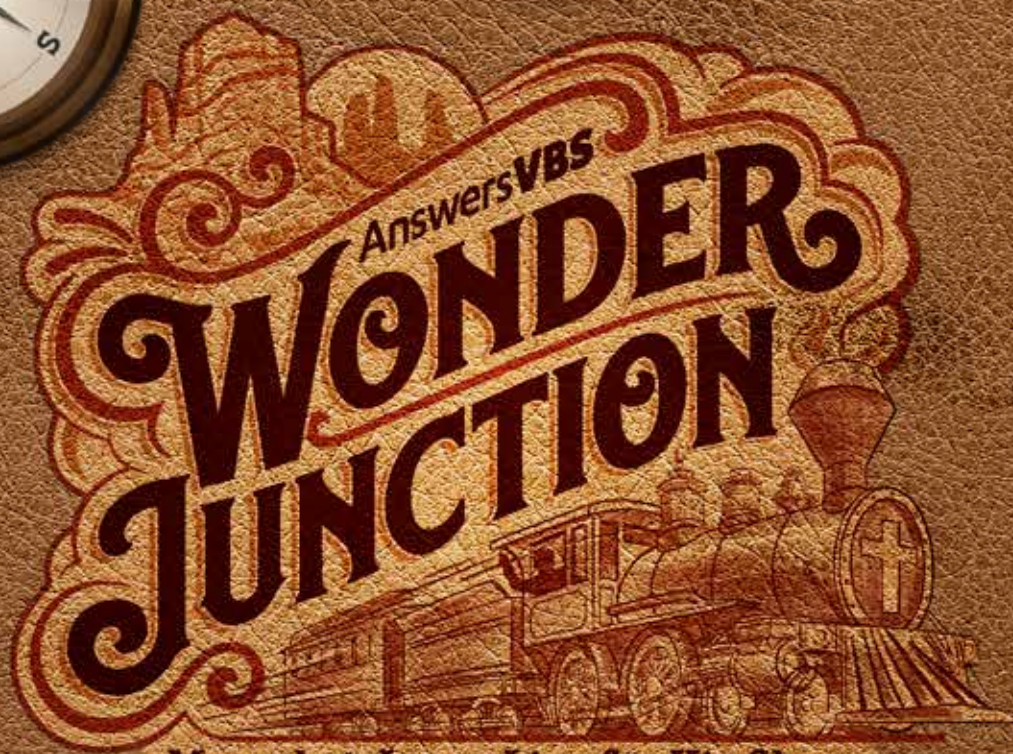
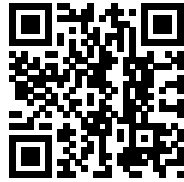


HIGH POINT BIBLE TIME  
**TODDLER**



*Marvel at Jesus. Live for His Glory*

**TEACHER  
GUIDE**



Download the resources in this guide from Teaching → Toddler at

**[AnswersVBS.com/wonderresources](https://AnswersVBS.com/wonderresources)**

Animal Pal Coloring Pages

Memory Verse Coloring Pages

Presentation Images

Puppet Scripts (Primary, Pre-Primary, Toddler)

Teaching Patterns (all age groups)

Simple Songs

Classroom Decorations

# COURSE OVERVIEW

Theme Verse: Psalm 113:3

	Day 1	Day 2	Day 3	Day 4	Day 5	
	The <b>Wonder</b> of His Birth	The <b>Wonder</b> of His Childhood	The <b>Wonder</b> of His Ministry Years	The <b>Wonder</b> of His Death & Resurrection	The <b>Wonder</b> of His Return	
<b>Title</b>	Jesus Is Born	Jesus at the Temple	Jesus Does Wondrous Things	Jesus Dies and Lives Again	Jesus Is Coming Back	
<b>Bible Passages</b>	Matthew 1–2; Luke 2	Luke 2:39–52	Selections from the book of Mark	Select verses; Matthew 27–28	Select verses; Matthew 25:14–29	
<b>Lesson Focus</b>	The baby King's birth was a wonder. What amazing happenings surrounded it?	The young King's childhood was a wonder. What was he like as a child and teen?	The grown-up King's ministry years were a wonder. What astonishing things occurred?	The risen King's death and resurrection were a wonder. How were they like no other?	The return of the King of kings will be a wonder. What should we be doing in the meantime?	
<b>Apologetics Content</b>	Is Jesus the most important person ever born?	Is Jesus God or man—or both?	Has anyone else had the power to raise himself from the dead?	Was Jesus completely dead?	How will Jesus return?	
<b>Gold Mine Memory Time</b>	John 1:14	Luke 2:52	John 21:25	John 20:31	Matthew 6:10	
<b>Names of Jesus</b>	Creator, Immanuel	Carpenter	Almighty	Savior	King of Kings	
<b>Animal Pals</b>	Tiny the Cougar Kitten	Junior the Wolf Pup	Mighty the Bison	Champ the Grizzly Bear	Mission the Horse	
<b>Exploration Stations</b>	<b>Discovery Center</b>	Special Birth Seek & Find	My Family	Power over Sickness/Sight	Remember Jesus Play Dough	Count & Sort
	<b>Wet Touch Table</b>	Wash the Babies	Family Trip	Power over Nature	Easter Eggs	Practicing Kindness
	<b>Dry Touch Table</b>	Christmas Fun	Build-It-Yourself Woodworking	Power over Death	Snakes in the Sand	Coming in the Clouds
	<b>Dramatic Play</b>	Old West Dress-Up	Old West Dress-Up	Old West Dress-Up	Old West Dress-Up	Old West Dress-Up
	<b>Coloring Corner</b>	John 1:14	Luke 2:52	John 21:25	John 20:31	Matthew 6:10
<b>Carpenter Joe's Crafts</b>	Wonder Locomotive Tiny the Cougar Coloring Sheet	Old West Vest/ Sheriff Badge Junior the Wolf Coloring Sheet	Stormy Miracle Boat Mighty the Bison Coloring Sheet	Sunset Painted Cross Champ the Grizzly Coloring Sheet	Giddyup Horse Puppet Mission the Horse Coloring Sheet	
<b>Gallopin' Gabe's Games</b>	Happy Birthday, Jesus Pin the Star	Baby, Boy, Man Where, Oh Where Did My Stuffed Animal Go?	Action Name Game Run to the Store	Sleeping Bear Tag Sad News, Glad News	Sheriff Says Riding the Range	
<b>Sweet Sadie's Snacks</b>	Cougar Claws Biscuit Baby	Wolf Puppy Chow Carpenter Scraps	Bison Bites Mini Flapjacks	Bear Face Breadstick Rattler	Horse Feed Pizza Wheels	
<b>Cool Contests</b>	Guess the Gold Coins	Spirit of the West Day	Old West Dress-Up Day	Names of Jesus Challenge	Mission Money Mania	

