**Resource Item 3**) and attach them to a branch on the tree or to an empty space on the bulletin board. Read the verse from the Bible.

Say, *The words to this verse are hidden around the room on sun, moon, and star shapes.* We will find them and arrange them on the floor in order. Select children to find and bring a shape back to the group area. When all are located, place them on the floor, in order, so all children can see them. Point to each shape as the word is read. Explain the meaning of the verse. Children will practice the verse by saying the verse several times in unison. Direct the boys to say it, then the girls, and then again in unison. Point out that a pattern is formed on the floor with the shapes (sun, moon, star, etc.) Say, *Our verse has an ordered pattern. This is the way God created. He made things in an orderly way. He had a plan from the beginning. This helps us understand that God has a plan for each of us. Jesus is always ready to take care of us.*

Hadithi (ha deeth' ee) **(Tell Bible Story)**

Resources needed: Resource Item 5: Daily Bible Markers; pictures (from old calendars, the internet, magazines, church picture file, etc.) to show the following: four seasons; oceans, lakes, seas, rivers; land areas such as mountains, jungles, savannahs, rain forests, deserts, etc.

Prepare: Locate and mark Genesis 1:9-19 and Matthew 14:22-32 (**Resource Item 5**) in the Bible.

Teach: Show the season pictures one at time. Name each season and direct a discussion of what each season is like and the activities enjoyed in each one. Show the water pictures and name them (ocean, lake, river). Invite children to share experiences they have had on water. Show the land pictures and name them. Talk about the characteristics of each one. Leave the pictures visible as you tell the story. Say, *The first part of our Bible story is found in Genesis, the first book of the Bible in the Law Division of the Old Testament.* Open your Bible and tell the story from memory.

Third and Fourth Days of Creation and Jesus Calms the Storm **Scripture: Genesis 1: 9-19 and Matthew 14:22-32**

On the third day, God looked at his creation and said for all the water under the sky to be gathered together and for dry land to appear. It happened just as he said. God called the water "seas" and the dry ground "land." (Refer to the pictures shown earlier.) God said that it was good. This means he was very pleased.

Then he said for the land to grow plants and trees that had seeds. And suddenly, the land had all kinds of plants and trees. God commanded that the plants and trees would have seeds so they could make new plants. Say, *This was the third day of creation.*

Next, God commanded two great lights to exist in the sky to separate day and night and to give light on the earth. He said that they would serve as signs to mark seasons, days, and years. (Refer

to the pictures of the seasons.) The greater light, which is the sun, would rule during the day. The moon, the lesser light, would rule the sky at night. He also made the stars to give light at night. God saw that it was good. Say, *On the fourth day, God made evening and morning.*

Jesus was with God in the beginning. He was God's Son and so he had great power. His disciples learned about this great power over creation during a storm. This part of the Bible story is in the book of Matthew, the first book in the Gospel Division of the New Testament. Open the Bible to Matthew 14:22-32.

Give children an opportunity to share about a time when they were afraid. Say, *This story tells about the disciples who were scared in their boat one night.*

Jesus had been teaching, preaching, and healing the great crowds who followed him. He had just performed the miracle of feeding over five thousand people and wanted to be alone for a while to pray. He told his disciples to get into their boat and go to the other side of the sea. He dismissed the crowd and climbed up on a mountainside. He was alone and was praying.

The boat with the disciples set sail and was out on the sea away from the land. A storm came up on the water. Jesus saw the boat rocking back and forth. The huge waves caused by the violent wind were tossing the little boat around on the water. The strong wind was blowing the boat away from the land. The disciples had been sailing for eight hours and were only about three and a half miles from shore. Jesus watched as his disciples battled to keep from sinking. It was now between three and six o'clock in the morning. The disciples had not slept all night and were tired, exhausted, and felt great despair that they all might drown.

Then they looked out across the water and saw a figure coming toward them. This figure was walking on top of the water. They were terrified. They were screaming and yelling in fear. They thought it was a ghost coming to get them.

Jesus called out to them, *Don't be afraid. It is me, Jesus.* The disciples were so relieved to hear Jesus' voice. They were amazed to see him walking on the water. Knowing he was there took their fear away and made them feel safe.

Peter was so excited he said, *Lord, if it's really you, tell me to come to you.* Jesus said, *Come.* So Peter climbed out of the boat and began walking on the water to Jesus. But he began to take his eyes off of Jesus and look around at where he was. He saw the wind and waves and became afraid and started to sink. He cried out, *Lord, save me!* Jesus reached out and took Peter's hand. Immediately he was back on top of the water with Jesus. Jesus said that Peter did not have enough faith.

The two of them climbed into the boat and the wind stopped blowing. All was calm and peaceful. The disciples said, *You must be God's Son* and they worshipped him. Jesus could control the waves and wind because he was God's Son. He had power over nature and he showed

this to his disciples so they would understand who he was and that he could and would care for them. When we are afraid, we can remember that he has the power to take care of us, too. We have to believe, trust, and show that we have faith in him.

Dama! (dah' mah)
(Review Bible Story)

Resources needed: Resource Item 8: Elephant Game Board; Resource Item 9: Bible Game Grid (for teachers); Resource Item 10: Safari Sighting Grid; transparency markers (two colors); Resource Item 20: Question Cards (Session 2); 8 ½" x 11" white cardstock; animal print or brown gift bag

Prepare: Decide which **Safari Sighting Grid (Resource Item 10)** you will use today. Make a copy if needed on a different colored paper. Copy the **Question Cards (Resource Item 20)** on 8½" x 11" cardstock. Cut apart the cards and place them in the animal print or brown gift bag.

Teach: Play the game as suggested in Session 1 but use the questions for Session 2 (**Resource Item 20**).

Questions and answers for Review Game:

1. What did God call the water on day three of creation? (seas)
2. What did God call the dry ground? (land)
3. What did the plants and trees have that could make new plants? (seeds)
4. How many great lights did God make on day four? (two)
5. The greater light is called the _____. (sun)
6. The greater light is in the sky during the _____. (day)
7. The lesser light is called the _____. (moon)
8. The lesser light can be seen in the sky at _____. (night)
9. At night, we see the moon and the _____. (stars)
10. Name the four seasons. (spring, summer, fall, winter)
11. The story of Jesus walking on the water is found in the _____ Testament. (New)
12. The story of creation is found in the _____ Testament. (Old)
13. Why did Jesus go up on a mountainside? (to pray)
14. What problem did the disciples have on the sea? (storm)
15. What did Jesus say to the disciples as he walked on the water towards them? (Don't be afraid. It is me, Jesus.)
16. How did the disciples feel when they heard Jesus' voice? (no longer afraid, safe)
17. What did Peter do when Jesus told him to come? (walked on the water to Jesus)
18. Why did Peter start to sink? (looked around at the storm and lost faith)
19. What did Jesus do when Peter was sinking? (took him by the hand and saved him)
20. What happened to the wind when Jesus and Peter were in the boat? (stopped blowing)

21. How can Jesus help us when we are afraid? (If we trust him, he will take care of us.)

Transition to Small Group Activity: After the review of the Bible story, introduce the ***Huluku Bible Activity***. Say, *Yesterday, you started your creation box. Today, you will add the things God created on day three and four. Call the teacher's names and have the children in his or her group to go to the place designated for their group. If there are new children, add them to a group according to their nametags. Give those children one of the extra boxes with the plaster in the bottom.*

Small Group Bible Learning Activity

Huluku (who loo' koo) (Week-long Bible Learning Activity)

Purpose: The children will add items to depict the third and fourth days of creation.

Description: The project has no definite instructions except to read the scripture each day and follow the guidelines of what God created. Each child will have their own interpretation of how and what the details were of the day's creation. The more the child has ownership of the interpretation, the more he or she will enjoy the project. This also challenges the boys and girls to think about God's plan during his creation process and the general plan he used. The resources should be placed on separate tables around the room so the children can have freedom to decide what they want to use on their mural. Encourage their creativity!

Resources needed for the week: Resource Item 21: Genesis 1:9-19; felt (black or blue 20" x 24" pieces, one per child); 24" x ¼" dowel rod; jute or yarn; cool glue guns (12 per class); cool glue sticks; felt (various colors); animal print fabrics; fabric (various colors); Tacky® glue; large needles; embroidery thread (multiple colors); buttons; beads; yarn (multiple colors); Shrinky Dinks® plastic; scissors; permanent markers or acrylic paints; toaster oven; foil sheets; spatula; hot pads; fabric (to resemble water); fun foam; tissue paper; Christmas garland; small twigs; silk flowers or plants

Guide Bible Study and Activity: Have the children open their Bible to Genesis 1:9-19 (NIV) or give each child a copy of **Genesis 1:9-19 (Resource Item 21)**. Read the account of the third and fourth days of creation as the children follow along. Encourage the children to follow along and verbalize the order of events in the story.

Guide the Bible Activity: Give each child his or her wall mural. If new children are present, give them one of the extra murals that were made on the first day. Instruct them to go to the table to decide what resources they will use to create the seas, land, trees, plants, flowers, sun, moon, and stars. If using the Shrinky Dinks® plastic, have available toaster ovens, foil sheets, spatula,

and hot pads. Follow the instructions on the Shrinky Dinks® package. Say, *You have completed days one, two, three, and four of creation. Tomorrow we will add birds and sea creatures to our mural.*

Transition to Rotating Activities: At the end of the small group activity, the children will remain with their team for the rotating activities. Different teaching teams could be assigned to the rotating activities, or your teaching team could be assigned one of the following rotations: ***Ubingwa (Bible Skills), Snack and Recreation, or Missions.*** These three rotations may occur in the classroom or in different classrooms in your church. Decide which will work best for your setting.

Rotating Activities

Small Group Bible Learning Activity

Ubingwa (oo bing' wah)

Bible Skills Game: Learn the books and divisions of the Bible

Resources needed: Resource Item 13: African Animal Posters; Resource Item 14: Old Testament Divisions; Resource Item 15: Books of the Old Testament; Resource Item 16: New Testament Divisions; Resource Item 17: Books of the New Testament; Velcro® dots; envelopes (with divisions and books)

Prepare: Remove the History and Poetry divisions from the envelopes and have them ready to place on the African animals.

Teach: Review the divisions of the Old Testament and the Books of the Law as you place the signs on the African animals. On the second day, use the same method that you used on Day 1. Attach the History division sign and the books in the History Division to the animal. Do the same activity with the books in the Poetry division. Learn the books of History and Poetry.

Mission Story and Activity

(If the Mission Story is told during Joint Worship, briefly review the story and do the activity provided)

Mission Activity: Learn about New Day Orphanage and make prayer cards.

Resources needed: Resource Item 22: Mission Story and Pictures; 8 ½" x 11" white copy paper; Resource Item 23: Prayer Cards; 8 ½" x 11" white cardstock; pictures of children at New Day Orphanage (www.newdayorphanage.org); 8 ½" x 11" copy paper; glue sticks; crayons or markers

Prepare: Before the session, copy the **Mission Story and Pictures (Resource Item 22)** and the **Prayer Cards (Resource Item 23)** on white cardstock or white copy paper. Visit the website of New Day Orphanage and click on the tab labeled “New Day Kids.” Print pictures of the current children living in the orphanage. There is more information on each child when you click on each child’s picture (age, things he or she likes to do). Cut out the pictures of the children you have chosen (one picture per child).

Teach: Tell the **Mission Story (Resource Item 22)** to introduce the children to the New Day Orphanage. Show pictures of the orphanage and the children you have chosen to use on the prayer cards. Allow the children to choose a child’s picture to glue on the inside of the **Prayer Card (Resource Item 23)**. Encourage the children to write information about their family, school, and friends. Make sure they include that they are praying for them.

Bible conversation: Say, *Let’s pray for these children.* Pray for the children by name if possible.

Tasihili (tah see hee’ lee)

(Closing activity or activity at the end of group time)

Resources needed: Small flower pot or plastic cup (one per child); flower to plant (one per child); potting soil; 3 or 4 dishpans for potting soil; scoop or spoon; plastic table cloth or butcher paper; permanent markers; tongue depressors (one per child); copy of **Resource Item 5: Daily Bible Verse** (Psalm 145:9, one per group or table)

Prepare: Make copies of the daily Bible verse (Psalm 145:9) for each group or table. Cover the tables with a plastic tablecloth or butcher paper. Divide the potting soil into 3 or 4 dishpans. Place the flowers and tongue depressors on each table.

Teach: Distribute a pot, flower, and tongue depressor to each child. Distribute a copy of the Bible verse to each child or table as a reference. Review today’s Bible verse. Have half of the children copy the Bible verse onto the tongue depressor. The remaining children can pot their flower. They will place the tongue depressor into the dirt after the flower is planted. Encourage the children to place their flower in a window and review the Bible verse each day.

Pray: Praise God for making the world with water, land, plants, and light and for taking care of us when we are afraid.

Session 3



God Cares For Us

Bible Story and Scripture:

Fifth Day of Creation and Jesus Cares for Us
Genesis 1:20-23 and Matthew 6:25-34

Unit Bible Verse:

How many are your works, O LORD! In wisdom you made them all; the earth is full of your creatures (Psalm 104:24).

Daily Bible Verse:

Cast all your anxiety on him because he cares for you (1 Peter 5:7).

Biblical Truth:

God made fish and birds and cares for them but he cares for us much more.

Teaching Aim:

Children will discover that God created the fish and birds and cares for them, but he cares for us even more.

Guide the Session

Large Group Activities

Jambo! (jahm' bo) (Welcome Activity)

Resources needed: Resource Item 5: Daily Bible Markers; Resource Item 7: Unit Bible Verse; "watering hole" (from session 1)

Prepare: Use the blue paper "watering hole" and the **Unit Bible Verse (Resource Item 7)** from previous sessions. Be prepared to supply the names of fish and birds for the welcome activity. Locate and mark Psalm 104:24 (**Resource Item 5**) in your Bible.

Teach: As children enter, make sure that each child is enrolled and has a nametag. Welcome all and inform them that this is our third day to explore the things God created. Direct each child to introduce himself in the following way: *My name is (David). I'm going on Safari and I'm taking a (dolphin-duck).* Today they say the name of a fish or a bird that begins with the same letter as their name. After all have participated, call attention to the verse on the card in the "water." Open your Bible and read it. Repeat it in unison three times. The first time say it in a whisper. The second time, increase the volume. The third time, say it loudly.