# CONTENTS



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## Toddler Teacher Guide

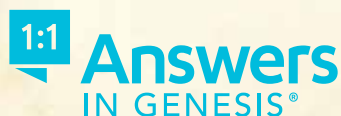
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Handy Helps . . . . .	3
Yee-Haw! . . . . .	3
Your Role . . . . .	4
Frequently Asked Questions . . . . .	4
Terms to Know . . . . .	4
Top 20 Toddler Teaching Tips . . . . .	5
Tips for Managing a Group of Kids . . . . .	6
Age-Level Characteristics . . . . .	7
Toddler Schedule . . . . .	8
Memory Verse Songs . . . . .	10
Student Extras . . . . .	10
Special Needs . . . . .	10
Decorating Decisions . . . . .	11
Wonder Junction Lingo . . . . .	14
Gallop in' Gabe's Games . . . . .	15
Carpenter Joe's Crafts . . . . .	18
Sweet Sadie's Snacks . . . . .	21
Day 1: The Wonder of His Birth . . . . .	23
Devotion 1: Treasure Jesus . . . . .	24
Exploration Stations . . . . .	25
Introduce It! . . . . .	27
Teach It! . . . . .	28
Apply It! . . . . .	30
Day 2: The Wonder of His Childhood . . . . .	32
Devotion 2: Follow Jesus . . . . .	33
Exploration Stations . . . . .	34
Introduce It! . . . . .	35
Teach It! . . . . .	36
Apply It! . . . . .	38
Day 3: The Wonder of His Ministry Years . . . . .	39
Devotion 3: Worship Jesus . . . . .	40
Exploration Stations . . . . .	41
Introduce It! . . . . .	42
Teach It! . . . . .	43
Apply It! . . . . .	45
Day 4: The Wonder of His Death & Resurrection . . . . .	46
Devotion 4: Believe Jesus . . . . .	47
Exploration Stations . . . . .	48
Introduce It! . . . . .	49
Teach It! . . . . .	49
Apply It! . . . . .	52
Day 5: The Wonder of His Return . . . . .	54
Devotion 5: Share Jesus . . . . .	55
Exploration Stations . . . . .	56
Introduce It! . . . . .	57
Teach It! . . . . .	58
Apply It! . . . . .	60

# HANDY HELPS

## YEE-HAW!

Howdy, Partners!

Look to your left—do you see the cattle over yonder stampeding across the plains? Look to your right—can your eyes make out the sun-covered buttes of the desert? Look behind you—the brand-new transcontinental railroad is rumbling along the tracks! From the Badlands of South Dakota to the high peaks of the Rockies, there is wonder to be discovered everywhere we turn in the Old West!

Join us as we gallop through the wonder-filled West, where our friends at Wonder Junction will teach us about the grandest wonder of all—Jesus Christ. Each day we'll dig deeper into who this awe-inspiring Jesus is, answering questions such as:

- What amazing things happened surrounding Jesus' birth?
- What was Jesus like as a child and teen?
- What wonders occurred during Jesus' ministry years?
- How were Jesus' death and resurrection like no other?
- What should we be doing as we wait for Jesus' return?

Wonder and amazement await us each day at Wonder Junction, where kids will gather at the **All Aboard Assembly**, a high-energy beginning that includes wacky intros, lively songs, a Missions Moment, and prayer.

Then the toddlers head back to their own room to have their own schedule that includes:

**High Point Bible Time**, where God's Word is taught in creative, hands-on ways.

**Carpenter Joe's Crafts**, where kids get hands-on time to make fun crafts that will remind them of the wonders of Jesus they heard about during their week at VBS.

**Sweet Sadie's Snacks**, where kids munch on some down-right tasty, home-cooked vittles.

**Gallopin' Gabe's Games**, the rambunctious rec time where kids might just get plumb tuckered out.

Finally, everyone is rounded up to head back to the **All Aboard Assembly** for the closing, where there's more singing, contest results, and the highly anticipated daily drama that highlights the shenanigans of two bumbling

bandits who are transformed after learning about the wonderful life of Jesus Christ.

So dust off your boots, grab your bandana, and get ready for a rootin' tootin' good ol' time at Wonder Junction!

### Our Goal

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

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

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

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

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

# YOUR ROLE

Your role as the Truth Teacher is outlined in the following pages. This is your guide. Read it carefully and prayerfully, using our suggestions combined with the ideas the Holy Spirit brings to your mind.

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

## Truth Teacher

Best fit for this job: Someone who enjoys teaching children and does the following:

- Plans and prepares the daily lessons for VBS
- Enthusiastically engages in delivery of the lessons during VBS week
- Prays over all aspects of this job

# FREQUENTLY ASKED QUESTIONS

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

# TERMS TO KNOW

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

**Partners (as in, "Howdy, Partners!"):** Groups of children (individual classes) named after Old West people, such as Miners, Ranchers, Blacksmiths, and Homesteaders.

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

**High Point Bible Time:** Bible and apologetics lesson time happening at the High Point Chapel.

**Truth Teachers:** Teachers of the High Point Bible Time.

**Carpenter Joe's Science and Crafts:** Rotation site where crafts are made and science experiments are explored.

**Sweet Sadie's Snacks:** Indoor or outdoor location where snacks are served.

**Gallop in' Gabe's Games:** Indoor or outdoor site (outdoor is preferred) for recreation time.

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

**Gold Mine Memory Time:** Daily Bible verse to learn.

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

**Toddlers:** 2–4-year-olds.

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

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

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

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

# TOP 20 TODDLER TEACHING TIPS

1. Pray and study God's Word. That is your most important preparation. God has entrusted you with the awesome privilege of opening his Word and sharing it daily with the children, so be well prepared. Acts 6:4—"We will give ourselves continually to prayer and to the ministry of the Word."
2. Read through all your lesson plans well in advance and become familiar with the resources at [Answers-VBS.com/wonderresources](http://Answers-VBS.com/wonderresources). Begin to pray and plan now, then continue to pray during and after VBS.
3. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
4. In this guide:
  - » Teaching Tips are marked with a ★.
  - » Materials for each activity are listed next to the activity.
  - » The "teacher says" portion is bolded.
5. If possible, gather all the supplies for the Exploration Stations and lessons before the week begins. It's particularly helpful to organize them by station and by day so they are ready to easily be switched out.
6. Ask leaders to help man the Exploration Stations each day. Post the directions and Teaching Tie-Ins at each station every day as an easy reference for your helpers.
7. Modify the Exploration Stations as your situation warrants. Set them up as suggested or incorporate one or more ideas into the lesson time to do with the whole group together.
8. A puppet is used each day at some point during the lesson. It may also be used to welcome the children, sing a song, or review the lesson or memory verse. The puppet comes up from the puppet stage if there are two of you to do the puppet skit. Or, if you're working alone, the puppet can come up from behind a trunk that is flipped open. (See *Decorating Decisions*.)
9. Dress in Old West period clothes, such as a vest and cowboy hat or a prairie costume. You can also wear the T-shirt, hat, and vest available from the Resource Catalog. Take on a persona to bring lessons to life. Some teachers enjoy making up a fun name or adding something new to their "costume" each day, such as a small stuffed animal to their vest pockets. Teach in a way that makes you feel comfortable.
10. Call the children by name as you interact with them. Name tags help with this.
11. Think safety. Read the Child Safety Precautions file at [AnswersVBS.com/wonderresources](http://AnswersVBS.com/wonderresources) for more information.
12. Children will be at various levels of spiritual comprehension. Pray for the Lord to take the message and do with it as he wills in the heart of each child.
13. Use your Bible throughout the lessons at the appropriate times. Bookmark the passages for quick access.
14. Show the importance of the Scriptures through your facial expressions and your actions.
15. Show love. All children, regardless of age or appearance, need to be loved. Greet them warmly each day and always be ready with smiles, encouraging words, and appropriate hugs. Be aware of your church's appropriate touching policies.
16. Be all there. Try to leave behind whatever is currently going on in your life and focus your attention on the children under your care.
17. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive even negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
18. Children generally rise to the level expected of them, so challenge them to work on memory verses and complete their take-home Student Guides.
19. Use brown lunch bags labeled with each child's name to send everything home each day.
20. Have fun! Teaching should be a joy for you. "Rejoice always, pray without ceasing, give thanks in all circumstances" (1 Thessalonians 5:16-18).

# TIPS FOR MANAGING A GROUP OF KIDS

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

## Attention-Getters

**Call and Response**—Teach the kids that when a teacher says something, they should reply with something else. Practice the following ideas so kids know your expectations for responding:

- **Teacher:** Gotta go  
**Kids:** Buffalo
- **Teacher:** Better shake  
**Kids:** Rattlesnake
- **Teacher:** Chugga, chugga, chugga, chugga  
**Kids:** Choo choo
- **Teacher:** Crisscross (as they sit and cross legs)  
**Kids:** Big trail boss
- **Teacher:** Jesus loves me  
**Kids:** This I know  
**Teacher:** For the Bible  
**Kids:** Tells me so

**Train's a Comin'**—Make the sound of an oncoming train. Start softly and slowly with the sound (chugga-chugga-choo-choo) while making circles with your arms as wheels. Gradually get louder and faster as the train approaches, then reverse the motions and sounds to finish with everyone sitting quietly.

**Horse Gallop**—Check online for how to use finger snaps and claps to make it sound like a horse galloping. Begin slowly, then speed up.

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

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

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

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

## Lining Up to Walk Through the Building

**If You . . .**—For lining up, call out fun categories, such as the following:

- "If you are wearing green like a cactus, line up. Now, if you're wearing brown like a grizzly bear, line up."
- "If your birthday is during the summer, line up. Now, if your birthday is during the school year, line up."
- "If you have a dog, line up. Now, if you have a cat, line up. Now, if you have no pets, line up."
- "If you are quiet, line up."

## Proactive Tips

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

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

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

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

## Calming Rowdiness

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

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

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

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

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

# AGE-LEVEL CHARACTERISTICS

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

First, you'll see general characteristics of children and then specific characteristics of Toddlers (ages 2–4).

## CHARACTERISTICS OF CHILDREN

Children have some common characteristics:

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

## CHARACTERISTICS OF TODDLERS

### Physical Characteristics

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

### Takeaways for Us

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

## Emotional/Social Characteristics

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

### Takeaways for Us

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

## Spiritual/Mental Characteristics

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

### Takeaways for Us

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

# TODDLER SCHEDULE

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

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

## Exploration Station Time

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

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

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

For the Touch Tables, use small wading pools or large, clear, under-the-bed storage containers partially filled with water or other materials. Place them on a plastic tarp or tablecloth to catch the spills. Check the decorating section for more specifics on setting up the Dramatic Play area as the inside of an Old West clapboard house and the Coloring Corner to look like an Old West train.

Post the signs with each station's name. Also, consider posting the directions and Teaching Tie-In for each station so leaders can share the main point with the kids.

## Lesson Time

The lesson time (High Point Bible Time) is divided into three sections:

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

The lesson time works well with a two-person team. One person serves as Teacher One and the other as Teacher Two or Teaching Assistant. If team teaching, decide ahead of time who will do what. The lesson can also be taught alone, but find someone, such as a group guide or other staff person, to help when you need an extra set of hands, especially during Puppet Pal time.

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

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

## Sample Schedule

### Based on a 3-hour VBS

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

8:30–9:00	Arrival/Free Play Morning VBS Program—Breakfast Snack
9:00–9:15	All Aboard Assembly—Opening
9:15–9:40	Exploration Stations (Session 1)
9:40–10:05	High Point Bible Time
10:05–10:30	Gallop in' Gabe's Games
10:30–10:45	Carpenter Joe's Crafts (Session 1)
10:45–11:00	Exploration Stations (Session 2)
11:00–11:20	Sweet Sadie's Snacks and Rest Time
11:20–11:35	Carpenter Joe's Crafts (Session 2)
11:35–11:55	All Aboard Assembly—Closing
11:55–Noon	Return to Room/Dismissal

- Arrival** In some cases, children in this age group will arrive earlier than the rest of the VBS children. Therefore, make sure you're there early, as well! Be ready to greet your little ones with smiles, hugs, and love. Follow your church's check-in procedures and safety precautions.
- Free Play** Provide inviting toys ready for free play. Help kids become familiar with their VBS space.
- Sweet Sadie's Snacks:  
Breakfast Snack** If you are running a morning VBS, offer a small snack. This helps the children get used to their setting as they focus on food rather than being dropped off at the nursery! See page 21 for snack ideas or choose mini muffins, fruit, or another light breakfast item.
- All Aboard  
Assembly—Opening** Walk the children to the opening assembly. Request to be seated in the front on small chairs or in a special spot so the children can see. Plan to leave before or during the last song so you are back in your room before the other children leave.
- Exploration Stations  
(Session 1)** Allow the children to explore the stations or participate in free play during this time. See the Resource Download or [AnswersVBS.com/wonderresources](http://AnswersVBS.com/wonderresources) for patterns.
- High Point Bible Time** This is the heart of the day. If some of the other activities need to go, make sure this one *does* happen! Present the lesson early before fatigue sets in. At the same time, if you notice the kids are especially antsy or tired, remain flexible and switch activities. You can come back later to finish the lesson, or you can break it up and finish it the next day.
- Gallopin' Gabe's Games** Play inside or outside. Just spend time playing! Young children learn as they explore their world. See page 15 for game ideas.
- Carpenter Joe's  
Crafts (Session 1)** Toddlers and young preschoolers need simple crafts. Gluing sensory items (cotton balls, fabric, sandpaper, etc.) onto papers, attaching stickers, and coloring are always a hit. See page 18 for craft specifics.
- Exploration Stations  
(Session 2)** Allow the children to continue exploring the stations.
- Sweet Sadie's Snacks  
and Rest Time** Make sure all snacks are bite-sized and not choking hazards. Be alert to any allergies children may have.
- Carpenter Joe's  
Crafts (Session 2)** If the children seem up for it, try a second craft before heading out to the closing assembly.
- All Aboard  
Assembly—Closing** Take the kids to the closing assembly, once again sitting close to the front. Leave five minutes early so they are back in their room when VBS is dismissed. Follow your church's safe dismissal procedures.

# MEMORY VERSE SONGS

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

verse time in each lesson. The Music Leader Download comes with the purchase of a Super Starter Kit and can also be purchased separately. You can also stream the songs from any major streaming platform. Student CDs in packs of 10 are also available if you would like each student to have a copy of the songs (1220610 or 1220620).

## STUDENT EXTRAS

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

**Simple Songs:** The songs referenced throughout this guide that are for Pre-Primaries and Toddlers are available on the Resource Download (you'll need to upload them to an MP3 player) and on a separate *Simple Songs for Kids* CD (1221410) that you can play in a CD player. You may want to purchase one of the CDs for each child.

**Student Guides:** These age-appropriate guides feature a lesson review on the front of each daily take-home paper, as well as the memory verse and a suggested verse review game. The "Go and Do" section on the back parallels the Apply It! part of the lesson. You can either go over these during class time or send them home to be completed with a parent or caretaker, which is what our test churches do.

The student guides are available in packs of 10.

- Toddler ESV—1220740
- Toddler KJV—1221350

**All Aboard Adventure Journals:** These fun interactive booklets feature the daily memory verses, animal pals, stickers, and a place to stamp (1220930) for attendance. They can receive them at any time during the first day (preferably as they arrive), and you can review them with the kids during the Apply It! section of the lesson. These are available in packs of 10.