Kashifu (kah she' foo) (Bible Verse Activity)

Resources needed: Resource Item 3: Bible Story Titles and Daily Bible Verses; Resource Item 5: Daily Bible Markers; Bible

Prepare: Have the **Bible Story Titles and Daily Bible Verse (Resource Item 3)** ready to attach to the wall. Locate and mark 1 Peter 5:7 (**Resource Item 5**) in your Bible.

Teach: Refer to the focal wall to review the title and verses for the first two sessions. Reveal the **Bible Story Title and Bible Verse (Resource Item 3)** for session 3 and attach them to the wall. Read the verse from your Bible. Explain the meaning of the verse. Say, ***Cast** means to put or place. When fishermen cast, they are throwing the hook at the end of their fishing rod into the water away from them. **Anxiety** means burdens, worries, or things that bring bad feelings. **Cares** means loves, provides for, or takes care of.* As children repeat the verse, direct them to add the following motions as they speak:

- On the word *cast*, pretend to throw the fishing rod into the water.
- On the word *anxiety*, bend over as if there were a heavy load on the back.

- On the word *him*, point up to indicate God in heaven.
- On the word *cares*, hug yourself tightly.
- On the word *you*, point to other children in the group as well as to self.

Practice with the motions several times. Allow individuals or small groups to demonstrate and repeat the verse. Say, *This verse tells us not to worry about things in our lives, but to trust God. He knows our needs, cares for us, and will give us those things that are necessary.*

Hadithi (ha deeth' ee) (Tell Bible Story)

Resources needed: **Resource Item 5: Daily Bible Markers;** poster board or butcher paper (20" x 24"); **Resource Item 24: Situation Cards;** marker; **Resource Item 25: Matthew 6:25-34;** basket or small gift bag

Prepare: Write the words **NEEDS** and **WANTS** at the top of a poster board or poster-sized piece of butcher paper and divide the page in half from top to bottom with a marker. Locate and mark Genesis 1:20-23 and Matthew 6:25-34 (**Resource Item 5**) in your Bible. Print the **Situation Cards (Resource Item 24)** on cardstock, cut apart, and place them in a basket or small gift bag.

Teach: Show the poster with Needs and Wants. Say, *Needs are things we must have to live, such as, food, drink, shelter, and love. Wants are things we like and enjoy but can live without.* Direct the children to suggest things that are needs and wants and write them on the poster under the correct word. Select a child to come and choose a situation from the basket or bag. Allow the child to read each situation or the child can give it to a friend or teacher to read. After the story is read, ask the children to tell if a need or want was met. After each situation is read, repeat the Bible verse together. Say, *A need was met because God cares for us.* Open the Bible to Genesis 1:20-23. Say, *We can learn what God created by reading in Genesis, the first Old Testament book in the Law Division.* Tell the Bible story from memory.

Fifth Day of Creation and Jesus Cares for Us **Scripture: Genesis 1:20-23 and Matthew 6:25-34**

On the fifth day, God looked at the oceans, seas, and sky that he had made. He spoke and said for the water to be filled with living creatures and for birds to fly in the sky. God said that it was good. He commanded that they would continue making more of their own kind. This means that they would continue to have babies so the babies could grow up and have more fish and birds like them.

God loved and cared for these things he created. Jesus talked about these creations to help us know that God cares for us even more than the other things he made. We can read what Jesus

said in Matthew, the first book in the Gospel Division of the New Testament. Matthew was one of the twelve disciples. He traveled with Jesus for three years and wrote about what he had seen and heard. Say, *I want you to help with this part of the story. Open your Bibles to **Matthew 6:25-34** or give each child a copy of the scripture (Resource Item 25). Read the words with your eyes as I read aloud. When I stop I want you to read the next word.* (Pause at the words underlined for the children to respond.)

- 25:** Therefore, I tell you, do not worry about your life, what you will eat, or drink; or about your body, what you will wear. Is not life more important than food, and the body more important than clothes?
- 26:** Look at the birds of the air; they do not sow or reap or store away in barns, and yet your heavenly Father feeds them. Are you not much more valuable than they?
- 27:** Who of you by worrying can add a single hour to his life?
- 28:** And why do you worry about clothes? See how the lilies of the field grow. They do not labor or spin.
- 29:** Yet I tell you that not even Solomon in all his splendor was dressed like one of these.
- 30:** If that is how God clothes the grass of the field, which is here today and tomorrow is thrown into the fire, will he not much more clothe you, O you of little faith?
- 31:** So do not worry saying, ‘What shall we eat?’ or ‘What shall we drink?’ or ‘What shall we wear?’
- 32:** For the pagans run after these things, and your heavenly Father knows that you need them.
- 33:** But seek first his kingdom and his righteousness, and all these things will be given to you as well.
- 34:** Therefore, do not worry about tomorrow, for tomorrow will worry about itself. Each day has enough trouble of its own.

These verses tell us that the most important thing we can do is to spend each day living the way God wants us to live. When we put him first, he will provide for our needs. Jesus said that God takes care of the fish, birds, and flowers, but we are more valuable to him than these things. We must place our faith and trust in him and not worry about our needs.

Dama! (dah' mah)
(Review Bible Story)

Resources needed: Resource Item 26: Question Cards; 8 ½" x 11" white paper; dowel rods (two 1/2" x 36"); 8 ½" x 11" cardstock or paper (4 colors); donut hole magnets; string; plastic sand pails (2); "watering hole" (from Welcome Activity)

Prepare: Make two fishing poles by tying string to a dowel rod and attaching a magnet to the end. Draw simple fish shapes onto white paper (four fish per page). Make four copies of the fish on 8 ½" x 11" colored cardstock or paper. Copy the **Question Cards (Resource Item 26)** onto white paper. Cut out the questions and glue them to the fish shapes (one question per fish). Laminate if desired and cut out the fish shapes. Attach a paper clip to the end of each fish. Place the "watering hole" on the floor. Place the fish facedown in the "watering hole."

Teach: Divide the children into two teams to play "Go Fish." Assign each one a fish pail to fill. Say, *When it is your team's turn, you will catch a fish with your pole, read, and answer the question. Your team can help with the answer. If you are correct, place the fish in your team's fish pail. If the answer is incorrect, the fish goes back into the "pond."* Count the fish in each pail at the end of the game. Praise both teams for what they have learned.

Questions and answers for Review Game:

1. On day five, God created ____ and _____. (fish and birds)
2. We read about creation in the book of _____. (Genesis)
3. Matthew is in the _____ Division. (Gospels)
4. God said not to worry about the _____ we eat or about what we _____. (food, drink)
5. God said not to worry about the _____ we wear. (clothes)
6. God said our _____ is more important than food, drink, or clothes. (life)
7. The _____ of the air do not plant seeds for themselves. (birds)
8. Our _____ feeds the birds. (Heavenly Father)
9. The _____ in the field do no work to grow. (lilies)
10. The lilies grow because ____ cares for them. (God)
11. God will provide us with _____ to wear. (clothes)
12. If we _____ we have little _____ in God. (worry, faith)
13. God knows the things we _____ to live. (need)
14. When we follow God's plan, he gives us what we _____.(need)
15. Live each day, one at a time, and don't _____ about tomorrow. (worry)

Transition to Small Group Activities: Give directions about moving into small groups. Make sure you add new children to a group.

Small Group Bible Activity

Huluku (who loo' koo)

(Week-long Bible Learning Activity)

Purpose: Children will continue working on the wall mural to show what God created on day five of creation.