- Pre-Primary/Toddler ESV—1220900
- Pre-Primary/Toddler KJV—1221380

**Wonder Junction Map and Sticker Sets:** Use these sticker sets as a fun review of each day's teaching.

- 1220780, pack of 10

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

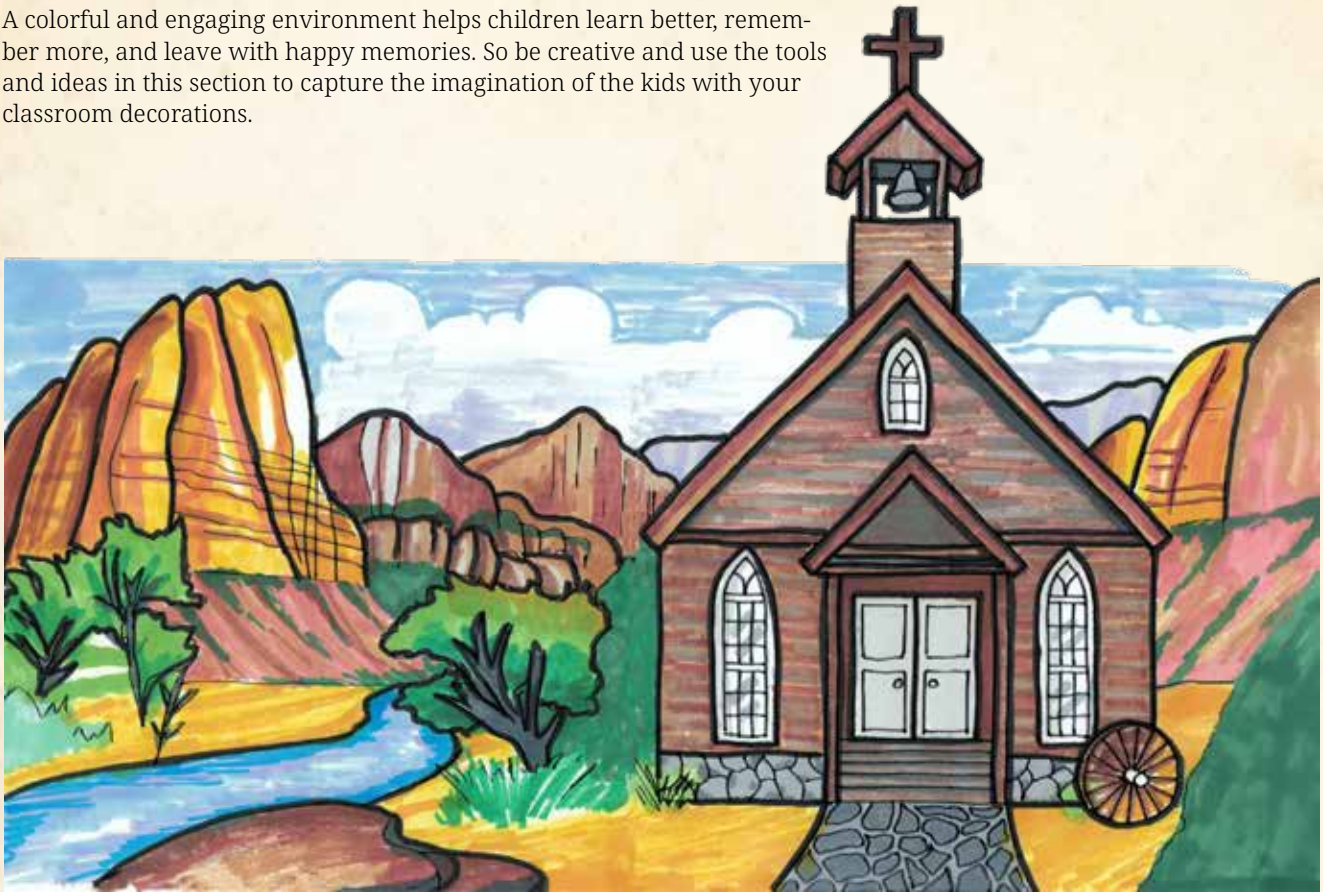
- Gospel—1220760—Day 4 or 5
- Names of Jesus—1220770—Day 5

## SPECIAL NEEDS

The *Special Needs Teacher Supplement* (1220530) can help you accommodate and modify these lessons for those who need it, either in your regular classroom or in a self-contained classroom.

# DECORATING DECISIONS

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



## KEY DECORATING ELEMENTS

### High Point Chapel

To serve as a focal point for the teaching, the *Wonder Junction* classroom backdrop features an Old West country chapel in a southwestern desert setting. You can create your own artwork or see the Resource Download for clip art images of the chapel scene. Use an overhead projector to enlarge and transfer the images onto corrugated cardboard sheets, foam insulation board, or roll paper, then prop them up or mount them on a wall. You can feature the entire scene or keep it simple with just the chapel against a background of sky blue roll paper or plastic tablecloths.

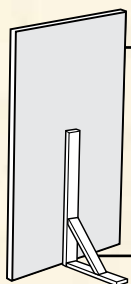
### Classroom Scene Setter

As a quick and easy alternative to making your own classroom backdrop, a scene setter is available for purchase (1221260) from the Resource Catalog. Simply mount the panels onto a rigid material using double-sided carpet tape, clear packing tape, or staples, then prop them up with wooden supports (jacks). Or you can attach them directly to a wall with mounting putty, Mavalus tape, or double-sided tape on top of painter's tape.



## Resource Posters

Contained in the Teacher Resource Kit are the teaching, memory verse, and animal pal posters. These are important visuals for the kids and should be displayed in an organized fashion on a wall (or walls) adjacent to your backdrop.



Prop up your set, and any free-standing decorations, with wooden jacks made from 2 x 4, 2 x 3, or 2 x 2 boards, according to the size of your decorations. If necessary, jacks can be weighted down with bags of sand or road salt.

### HOW TO ENLARGE AND TRANSFER CLIP ART

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

## Other Props, Tips & Miscellaneous Ideas

- Place a rug, or raised platform, in front of your backdrop to create a stage effect.
- Faux wood crates made from boxes, cardboard wagon wheels, coils of hemp rope, metal lanterns, and stuffed burlap sacks can be set around in groupings to fill empty spaces.
- Painted cardboard clouds, rocks, and tufts of grass can add a nice touch.
- Kids love animals, so be sure to include some in your decorating. See the Resource Download for clip art images or use a variety of stuffed animals.
- Add a thin (1/2-inch) black border to your painted props. This helps them stand out better and makes the colors appear more vibrant.
- Because corrugated cardboard tends to curl when only one side is painted, first apply a quick single coat of paint to the back.
- Don't forget to dress the part with Old West attire.

## Puppet Stage

Because puppets are used daily in the Primary, Pre-Primary, and Toddler classrooms, you will need a puppet stage. Use the chapel for this purpose by cutting a small opening in one of the windows or doors or have the puppet appear from behind an outcropping of rocks. You can also make a freestanding puppet stage out of a large cardboard box or a trifold display board. Cut out a rectangular hole in the box or display board, cover the hole with fabric, and then paint or decorate the outside.

Check out [Pinterest.com/answersvbs](https://www.pinterest.com/answersvbs) for colorful photos of decorations from our test churches!  
 Visit [YouTube.com/answersvbs](https://www.youtube.com/answersvbs) for how-to decorating videos!