Description: The project has no definite instructions except to read the scripture each day and follow the guidelines of what God created. Each child will have their own interpretation of how and what the details were of the day's creation. The more the child has ownership of the interpretation, the more he or she will enjoy the project. This also challenges the boys and girls to think about God's plan during his creation process and the general plan he used. The resources should be placed on separate tables around the room so the children can have freedom to decide what they want to use on their mural. Encourage their creativity!

Resources needed for the week: Resource Item 26: Genesis 1:20-23; felt (black or blue 20" x 24" pieces, one per child); 24" x ¼" dowel rod; jute or yarn; cool glue guns (12 per class); cool glue sticks; felt (various colors); animal print fabrics; fabric (various colors); Tacky® glue; large needles; embroidery thread (multiple colors); buttons; beads; yarn (multiple colors); Shrinky Dinks® plastic (cut in 2" x 2" or 3" x 3" pieces, 2 per child); scissors; permanent markers or acrylic paints; toaster oven; foil sheets; spatula; hot pads; fabric (to resemble water); fun foam; tissue paper; Christmas garland; small twigs; silk flowers or plants

Guide Bible Study and Activity: Instruct the children to open their Bibles to Genesis 1:20-23 (NIV) or give each child a copy of **Genesis 1:20-23 (Resource Item 26)**. Read the account of the fifth day of creation as the children follow along. Encourage the children to follow along and verbalize the order of events in the story.

Guide the Bible Activity: Give each child his or her wall mural. If new children are present, give them one of the extra murals that were made on the first day. Instruct them to go to the table to decide what resources they will use to create the sea creatures and birds. If using the Shrinky Dinks® plastic, have available toaster ovens, foil sheets, spatula, and hot pads. Follow the instructions on the Shrinky Dinks® package. The children may draw the animals on the plastic with acrylic paints or permanent makers. Then, shrink them to glue on the mural. Say, *You have completed days one, two, three, four, and five of creation. Tomorrow we will see what God created on day six!*

Transition to Rotating Activities: At the end of the small group activity, the children will remain with their team for the rotating activities. Different teaching teams could be assigned to the rotating activities, or your teaching team could be assigned one of the following rotations: ***Ubingwa (Bible Skills), Missions, or Snack and Recreation.*** These three rotations may occur in

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the classroom or in different locations in your church. Decide which will work best for your setting.

Rotating Activities

Ubingwa (oo bing' wah) **(Bible Skills)**

Resources needed: Resource Item 13: African Animal Posters; Resource Item 14: Old Testament Divisions; Resource Item 15: Books of the Old Testament; Resource Item 16: New Testament Divisions; Resource Item 17: Books of the New Testament; Velcro® dots; envelopes (with divisions and books)

Prepare: Remove the Major and Minor Prophet divisions from the envelopes and have them ready to place on the African animals. Review the divisions of the Old Testament and the Books of the Law, History, and Poetry as you place the signs on the African animals.

Teach: Use the same plan as for session 1 and 2, adding new divisions in the Old Testament. Begin the divisions of the New Testament if children are ready.

Mission Story and Activity

(If the Mission Story is told during Joint Worship, briefly review the story, and do the activity provided)

Mission Activity: Make modeling clay or play-dough animals.

Resources needed: Resource Item 28: Mission Story and Activity; 8 ½" x 11" copy paper; "Just for Fun" video (www.newdayorphanage.org); modeling clay or play-dough (homemade or purchased); safari animal cookie cutters; sandwich size zipper bags (optional); permanent marker (optional)

Prepare: Make a copy of the **Mission Story and Pictures (Resource Item 28)**. If possible, watch the "Just for Fun" video on the website by going to the website and clicking on the tab labeled "movies." The video shows a little boy named Francis making animals out of dirt and water. If it's not possible to watch the video, talk and show pictures of safari animals. Purchase modeling clay or play-dough so the children can create animal shapes. Find safari animal cookie cutters so the children can create an animal.

Teach: Show the video of Francis and talk about the games and activities the children do in

Africa. Tell the story (**Resource Item 28**) and show the pictures. After the story, say, *Let's make some African safari animals out of clay or play-dough*. If the children are taking the animal home, place the shape into a sandwich size zipper bag. Write their name with a permanent marker on the bag.

Bible conversation: Pray for the Tidwell family as they minister to the children at New Day.

Tasihili

(Closing activity or activity at the end of group time)

Resources needed: Filled water bottles (not previously used); "Shrinky Dinks®" clear shrinkable plastic (cut in 2" x 5" rectangles, one per child) or "Shrinky Dinks®" for computer ink jet printers; blue masking tape; fine point permanent markers or acrylic paint; For teacher's use only: scissors, toaster oven, foil sheets or parchment paper, spatula, oven mitts

Prepare: Before the session, write the daily Bible verse on 2" x 5" pieces of "Shrinky Dinks®" plastic with permanent markers or acrylic paint or type the Daily Bible verse on the computer and use the "Shrinky Dinks®" for ink jet printers to print them on the plastic. Place the plastic on a piece of foil or parchment paper. Then place them in a 325° preheated toaster oven. Carefully watch because it will shrink very quickly. Remove from the oven and allow them to cool. Follow directions in package.

Teach: Call attention to the Bible verse (**1 Peter 5:7**) on the bulletin board or focal wall. Repeat the Bible verse with the children. Give each child a water bottle and a "Shrinky Dinks®" Bible verse. Instruct the children to remove the lid and place the Bible verse into the water. When completed, wrap blue tape around the top of the bottle several times to remind the children not to open the bottle.

Pray: Thank God for his great love for us. Ask that we would learn to trust him more and not worry about things in our lives.

Session 4



God Sent Us Jesus

Bible Story and Scripture:

Sixth Day of Creation and Jesus is Born

Genesis 1:24-31 and Luke 2:1-20

Unit Bible Verse:

How many are your works, O LORD! In wisdom you made them all,
the earth is full of your creatures
(Psalm 104:24).

Daily Bible Verse:

He sent his one and only Son into the world that we might live through him
(1 John 4:9).

Biblical Truth:

God made animals and people. He loved people so much that he
sent his Son to show his love for us.

Teaching Aim:

Children will discover that God made animals and people and he sent his
only Son, Jesus, to show how much he loves us.

Guide the Session

Large Group Activities

Jambo! (jahm'bo)

(Welcome Activity)

Resources needed: Same as Day 1, 2, and 3; **Resource Item 5: Daily Bible Markers**

Prepare: Place the "watering hole" in the center of the group. Be prepared to supply the names of animals. Locate and mark Psalm 104:24 (**Resource Item 5**) in the Bible.

Teach: As children enter, make sure that each child is enrolled and has a nametag. Welcome all to the "watering hole." Explain, *On the fourth day of safari, we will discover that God made animals and people.* Direct each child to introduce himself in the following way: *My name is (David). I'm going on safari and I'm taking a (deer).* Today they say the name of an animal that begins with the same letter as their name. Then add the sentence: *I'm also taking _____ (the name of the person on the left) and _____ (the name of the person on the right).* Continue around the circle until each child has introduced himself or herself, named the animal, and the persons on each side of him or her. Call attention to the unit Bible verse in the "water." Open the Bible and read Psalm 104:24. Divide the children into two groups. Assign one group to read the first word and the other group to read the second word. Continue this pattern until the verse has been repeated twice. Then change the groups so that the group that read the first word will now read the second. Repeat the verse twice. Read the verse in unison.

Kashifi (kah she' foo)

(Bible Verse Activity)

Resources needed: **Resource Item 3: Bible Story Titles and Daily Bible Verses; Resource Item 29: Jesus is Born Puzzle;** 8 ½" x 11" white cardstock; magnetic strip; magnetic board; basket

Prepare: Have the **Bible Story Titles and Daily Bible Verse (Resource Item 3)** ready to attach to the bulletin board or focal wall. Locate and mark 1 John 4:9 (**Resource Item 5**) in your Bible. Copy the puzzle (**Resource Item 29**) on white cardstock. The puzzle may be enlarged by 133% to fit 11" x 17" cardstock. Draw lines around each word creating puzzle pieces. Cut out the puzzle. Cut small pieces of magnetic strip and stick them to the back of each piece. Place the puzzle pieces into a basket.

Teach: Refer to the focal wall to review the **Bible Story Titles and Bible Verses** for the first three sessions. Reveal the **Bible Story Title and Bible Verse** for session 4 (**Resource Item 3**)

and attach to the focal wall or bulletin board. Read the verse from your Bible. Explain that this verse tells us that God loved people more than anything else he created. He sent Jesus, his only Son, to show us how much he loved us. Jesus taught us how we could live forever in heaven with God. Read the verse again. Hold the basket and allow children to take turns removing one puzzle piece at a time and reading the word(s). Assemble the pieces on the magnetic board to complete the picture and read the verse in unison.

Hadithi (ha deeth' ee) **(Tell Bible Story)**

Resources needed: Small nativity set; boxes (sized to match nativity figures); **Resource Item 5: Daily Bible Markers**

Prepare: Wrap each of the following from a nativity set as a gift:

Item 1: Joseph	Item 5: Shepherds
Item 2: Mary	Item 6: Sheep
Item 3: Baby Jesus	Item 7: Angel
Item 4: Manger	Item 8: Several angels

Write the numbers on the box so the gifts can be opened in order. Place the gifts near the area for the Bible story. A stable could be used if it is a part of the selected nativity set. Do not include wise men. Locate and mark Genesis 1:24-31 and Luke 2:1-20 (**Resource Item 5**) in your Bible.

Teach: Instruct children to name some animals they like that live on land (elephant, giraffe, deer, horse, dog, cat, cow, leopard, cheetah, or rabbit. As each animal is named, discuss the characteristics of it. (Elephants are big, gray, have large ears, a trunk, make a trumpeting sound, etc.) Allow children to move like the animal named and make its sound. Comment, *God made all of these animals on day six of creation*. Remind children that today at the "watering hole" they named an animal, but they also named the people beside them. This is because God also made people on day six. Open your Bible to Genesis 1:24-31 (**Resource Item 5**). We read about day six in Genesis, the first book of Law in the Old Testament. Tell the story from memory.

Sixth Day of Creation and Jesus is Born **Scripture: Genesis 1:24-31 and Luke 2:1-20**

On the first five days of creation, God had made the sun, moon, stars, oceans, sky, creatures to live in water and air, land and plants. On day six, he made the animals to live on the land. He made animals like cows, pigs, goats, horses, donkeys, and oxen. He made the animals that live with us like dogs, cats, bunnies, and hamsters. He made the wild animals such as lions, tigers, cheetahs, and leopards. And he made the creeping animals like snakes, lizards, spiders, and caterpillars. And God saw that it was good.

Then God made humans, or people like us. He made a man and a woman. These people were the only creations that were like God or in his image. This means he made us so we could have a relationship with him. He blessed the man and woman and put them in charge of caring for all the other things he had made. He told them to be fruitful and increase in number. This means he wanted them to have children and be a family so there would be a whole world full of people to help care for his creation. God saw all that he had made and said it was *very* good. He was highly pleased with his plan and his work. And there was evening and morning—the sixth day.

God loved the people he made and wanted them to be able to live with him forever. To show his great love, he sent Jesus into the world. We learn about the birth of Jesus in Luke, the third book in the Gospel Division of the New Testament. ***(Open the Bible to Luke 2. Open the gifts in order as you tell the story.)***

Jesus was God's gift to us. (Call attention to the gifts.) Comment, We will open these gifts as we hear the story. Caesar Augustus was the ruler of the entire Roman Empire. He wanted to collect taxes, or money from the people. In order to collect taxes, he decided everyone should be counted. He ordered everyone to go to the city or town where they were born so his soldiers could count them **(Open boxes #1-Joseph and #2-Mary).**

Joseph had to go to Bethlehem because he was a part of the family of King David who was from Bethlehem. Mary also had to go to Bethlehem even though she was almost ready to have her baby. The town was very crowded because of all the people who had come to be counted. By the time they arrived in Bethlehem, there was no room for them to stay. The animals were kept behind the inns in stables or a cave-like place in the rock. Joseph chose the stable for them to stay because it was time for the baby to be born **(Open box #3-Baby Jesus).** Mary wrapped the baby in soft pieces of cloth and placed him in a manger **(Open box #4-manger).** The manger was a feeding place for animals.

In the fields nearby shepherds were watching over their sheep. They had to make sure no wild animals attacked the sheep at night **(Open boxes #5-shepherds and #6-sheep).** As the shepherds were sitting with their sheep, a bright, dazzling light glowed out of the sky and an angel of the Lord appeared. The shepherds were terrified! The angel told them not to be afraid. The angel had good news. A baby had been born. He said the baby was the Savior, Christ, the Lord. The angel told the shepherds they could find the baby in Bethlehem, wrapped in cloths, and lying in a manger.

(Open box #8-several angels) Suddenly the sky was filled with other angels and they were praising God and saying, *Glory to God in the highest.* Then all the angels disappeared back into heaven and the shepherds looked at each other in amazement. They talked to each other and decided to go into Bethlehem and see for themselves what God had told them.

They hurried off and found Mary and Joseph and the baby. The baby was lying in the manger

just as the angel had said! The shepherds were so excited they went and told everyone about this great event! Everyone who heard the story was amazed. The shepherds kept on praising and glorifying God. Jesus, God's one and only Son, had come into the world!

When we believe in Jesus and ask him to forgive our sins, then we are able to live in heaven with Jesus forever. Jesus is God's greatest gift to us.

Dama (dah' mah) **(Review Bible Story)**

Resources needed: Resource Item 8: Elephant Game Board; Resource Item 9: Bible Game Grid (for teachers); Resource Item 10: Safari Sighting Grid; transparency markers (two colors); Resource Item 30: Question Cards (Session 4); 8 ½" x 11" white cardstock; animal print or brown gift bag

Prepare: Decide which **Safari Sighting Grid (Resource Item 10)** you will use today. Make a copy if needed on a different colored paper. Copy the **Question Cards (Resource Item 30)** on 8 ½" x 11" cardstock. Cut apart the cards and place them in the animal print or brown gift bag.

Teach: Play the game as suggested in Session 1 but use the questions for Session 4 (**Resource Item 30**).