# EXPLORATION STATIONS

Toddler classes enjoy Exploration Stations, which include a dramatic play area, a touch table with water, a touch table with dry materials, a discovery center, and a coloring corner. Further information about these stations can be found in the lessons but check below for details on how to set up the dramatic play area and coloring corner.

## Old West Dress-Up

Your Old West dress-up area should resemble the inside of a house in the Old West. First, designate a corner of your room, then cover the walls with brown roll paper, wood grain plastic tablecloths, or a wood wall scene setter. On one wall, add a fireplace or a pot-bellied stove made from cardboard boxes painted black. On the other wall add a window or two. Windows can be made by hanging squares of blue roll paper or poster board, framing them with curtains or white or brown scalloped

bulletin board trim (available at teacher supply stores or online), and adding grids made from strips of white poster board. In the center of your house, add a child's table and chairs with place settings, a centerpiece, and play food. Finish the room with various props such as an old-fashioned broom, a faux rug, stuffed burlap sacks, a wooden cradle, baskets, and a good supply of dress-up clothes.

## Train Coloring Corner

In another corner of your room, fashion a train from large boxes, then paint or wrap the engine and railcars in a variety of fun colors. Add a set of tracks at each end with colored masking tape. Position the train so that it encloses an area with a table and chairs for the children to spend time coloring and learning their memory verses.



# WONDER JUNCTION LINGO

## OLD WEST

Yea or neigh	Yes or no	Get a wiggle on	Hurry up
Necessary	Outhouse	Apple-pie order	In top shape
Poppycock or skittles!	Nonsense	Higgledy-piggledy	In confusion
Togs	Clothing	Granger	Farmer
Right as rain	Fine	Hither and yon	Here and there
Tuckered out	Tired	Lickety-split	Fast
Shindig or hoedown	Party or celebration	Heap	A whole lot
Hobble your lip	Be quiet	On the fence	Undecided
Yarn	A story	Do-si-do on over	Come on over
Grand	Beautiful, excellent	Poppet	Term of endearment
Fetch	Bring	Stumped	Confused
Pony up or fork it over	Pay it out	Dude	An Easterner, someone in fancy clothes rather than work clothes
Trounce	Beat	Calaboose	Jail
Small fry	Children		
Hightail it	Leave quickly		

## FOOD

Cackleberries	Eggs	Goober peas	Peanuts
Skunk eggs	Onions	Wet your whistle	Drink something
Mysteries	Sausages	Snatch	A snack
Sinkers	Biscuits	Grub or chuck	Food
Cookie	Camp cook	Soft tack	Bread
Slapjacks	Pancakes	Brown gargle	Coffee

# GALLOPIN' GABE'S GAMES

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

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

You may also want to consider having wading pools with a small amount of water for outdoor playtime. (Supervise carefully.) Make sure parents are notified ahead of time to bring swim floats, a swimsuit, a towel, and extra clothes for their child. Ask if it's okay to put sunscreen on their child and apply it at least 10 minutes before going outside. If possible, place the pools in a shady area.

For game time, use the following suggestions or other options from the *Game Guide*. Some of the Pre-Primary games can work for Toddlers. Also, it's fun to repeat favorites throughout the week.

If you have kids with disabilities, be sensitive and adapt so they can participate as much as possible.

## THEMATIC GAME IDEAS

### Day 1

#### Happy Birthday, Jesus

*Ahead of time*, gather a gift box with a removable lid and a baby doll that fits inside.

*During the game*, place the baby doll inside the box and put the lid on top. Have children sit in a circle. For larger groups, prepare multiple gift boxes and divide into multiple circles. The children will pass the box around the circle as they sing "Happy Birthday." Whoever is holding the gift box when the song ends gets to open it. Have the child rock the baby doll and say, "Jesus is the greatest gift!" After everyone has had a turn, share the Teaching Tie-In.

#### TEACHING TIE-IN

Christmas is when we celebrate Jesus' birthday! Jesus is God who came to earth as a little baby. Jesus came from heaven to save us from our sins. We give gifts to each other at Christmas to remind us that Jesus is the greatest gift of all.

#### Pin the Star

*Ahead of time*, print and cut apart the [Star Cards](#) (one per child). Tape the [Pin the Star Poster](#) pieces together. Attach the poster to the wall within the children's reach. Gather a bandana, a marker, and tape.

*During the game*, pass out one STAR CARD to each child and write their name on the front. Share the Teaching Tie-In, then have the children gather near the PIN THE STAR POSTER. Choose a child to begin. Place a piece of tape

on the back of his star. Tie the bandana on as a blindfold, turn him around once or twice, then direct him toward the poster. Help him tape his star on the poster. See who can get their star closest to the top of the house where the wise men found Jesus.

#### TEACHING TIE-IN

Some wonderful things happened after Jesus was born. One of those things is the special star that God put in the sky. The wise men followed that star until it stopped above Jesus' house. The wise men were so happy they found Jesus, and they gave him gifts and worshipped him.

### Day 2

#### Baby, Boy, Man

*Ahead of time*, mark a start and finish line with cones.

*During the game*, share the Teaching Tie-In, then have everyone line up at the start line. Tell students to crawl when you call "baby," run when you call "boy," and walk on tiptoes (making themselves as tall as they can) when you call "man." Make the calls in order at first as students move from the start line to the finish line and back, then mix up the calls.

#### TEACHING TIE-IN

Jesus came down from heaven as a baby. He grew to be a boy. Then he grew to be a man. He was born as a real person so he could die for sinners. Let's play a game to help us remember that Jesus grew from a baby, to a boy, then to a man.

## Where, Oh Where Did My Stuffed Animal Go?

*Ahead of time*, hide stuffed animals around the room and place a Hula-Hoop on the floor in the center of the room.

*During the game*, have the children search the room and place the animals inside the hoop. Play until all animals have been found. Share the Teaching Tie-In.

### TEACHING TIE-IN

It's sad when you lose a stuffed animal. But aren't you happy when you find it? This game reminds us how Mary and Joseph looked for Jesus. When Jesus was a boy, there was a time when Mary and Joseph couldn't find him. They were so worried. They looked everywhere and finally found Jesus at the temple. They asked Jesus why he was there, and he said he needed to be in his Father's house. He was talking about God the Father in heaven. Jesus knew he was on a special mission from God.

## Day 3

### Action Name Game

*During the game*, share the Teaching Tie-In, then ask the question "Who can . . . ?" Fill in the blank with something for the group to pretend to do. For example, "Who can chop some wood?" Lead the children to act out each action as they call out their names. The following are action suggestions: ride a horse, mine for gold, build a fire, lasso a cow, flip flapjacks, drink some hot cocoa, play a harmonica, dance a jig, shovel coal, eat some stew, etc.

### TEACHING TIE-IN

Each of us has a name, and each name is special with its own meaning. But there's one name that is the greatest of all names, and that name is Jesus. Jesus means "God saves." Jesus has many other names, like Immanuel, which means "God with us." He is also called Mighty God, the Savior, and the King of kings. Let's enjoy our game as we remember that Jesus is the greatest name ever!

### Run to the Store

*Ahead of time*, mark a start line and a finish line. Optional: Gather a variety of plastic play food and place it at the finish line. If you have play grocery carts, they can add to the fun too.

*During the game*, have the children line up in two lines at the start line. At the start signal, the first players in line will pretend to push a shopping cart to the finish line. At the finish line, they must pretend to pick a kind of food, then shout out what item they are buying. Have players run back to the end of their line while the next person in line runs. Play until everyone has had a turn, then share the Teaching Tie-In.