Questions and answers for Review Game:

1. On day six God made animals that live on a farm. Name one. (cow, pig, horse, donkey, ox or any other livestock animal)
2. On day six God made animals that live with us as pets. Name one. (dog, cat, bunny, hamster or any other pet that lives on land)
3. On day six God made wild animals. Name one. (lion, tiger, cheetah, leopard or any other wild animal).
4. On day six God made creeping animals. Name one. (snake, lizard, spider, caterpillar or any other creeper)
5. After God made the animals on day six, he saw that it was _____. (good)
6. After God created land animals on day six, he made _____. (people)
7. God wanted the man and woman to take _____ of the other created things. (care)
8. God wanted the man and woman to have _____. (children)
9. After God made the animals on day six, he said it was _____ good. (very)
10. Who was Caesar Augustus? (Ruler of the Roman Empire)
11. What did Caesar Augustus want to collect? (taxes or money)
12. Why did Caesar Augustus want to count people? (to collect taxes or money from them)
13. Why did Joseph and Mary go to Bethlehem? (to be counted)
14. Why was it hard for Mary to travel to Bethlehem? (She was almost ready to have

her baby.)

15. Why couldn't Joseph find a room in an inn? (too crowded)
16. Where did Mary place Baby Jesus? (manger)
17. What is a manger? (a feeding place for animals)
18. Why were the shepherds afraid? (a bright light and an angel)
19. The angel told the shepherds to not be _____. (afraid)
20. The angel had ____ news. (good)
21. The angel told the shepherds that the baby was lying in a _____. (manger)
22. The angels praised God and said, _____ to God in the highest. (Glory)
23. The shepherds went into _____ to see the new baby. (Bethlehem)
24. They shepherds found Mary, Joseph, and _____. (Jesus)

Teach: Divide children into two groups. Group 1 sends a child to reach into the basket for a question. The team works together to give an answer. If correct, the child places an "X" in one of the boxes on the grid with the marker in the color assigned to his team. The leader checks to see if the "X" is in a bonus square. If it is, the child uses the marker to turn the "X" into a star. Continue with Group 2 using the other color marker. If a team responds incorrectly, offer the question to the other team. At the conclusion, count to see how many bonus squares (stars) each team located. Praise both teams for knowledge gained.

Transition to Small Group Activities: Give directions about moving into small groups. Make sure you add new children to a group.

Small Group Bible Activity

Huluku (who loo' koo)

(Week-long Bible Learning Activity)

Purpose: Children will continue to work on their wall mural to show what God created on the sixth day.

Description: The project has no definite instructions except to read the scripture each day and follow the guidelines of what God created. Each child will have their own interpretation of how and what the details were of the day's creation. The more the child has ownership of the interpretation, the more he or she will enjoy the project. This also challenges the boys and girls to think about God's plan during his creation process and the general plan he used. The resources should be placed on separate tables around the room so the children can have freedom to decide what they want to use on their mural. Encourage their creativity!

Resources needed for the week: Resource Item 31: Genesis 1:24-31; cool glue guns (12 per class); cool glue sticks; felt (various colors); animal print fabrics; fabric (various colors);

Tacky® glue; large needles; embroidery thread (multiple colors); buttons; beads; yarn (multiple colors); Shrinky Dinks® plastic (cut in 2" x 2" or 3" x 3" pieces, 2 per child); scissors; permanent markers or acrylic paints; toaster oven; foil sheets; spatula; hot pads; fabric (to resemble water); fun foam; tissue paper; Christmas garland; small twigs; silk flowers or plants

Guide Bible Study and Activity: Instruct the children to open their Bibles to Genesis 1:24-31 (NIV) or give each child a copy of Genesis 1:24-31 (**Resource Item 31**). Read the account of the sixth day of creation as the children follow along. Encourage the children to follow along and verbalize the order of events in the story.

Guide the Bible Activity: Give each child his or her wall mural. If new children are present, give them one of the extra murals that were made on the first day. Instruct them to go to the table to decide what resources they will use to create animals and man and woman. Say, *You have completed days one, two, three, four, five and six of creation. Tomorrow we will see what God did on day seven!*

Transition to Rotating Activities: At the end of the small group activity, the children will remain with their team for the rotating activities. Different teaching teams could be assigned to the rotating activities, or your teaching team could be assigned one of the following rotations: **Ubingwa (Bible Skills), Snack and Recreation, or Missions**. These three rotations may occur in the classroom or in different classrooms in your church. Decide which will work best for your setting.

Rotating Activities

Ubingwa (oo bing' wah) **(Bible Skills)**

Resources needed: Resource Item 13: African Animal Posters; Resource Item 14: Old Testament Divisions; Resource Item 15: Books of the Old Testament; Resource Item 16: New Testament Divisions; Resource Item 17: Books of the New Testament; Velcro® dots; Envelopes (with divisions and books)

Prepare: Remove the **Gospels, History, and Letters of Paul** divisions from the envelopes and have them ready to place on the African animals. Review the divisions and books of the Old Testament if time allows.

Teach: Use the same plan as for sessions 1, 2, and 3 adding the divisions in the New Testament and the books in the Gospels, History, and Paul's Letters.

Mission Story and Activity

(If the Mission Story is told during Joint Worship, briefly review the story and do the activity provided.)

Resources needed: **Resource Item 32: Mission Story and Pictures;** 8 ½" x 11" white copy paper; Video: Kabonga School – Zambia (located at <http://vimeo.com/116872082>); **Resource Item 33: School Supply List for Children in Zambia;** 8½ " x 11" white copy paper; school supplies (collected before and during VBS); computer paper or shoe boxes

Prepare: Make a copy of the **Mission Story and Pictures (Resource Item 32)** and the **School Supply List (Resource Item 33)**. Show the video: Kabonga School – Zambia (located at <http://vimeo.com/116872082>). The children will see pictures and hear the needs of the school as Rev. Adam Camp, a pastor from Rosemont Church in LaGrange, Georgia, shares stories from his mission trip. This video will help your children understand how the school supplies will help these children. If possible, ask Sunday School departments or the entire church to purchase the items listed on the **School Supply List (Resource Item 33)**. Place boxes around the church to collect the school supplies. Then, the collected items may be divided up between the VBS classes. A letter may also be sent home with the children on the first day of VBS to ask the children to bring some of the items by day four. Send the boxes to: **First Baptist Church Rotan; 201 N. McKinley Ave.; Rotan, Texas 79546**

Guide the activity: Tell the **Mission Story (Resource Item 32)** before packing the boxes. After telling the story about the orphanage, talk about the school supplies and how they will be used in Zambia. Say a prayer of thanksgiving for all the people who purchased the supplies for the children.

Bible story conversation: *Thank you, God, for the children in Zambia. Thank you for all the school supplies that were given for the children.*

Tasihili (tah see hee' lee)

(Closing activity or activity at the end of group time)

Resources needed: Nativity die-cut; **Resource Item 34: Bible Verse Labels (1 John 4:9)**

Prepare: Provide a nativity die-cut for each child. Print the **Bible Verse Labels (Resource Item 34)** on peel-off labels.

Teach: Give each child a nativity die-cut and a peel-off label with the Bible verse. Direct children to repeat the Bible verse as they attach it to the nativity die-cut.

Pray: Thank God for his creation and for Jesus, his greatest gift to us.

Session 5



We Worship God

Bible Story and Scripture:

Seventh Day of Creation and Paul and Silas Worship God
Genesis 2:1-3 and Acts 16:16-34

Unit Bible Verse:

How many are your works, O LORD! In wisdom you made them all,
the earth is full of your creatures
(Psalm 104:24).