### TEACHING TIE-IN

We can buy lots of things at the store. But can we buy a ticket to heaven at the store? No! Jesus is the only one who can give us life forever with him in heaven. Let's play a game to remind us that what Jesus gives can't be bought in a store.

## Day 4

### Sleeping Bear Tag

*During the game*, have an adult act as the sleeping bear. Have the kids tiptoe around the bear until he chooses to get up and chases them, growling and roaring. Set up a "base" as a safe zone for the kids to run to. Anybody tagged by the bear must "hibernate" by lying down and pretending to sleep. Play until everyone is hibernating.

### TEACHING TIE-IN

What kind of animal is our pal today? A grizzly bear. Champ the grizzly bear can sleep for a long time. He sleeps in the winter and wakes up in the spring. This reminds us of how Jesus rose again. When Jesus died on the cross, he wasn't sleeping—he was dead for three days. But on the third day, Jesus came back to life!

### Sad News, Glad News

*During the game*, have the children stand in a circle and hold hands. As you all walk in a circle, call out sad news/glad news statements, such as "I lost my puppy!" "I found my puppy!" During the sad news, walk around quietly and slowly. During the glad news, walk, skip, or hop around the circle happily. At some point, fit in the sad news that Jesus died and was buried, and the glad news that Jesus rose from the dead and is alive! After a few statements, share the Teaching Tie-In.

### TEACHING TIE-IN

Everyone who knew Jesus was sad when he died and was buried. Imagine how glad they were when he rose from the dead! The best news in the world is that Jesus died for our sins and came to life again!

## Day 5

### Sheriff Says

*During the game*, share the Teaching Tie-In, then choose a leader to start as "the sheriff." Have the children line up across from the sheriff. This game is played like Simon Says. The sheriff will give instructions by saying, "Sheriff says \_\_\_\_" and demonstrate a physical action. For example, "Sheriff says touch the floor," "Sheriff says hop on one foot," or "Sheriff says shake your head." Once kids get the hang of it, try giving instructions more quickly. Play as time allows.

### TEACHING TIE-IN

Before Jesus went to heaven, he promised that he would come back to earth someday. While we wait for him, we want to obey what he told us to do like a deputy obeys his sheriff. We're going to play a game where we must listen to the sheriff and do what he/she says.

### Riding the Range

*Ahead of time*, gather pool noodles (cut in half), a blue sheet or tablecloth, a few large boxes, one or more Hula-Hoops, and an (optional) bag of snacks. Place the sheet/tablecloth and the boxes randomly around the room. Hide the bag of snacks under one of the boxes or another spot along the "trail."

*During the game*, give each child a half pool noodle to ride as a horse. Have the kids follow a leader, riding around the play area. The blue sheet/tablecloth acts as

a river to jump over or ride through. The boxes act as hills to ride around, and the hoops can be gopher holes to jump over. A hidden bag of snacks can be gold from the mine. Have kids ride in the opposite direction back to town. Finally, have children sit down to let their "horses" rest while you share the Teaching Tie-In and the snack. If doing the snack, be aware of allergies.

### TEACHING TIE-IN

We went riding all over the range. We saw hills and crossed over a river, and even jumped over some holes made by animals called gophers. God made a beautiful world in the beginning, but sin harmed his creation, so the world is no longer perfect. When Jesus comes back to earth, he is going to make his creation perfectly wonderful again. Jesus wants us to put our trust in him so we can be with him in the wonderful new heavens and earth.

# CARPENTER JOE'S CRAFTS

(Simple. Simple. Simple. Young children need simple crafts that are fun to touch and explore. More prep needs to take place so the children are left with simply decorating, attaching stickers, and gluing. This hands-on fun time helps kids really connect with what they're learning.

As with all other items used with the toddlers and young preschoolers, watch carefully that items are not choking hazards and that all items are nontoxic. Use

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

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

## THEMATIC CRAFT IDEAS

*Some basic items will not be listed in supply lists below, such as an office paper cutter, scissors, glue, stapler, ruler, and a pen or pencil.*

*For gluing, pour a small amount of glue into a plastic bowl or plate for children to share. Provide small paintbrushes or cotton swabs for spreading.*

### Day 1

#### Session 1—Wonder Locomotive

*Gather the following supplies:* [Locomotive Pattern](#), 8 ½ x 6-inch foam sheet cut into 6 x 4½ inches (two per child), 1 x 3-inch yellow office labels cut in half, 1-inch and ¾-inch circle labels, plastic stirring straws, and cotton balls. Optional: You may want to glue on the labels if they are not sticky enough.

*Ahead of time*, cut the yellow labels in half. Make a locomotive and train car for each child. To do so, fold each 6 x 4½-inch foam piece in half widthwise. Place the **LOCOMOTIVE PATTERN** with the dotted line on the fold of one foam piece. Trace around the pattern, then cut out the shape. For the train car, trim the second folded foam piece on both sides, starting at the bottom edge, leaving a ¼-inch overhang at the fold to look like a roof. Slide the stapler over the fold about a ½ inch down and staple once in the front and back of the locomotive foam piece and in the center of the car foam piece.

*During class*, let children choose one locomotive and one train car. Slide a stirring straw through the space between the fold and the staples to attach the locomotive to the car. Children will add one yellow label to the locomotive and three labels to the car for windows. Remind them to press and rub hard. Next they will add one or two

large circle labels, plus two or three smaller circles for wheels on the locomotive. Then add two small circles to the train car. Gently stretch out a cotton ball, then glue one end onto the smokestack of the locomotive. Flex the foam pieces near the bottom to make the train stand up. You may want to allow children to decorate both sides of their train.

#### TEACHING TIE-IN

Long ago, in the Old West, a train was a wonderful new thing. People were excited to ride on a train. But there's nothing more exciting than Jesus! We're learning today that Jesus is wonderful. Jesus is God. He came from heaven and was born as a baby. When you play with your train, remember that Jesus is a wonder.

#### Session 2—Tiny the Cougar Coloring Sheet

*Gather the following:* [Day 1 Animal Pal Coloring Sheets](#) and crayons. Optional: yellow and brown tissue paper and large plastic wiggle eyes. You'll also need the [Day 1 Animal Pal Poster](#).

*Ahead of time*, print one coloring sheet for each child. Optional: Cut small pieces of yellow and brown tissue paper and pour glue into bowls for kids to share.

*During class*, children will color their coloring sheet. Optional: Glue small pieces of yellow tissue onto the body and brown pieces for the kitten's spots, then add large wiggle eyes.

#### TEACHING TIE-IN

Refer to the [DAY 1 ANIMAL PAL POSTER](#). What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

**Check [Pinterest.com/answersvbs](https://www.pinterest.com/answersvbs) or the craft guide for colorful photos of the toddler crafts!**

## Day 2

### Session 1—Old West Vest/Sheriff Badge

For a clip-on badge to wear, gather: [Sheriff Star Pattern](#), 3-inch wide-mouth canning lids, alligator clips, and crayons. Optional: gold or silver glitter.

For the vest, gather: paper grocery bags, ¾-inch round labels (same as Day 1 craft), and Old West stickers (item 1220880).

Ahead of time, print and cut out the **SHERIFF STAR PATTERNS**. For the vest, cut a neck and armholes into each grocery bag and cut an opening in the front. Turn vest inside-out, then open and clip off extra, making it even with armholes. (Check online for additional instructions.)

During class, children will color the badges. For the clip-on badge, glue the colored star pattern to the front of a canning lid. Add glitter to the points of the star, if desired. Have an adult hot-glue an alligator clip on the back of each badge to clip to children's clothes. For the vest, glue the colored badge onto the vest. Children can add circle labels for buttons and decorate with stickers.