Daily Bible Verse:

Worship the LORD with gladness; come before him with joyful songs
(Psalm 100:2).

Biblical Truth:

God rested on the seventh day, made it holy, and designated it as a day of worship.

Teaching Aim:

Children will discover that worshipping God is an important part of following God
and we can worship anywhere and anytime.

Guide the Session

Large Group Activities

Jambo! (jahm'bo)

(Welcome Activity)

Resources needed: Same as Day 1, 2, 3; and 4; **Resource Item 5: Daily Bible Markers**

Prepare: Place the "watering hole" in the center of the group. Locate and mark Psalm 104:24 (**Resource Item 5**) in the Bible. Be prepared to suggest ways to worship God such as sing, pray, read the Bible, say Bible verses, attend choir, VBS, Bible study, etc.

Teach: As children enter, make sure that each child is enrolled and has a nametag. Greet the children as they are seated around the "watering hole." State that on this last day of safari they will discover that God finished creating, rested on the seventh day, and declared it to be a blessed and holy day. It was to be used for worshipping God. Direct each child to introduce himself in the following way: *My name is (David) and I am going to _____*. Each child will state something they can do to worship God. It does not have to start with the same letter as his name. Suggestions can be made from the prepared list if needed. Continue around the circle until each has participated. Open the Bible and read Psalm 104:24. Refer to the Bible verse poster in the "watering hole." Turn the poster over and invite the children to repeat the entire verse from memory.

Kashifi (kah she' foo)

(Bible Verse Activity)

Resources needed: **Resource Item 3: Bible Story Titles and Daily Bible Verses; Resource Item 35: Smiley Face Bible Verse**

Prepare: Have the **Bible Story Title and Daily Bible Verse (Resource Item 3)** ready to attach to the bulletin board or focal wall. Locate and mark Psalm 100:2 (**Resource Item 5**) in your Bible. Copy the **Smiley Face Bible Verse (Resource Item 35)** onto 8 ½" x 11" white cardstock (5 sheets).

Teach: Refer to the focal wall to review the Bible story titles and daily Bible verses for the first four sessions. Reveal the **Bible Story Title and Bible Verse** for session 5 (**Resource Item 3**) and attach to the focal wall or bulletin board. Read the verse from your Bible. State that this verse tells us to worship and praise the Lord with gladness. We are to be joyful or happy when we praise and worship God. Select five children to stand in a line beside each other in front of the group. Distribute one smiley face to each one, not in the correct order. Direct the children to

arrange themselves so the verse is in the correct order. Repeat the verse together in unison. Collect the smiley faces and redistribute to five new children. Repeat the procedure. After all have had a turn, place the smiley faces on the floor in order. Randomly turn one card face-down and repeat the verse in unison. Continue turning one card face down until all the cards are face-down and the children can repeat the verse from memory.

Hadithi (ha deeth' ee)
(Tell Bible Story)

Resources needed: Resource Item 36: Guard's Monologue; Resource Item 5: Daily Bible Markers

Prepare: Enlist an adult to present the monologue. Dress as a Roman soldier (guard) and remain hidden until time to knock on the door. Locate and mark Genesis 2 and Acts 16 (**Resource Item 5**) in the Bible. **Resource Item 36** is a copy of the monologue for the person portraying the guard.

Teach: Open the Bible to Genesis 2. Tell the story from memory. Say, *We learn about the seventh day of creation in the book of Genesis, which is the first book in the Old Testament in the Law Division.*

Seventh Day of Creation and Paul and Silas Worship God
Scripture: Genesis 2:1-3 and Acts 16:16-34

God had worked for six days and had created the world and everything in it. (Invite children to name things God made in the first six days.) His creation was completed in six days. Everything was made exactly as he planned. God blessed the seventh day and made it holy. He did no work on this day but rested and rejoiced in all he created. On this special day, he set aside time for all to stop work and worship and praise him.

The Bible gives many examples of people and how they worshipped God on this special day. Jesus, both as a boy and a grown-up, went to church or the synagogue on the seventh day to worship. We can worship God anywhere and anytime. Paul and Silas, two preachers, even worshipped God at midnight in jail. Open your Bible to Acts 16. The story about these two preachers is in the New Testament book of Acts, which is the only book in the History Division.

There is a knock at the door.

Guard: (open door and enter room) Excuse me, M. _____, but I heard you say you were going to tell the boys and girls the story about the two preachers who worshipped in jail. Since I was there, may I tell them the story?

Teacher: Why, of course. I'm so glad you came by. Boys and girls, this gentleman is the jailer or guard that was in charge of keeping the prisoners locked up in jail. Listen to his story.

Guard: Paul and Silas were the two preachers. They had come to my town of Philippi to tell people about Jesus and how they could be saved. One day as they were walking to the place of prayer they met a very sick girl who would entertain people by telling stories about them and their future. People paid money to hear the girl tell these stories. She followed Paul and Silas for many days yelling, *These men are servants from the Most High God, who are telling you the way to be saved.* After several days her yelling bothered Paul and he made her well in the name of Jesus Christ.

The people who made money from the sick girl telling these stories were very angry because she could not make any more money. They took Paul and Silas to the authorities (like the police). They said they were Jews and causing an uproar in the city. They said Paul and Silas were trying to get Romans to break the law. The crowd began yelling and agreeing with the owners. The authorities had Paul and Silas beaten and thrown into prison.

I was commanded to guard them carefully. I wasn't taking any chances on them escaping so I put them into an inner cell, like a dungeon, deep into the prison. I locked their feet into stocks. This was a framework with holes that locked around the ankles so they could not move. It was cold, damp, and dark in that cell. I felt like I had done a good job in following orders.

Then about midnight Paul and Silas were praying and singing hymns. They were worshipping God. The other prisoners heard them. Suddenly, a violent earthquake shook the very foundations of the prison. At once all the prison doors flew open and everybody's chains came loose.

I woke up and saw all the doors wide open. I thought all the prisoners had escaped. I grabbed my sword and was going to kill myself. I knew that if the prisoners were gone while I was in charge, I would be killed.

Just then Paul shouted for me not to harm myself. He said all the prisoners were still there. I called for lights and rushed in to where Paul and Silas were. I fell trembling at their feet. I took them out of the cell and asked them, *Sirs, what must I do to be saved?*

They said, *Believe on the Lord Jesus and you will be saved, you and your household.* Then they told my family, servants, and me all about Jesus. We all believed. I washed the wounds on their backs where they had been beaten and they baptized all of us. I took them to my house and gave them food to eat. My whole family was filled with joy because we had come to believe in God. It was a wonderful time for all of us. We learned that we could worship God in jail, at home, at church—really anywhere and anytime. We were glad to praise God.

Teacher: Thank you for telling us your story.

Guard: Thank you for letting me share. (*Guard exits*)

Dama (dah' mah)
(Review Bible Story)

Resources needed: Resources needed: Resource Item 8: Elephant Game Board; Resource Item 9: Bible Game Grid (for teachers); Resource Item 10: Safari Sighting Grid; transparency markers (two colors); Resource Item 37: Question Cards (Session 5); 8 ½" x 11" white cardstock; animal print or brown gift bag

Prepare: Decide which **Safari Sighting Grid (Resource Item 10)** you will use today. Make a copy if needed on a different colored paper. Copy the **Question Cards (Resource Item 37)** onto 8½" x 11" cardstock. Cut apart the cards and place them in the animal print or brown gift bag.