#### TEACHING TIE-IN

Help the children put on their badges or vests. We've been talking about the Old West where they had sheriffs who kept people safe from bad guys. Today, you can pretend to be a sheriff. Even kids in the Old West played pretend. When Jesus was a kid, maybe his friends pretended to be different people too.

### Session 2—Junior the Wolf Coloring Sheet

Gather the following: [Day 2 Animal Pal Coloring Sheets](#) and crayons. Optional: faux fur and ½-inch black pom-poms. You'll also need the [Day 2 Animal Pal Poster](#).

Ahead of time, print one coloring sheet for each child. Optional: Cut pieces of faux fur to fit the shape of the tail.

During class, children will color their coloring sheet. Optional: Glue the faux fur onto the tail and a black pom-pom onto the nose.

#### TEACHING TIE-IN

Refer to the [DAY 2 ANIMAL PAL POSTER](#). What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

## Day 3

### Session 1—Stormy Miracle Boat

Gather the following per child: [Boat Patterns](#), 9-inch regular paper plates, blue tissue paper, and crayons or markers. Optional: raindrop and/or fish stickers.

Ahead of time, print and cut the **BOAT PATTERNS**. Fold each paper plate in half, creasing across the center only. (Do not flatten the plate.) Staple *once* at each corner of the fold along the plate edge to hold it closed. Cut tissue paper into 10 x 4-inch strips (two per child).

During class, children will color the picture on the pattern. Fold the picture along the dotted line. Slide over the folded plate so the folds match and the picture is centered. Hold the picture in place and staple it to the plate edge once at the bottom, front, and back. *Do not staple the plate edges together.* Add waves by folding the tissue paper strips lengthwise. Lay the boat flat and place the folded edge of the tissue along the curved edge of the plate. Staple in place, then flip the tissue back over the staples so it lies down around the boat. Repeat on the back side, then stand the boat up. Optional: Let the children put raindrop or fish stickers around the edges of the plate and on the tissue.

#### TEACHING TIE-IN

Review the account of the storm as kids rock their boats back and forth. They can lift up the tissue paper attached to the edge of their boats when you mention the huge waves. Then they can smooth the tissue out again after Jesus calms the storm. Today, we learned about Jesus' wonderful power. He made everything, so he can control it. He told the storm to stop, and it did! Jesus is a wonder.

### Session 2—Mighty the Bison Coloring Sheet

Gather the following: [Day 3 Animal Pal Coloring Sheets](#) and crayons. Optional: brown yarn and plastic wiggle eyes. You'll also need the [Day 3 Animal Pal Poster](#).

Ahead of time, print one coloring sheet for each child. Optional: Cut yarn into 2-inch lengths.

During class, children will color their coloring sheet. Optional: Add yarn to the end of the bison's tail and beard. Attach wiggle eyes.

#### TEACHING TIE-IN

Refer to the [DAY 3 ANIMAL PAL POSTER](#). What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

## Day 4

### Session 1—Sunset Painted Cross

This requires time for the paint to dry. Plan for another activity before returning to finish the craft.

Gather the following: [Painted Cross Signs](#), colored cardstock, 8½ x 6-inch sheets of tan or brown craft foam, painter's tape, ½-inch foam spouncers (round sponge heads on sticks), washable paints (red, yellow, orange, and purple), hole punch, and yarn or narrow ribbon.

Ahead of time, print on colored cardstock and cut out one set of **PAINTED CROSS SIGNS** for each child. Make a cross with the tape: Place a 6-inch strip of painter's tape, lengthwise down the center of each foam sheet, 1½ inches from the top. Then lay a 5½-inch tape strip across (perpendicular) the first strip, about an inch from the top end. Rub down the edges so there are no wrinkles or air pockets. Cut the yarn or ribbon into 12-inch lengths.

*During class*, children will use the spouncers to paint dots all over the foam sheet and along the edges of the tape. After the paint is dry, help children remove the tape to reveal a cross, then glue on the signs. Punch two holes near the top edge, about 3 inches apart. Tie yarn or ribbon through the holes for hanging.

**TEACHING TIE-IN**

We've been pretending to live in the Old West. Did you know that the sun always goes down in the west? It's called a sunset. Sunsets can make pretty colors in the sky. What is on your beautiful sunset picture? There's a cross on your picture. Who died on a cross to save sinners? **Jesus**. And he rose from the dead! What do the signs say? *Read the words aloud*. You can hang your cross picture at home to remind you of our wonderful Savior, Jesus.

**Session 2—Champ the Grizzly Coloring Sheet**

*Gather the following:* Day 4 Animal Pal Coloring Sheets and crayons. Optional: brown felt or faux fur and ½-inch black pom-poms. You'll also need the Day 4 Animal Pal Poster.

*Ahead of time*, print one coloring sheet for each child. Optional: Cut the felt or fur into round pieces to fit the belly of the bear.

*During class*, children will color their coloring sheet. Optional: Glue the fur rounds onto the bear's belly and add a pom-pom to the nose and/or ears.

**TEACHING TIE-IN**

Refer to the DAY 4 ANIMAL PAL POSTER. What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

**Day 5**

**Session 1—Giddyup Horse Puppet**

*Gather the following supplies:* Giddyup Horse Puppet Pattern, paper lunch bags, crayons, ¾-inch-wide ribbon, and brown, black, or tan yarn.

*Ahead of time*, print the HORSE PUPPET PATTERN. Cut the ribbon into two pieces per child: 4¼ inches long with angled ends and 3 inches long with straight ends for the bridle. Cut sets of 12 pieces of yarn, about 2 or 3 inches long.

*During class*, children will color their horse head and mouth. Cut them out and glue to a lunch bag as shown on the pattern sheet. Line up the top of the mouth piece with the fold under the flap of the bag. On top of the flap, spread glue *on the bag* up the middle of the flap to the top edge according to the shape of the horse face. (Be careful not to spread all the way to the left and right edges.) Lay the face on the flap so the eyebrows line up with the top edge. Glue on the ribbons for the bridle, then attach the yarn onto the mane.

**TEACHING TIE-IN**

They didn't have cars in the Old West, so many people rode on horses. People could go to lots of places on their horses. That reminds us of the mission Jesus wants us to be on while we wait for him. Wherever we go, Jesus wants us to tell people about him. You can use your puppet to tell your family about Jesus.

**Session 2—Mission the Horse Coloring Sheet**

*Gather the following:* Day 5 Animal Pal Coloring Sheets and crayons. Optional: black yarn. You'll also need the Day 5 Animal Pal Poster.

*Ahead of time*, print one coloring sheet for each child. Optional: Cut yarn into 4-inch and 6-inch lengths.

*During class*, children will color the coloring sheet. Optional: Glue the yarn onto the horse's mane and tail.

**TEACHING TIE-IN**

Refer to the DAY 5 ANIMAL PAL POSTER. What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

# SWEET SADIE'S SNACKS

Yum! Snacks are always a hit. But with this age group, it is especially important to find out from parents about food allergies. Toddlers may not be able to communicate this information. If you are choosing other snack options, be mindful of small foods that may be choking hazards (e.g., hot dogs, nuts, marshmallows, raisins or dried fruits, hard or very chewy candies, chunks of cheese or fruit,

and popcorn). Some “big kid” snacks are safe for toddlers. You may want to serve smaller portions of those. See the snack guide for more details.