Teach: Play the game as suggested in Session 1 but use the questions for Session 5 (**Resource Item 36**).

Questions and answers for Review Game:

1. What did God do on the seventh day of creation? (rested)
2. What are we supposed to do on this special day? (worship and praise God; no work)
3. God blessed the seventh day and made it _____. (holy)
4. Where did Jesus go on the special day? (church or synagogue)
5. We can read about Paul, Silas, and the guard in the book of _____. (Acts)
6. Acts is the only book in the _____ Division. (History)
7. Acts is in the _____ Testament. (New)
8. What town were Paul and Silas visiting? (Philippi)
9. Who was following Paul and Silas for many days? (the slave girl)
10. The slave girl said Paul and Silas were telling people how to be _____. (saved)
11. Where did the angry owners of the slave girl take Paul and Silas? (to the authorities or police)
12. What did the owners say Paul and Silas did? (They were causing an uproar in the city)
13. What did the authorities do to Paul and Silas? (They beat them and put them in prison)
14. Where did the jailer put Paul and Silas? (in an inner cell and in stocks)
15. What was it like in the cell? (cold, damp, and dark)
16. What did Paul and Silas do about midnight? (prayed and sang hymns)
17. What shook the prison? (violent earthquake)
18. What happened to the prison doors and chains after the earthquake? (doors opened and chains fell off)
19. When the guard woke up, what was he going to do? (kill himself with his sword)

20. Why didn't the guard kill himself? (Paul shouted for him not to harm himself because all the prisoners were still there.)
21. When the guard heard Paul, what did he do? (Fell down on his knees)
22. What did the guard ask? (What must I do to be saved?)
23. What did Paul tell the guard to do to be saved? (Believe on the Lord Jesus Christ.)
24. When Paul and Silas told the guard and his family about Jesus, what did they do? (They all believed and were baptized.)

Transition to Small Group Activities: Give directions about moving into small groups. Make sure you add new children to a group.

Small Group Bible Activity

Huluku (*who loo' koo*)

(Week-long Bible Learning Activity)

Purpose: Children will finish their wall mural and share with their friends what God did on the seventh day.

Description: The project has no definite instructions except to read the scripture each day and follow the guidelines of what God created. Each child will have their own interpretation of how and what the details were of the day's creation. The more the child has ownership of the interpretation, the more he or she will enjoy the project. This also challenges the boys and girls to think about God's plan during his creation process and the general plan he used. The resources should be placed on separate tables around the room so the children can have freedom to decide what they want to use on their mural. Encourage their creativity!

Resources needed for the week: Resource Item 31: Genesis 1:24-31; cool glue guns (12 per class); cool glue sticks; felt (various colors); animal print fabrics; fabric (various colors); Tacky® glue; large needles; embroidery thread (multiple colors); buttons; beads; yarn (multiple colors); Shrinky Dinks® plastic (cut in 2" x 2" or 3" x 3" pieces, 2 per child); scissors; permanent markers or acrylic paints; toaster oven; foil sheets; spatula; hot pads; fabric (to resemble water); fun foam; tissue paper; Christmas garland; small twigs; silk flowers or plants

Guide Bible Study: Instruct the children to open their Bibles to Genesis 2:1-3 (NIV) or give each child a copy of **Genesis 2:1-3 (Resource Item 37)**. Read the account of the seventh day of creation as the children follow along. Encourage the children to follow along and verbalize the order of events in the story.

Guide the Bible Activity: Give each child his or her wall mural. Allow the children to use this

time to make finishing touches on their mural. Then, talk about what it meant when God said "He rested." Allow the children to talk about their mural and visit with their friends. Say, *You have completed your mural. Now look at your mural and say, "It is good!"* Let the children have time to visit with their friends during the remaining time.

Transition to Rotating Activities: At the end of the small group activity, the children will remain with their team for the rotating activities. Different teaching teams could be assigned to the rotating activities, or your teaching team could be assigned one of the following rotations: ***Ubingwa (Bible Skills), Snack and Recreation, or Missions.*** These three rotations may occur in the classroom or in different classrooms in your church. Decide which will work best for your setting.

Rotating Activities

Ubingwa (oo bing' wah) **(Bible Skills)**

Resources needed: Resource Item 13: African Animal Posters; Resource Item 14: Old Testament Divisions; Resource Item 15: Books of the Old Testament; Resource Item 16: New Testament Divisions; Resource Item 17: Books of the New Testament; Velcro® dots; envelopes (with divisions and books)

Prepare: Remove the **General Letters and Prophecy** divisions from the envelopes and have them ready to place on the African animals. Place all the animals on a focal wall for review.

Teach: Use the same plan as for sessions 1, 2, 3, and 4 adding the divisions in the New Testament and the books in the General Letters and Prophecy. Review as many of the divisions and books of the Bible as you have time.

Mission Story and Activity

(If the Mission Story is told during Joint Worship, briefly review the story, and do the activity provided.)

Resources needed: Resource Item 39: Mission Story and Pictures; 8 ½" x 11" white copy paper; Resource Item 40: Blessing Bag Items for the Homeless; 8 ½" x 11" white copy paper;

Prepare: Make a copy of the **Mission Story and Pictures (Resource Item 39)** to use as you tell the story. Make a copy of the items to collect for the homeless (**Resource Item 40**). Before VBS, contact local dentists in the area for donations of the toothbrushes and toothpaste. Ask local merchants to donate the other items or ask the entire church or Sunday School classes to donate some of the items. If your church cannot collect the items, consider giving a bottle of water with

a Bible verse sticker on the bottle would also be appropriate and helpful.

Guide learning: Refer to **Resource Item 39** and show the pictures as you tell the story. After telling the story, place the items needed to pack a homeless bag on the table. Ask the children to decorate the plastic bag with happy face stickers. Say, *Africa isn't the only place where there are poor people, or where there are people who don't know Jesus. Let's make a blessing bag for the homeless. Keep this in your parents' car and give it to the next homeless person you see.* Talk to them about helping people who do not have a home, clothes, and food. If enough items are donated, allow each child to take home one bag.

Tasihili (tah see hee' lee)

(Closing activity or activity at the end of group time)

Resources needed: Plastic chain (12 per child) or 9" x 12" construction paper (assorted colors); fine-tipped permanent markers or fine-tipped washable markers; stapler or glue sticks

Prepare: Secure twelve links of plastic chain for each child or cut 9" x 12" construction paper into 1" x 12" strips. Each child will need 12 strips. Provide fine-tip permanent or washable markers. Print several copies of the Bible verse (Psalm 100:2) for Session 5. Make a sample of the Bible verse chain.

Teach: Comment, *Sometimes prisoners are chained to keep them from escaping. We will make a chain to help remember the jailer's story and the Bible verse.* Place on the tables copies of the verse for the children to copy. Have the children repeat the verse in unison. Distribute twelve links of chain or twelve paper strips to each child. Give the children the markers to write the Bible verse on their chains. Instruct children to write one word on each link and the Bible reference on the last link. (Show the sample.) If the paper strips are used, provide staplers or glue sticks for the children to link their paper chains after writing their words.

Pray thanking God that we can worship anytime and anywhere and that he made a special day to praise him.