Decide who will prepare the snacks—teachers or the snack team—and decide if you are serving one or two snacks per day. And, of course, remember to wash hands and pray before eating.

## THEMATIC SNACK IDEAS

### Day 1

#### Cougar Claws (per person)

- 1 oz. Cheetos Paws or Chester's Paws
- Cup or bowl for serving
- Optional: Use cheese curls and call them Cougar Tails



Place approximately 1 oz. portions of paw-shaped cheese snacks into bowls or cups for each child. Optional: Decorate containers using a paw print or cat stamp, drawing your own design with a permanent marker, or applying stickers.

#### TEACHING TIE-IN

Today we're learning about our animal pal, Tiny the cougar kitten. What sound do you think a cougar makes? *Take responses.* Cougar kittens are baby cougars, which remind us of how Jesus was also little when he came to earth. He was born as a baby even though he was God!

#### Biscuit Baby (per person)

- 1 shortcake or biscuit
- 1 t. apple butter or strawberry preserves/pie filling
- Sprinkles
- Whipped topping
- Small plate for serving

See p. 10 in the *Snack Guide* for directions and the Teaching Tie-In. Adjust serving size as needed for younger children.

### Day 2

#### Wolf Puppy Chow (per 10 half-cup servings)

- 2 c. Chocolate Chex cereal
- ½ c. M&M's
- 3 c. Cheerios
- Cups or bowls for serving

See p. 14 in the *Snack Guide* for directions but make this simplified version. Adjust serving size as needed for younger children.

#### TEACHING TIE-IN

Today our animal pal is a wolf. Do any of you have a dog at home? *Take responses.* A wolf is like a dog, but it lives in the wild, not in a house. Our pal, Junior the wolf pup, is a young wolf who will grow up to be a big wolf. Junior reminds us that Jesus was young once too. How old are you? *Take responses.* Even though he's God, Jesus knows what it's like to be your age because he was little just like you when he lived on earth.

#### Carpenter Scraps (per person)

- 1 pretzel rod
- 2 pretzel sticks
- 1–2 rectangular graham crackers
- 6 pieces of Honeycomb cereal
- 6 chocolate chips
- Zippered baggie for serving

See p. 12 in the *Snack Guide* for directions and the Teaching Tie-In. Adjust ingredients and serving size as needed for younger children.

### Day 3

#### Bison Bites (per 14 bites)

- 2 c. chow mein noodles
- 1 c. butterscotch chips
- ½ c. milk chocolate chips
- Wax paper
- Cupcake liners for serving



Melt butterscotch and milk chocolate chips in the microwave at 15- to 30-second intervals, stirring in between. Pour melted chips over chow mein noodles and form into small “haystacks” by dropping spoonfuls onto wax paper.

Chill until firm, about 2 hours. Store in an airtight container up to one week.

### TEACHING TIE-IN

Do you know what bison like to eat for food? [Take responses](#). They like to eat hay! Today our snack looks like hay, doesn't it? Our animal pal, Mighty the bison, would love hay. He also loves to teach us about how awesome and mighty Jesus is!

### Mini Flapjacks (per 6–7 servings)

- Pancake mix OR
- 1 c. all-purpose flour
- 2 T. sugar
- 2½ t. baking powder
- ⅓ c. milk
- 1 large egg
- 2 T. salted butter, melted
- Optional: mix-ins (fruit, chocolate chips, etc.)
- Syrup
- Plates for serving

See p. 16 in the *Snack Guide* for directions and the Teaching Tie-In. Adjust serving size as needed for younger children.

## Day 4

### Bear Face (per person)

- 1 piece circular bread or toast
- 1 t. butter
- 1 t. cinnamon
- 3 t. sugar
- 3 banana slices
- 1 blueberry
- 2 chocolate chips
- Small plate for serving



Cut bread or toast into circles, using the rim of a glass or a round cookie cutter. Spread butter over it. Mix cinnamon and sugar together, then dust over the buttered bread. For ears, place two banana slices at the top of the bread on each side. Use the third banana slice and a blueberry for the nose and the two chocolate chips for eyes.

### TEACHING TIE-IN

Today we're eating a bear face. What sound do bears make? [Take responses](#). Cowboys and cowgirls in the West had to be careful when they met bears. Bears are really big and strong, aren't they? Today our animal pal, Champ the grizzly bear, is teaching us that Jesus was a champion like no other because he died and came back to life!

### Breadstick Rattler (per 8 servings)

- 1 can crescent roll dough
- Regular or black sesame seeds
- 1 package red licorice
- 1 jar marinara sauce
- Small plate for serving

See p. 22 in the *Snack Guide* for directions and the Teaching Tie-In. Adjust ingredients and serving size as needed for younger children.

## Day 5

### Horse Feed (per person)

- 1 c. Veggie Straws
- Small paper bag for serving

Place Veggie Straws in small paper bags with edges folded down.



### TEACHING TIE-IN

Our snack today is similar to what our animal pal, Mission the horse, might eat. Can you chew like horses chew? [Pause as they try](#). Mission the horse reminds us that we can do good works for God while we wait for the day when Jesus comes back to our world!

### Pizza Wheels (per person)

- ½ English muffin (one side)
- 2 T. marinara sauce
- ½ cheese stick, cut into 6 strips (to make 6 spokes)
- Optional: 1 mini pepperoni
- Small plate for serving

See p. 24 in the *Snack Guide* for directions and the Teaching Tie-In. Adjust ingredients and serving size as needed for younger children.



# THE WONDER OF HIS BIRTH



## BIBLE PASSAGES

Jesus Is Born  
Matthew 1–2; Luke 2

## LESSON FOCUS

The baby King's birth was a wonder. What amazing happenings surrounded it?

## APOLOGETICS CONTENT

Is Jesus the most important person ever born?

## MEMORY VERSE

And the Word became flesh and dwelt among us. John 1:14

## NAMES OF JESUS

Creator, Immanuel

## ANIMAL PAL

Tiny the Cougar Kitten

## Today's Exploration Stations

- Discovery Center: Special Birth Seek & Find
- Wet Touch Table: Wash the Babies
- Dry Touch Table: Christmas Fun
- Dramatic Play: Old West Dress-Up
- Coloring Corner: John 1:14

## Today's Lesson at a Glance

### INTRODUCE IT!

- Wonder Junction Train Depot and Chapel

### TEACH IT!

- Puppet Pal—Wonder of Jesus' Birth
- Song 1: "Twinkle, Twinkle, Jesus' Star"
- Song 2: "Go Tell It on the Mountain"

### APPLY IT!

- Part 1: Animal Pal Review
- Part 2: Gold Mine Memory Time
- Part 3: Go and Do

## Preparing for the Lesson

- Read Matthew 1–2 and Luke 2 several times.
- Read this lesson several times and prepare the materials.
- For more information on Jesus' birth, visit [AnswersVBS.com/wonderfaq](http://AnswersVBS.com/wonderfaq).
- Pray.



# DEVOTION I: TREASURE JESUS

*Therefore the Lord himself will give you a sign. Behold, the virgin shall conceive and bear a son, and shall call his name Immanuel. Isaiah 7:14*

Imagine your young daughter comes to you one day after finishing her chores and making the daily bread. She says, “Dear parents, as you know, our people have been promised a savior for hundreds of years. Even from the beginning, Yahweh has promised that he would send one to save his people from their sins. Today, an angel told me I would bear the Promised One! Mom, Dad—our Savior is coming! And it’s true what our prophet Isaiah said over 700 years ago—I have known no man, yet I am with child.”

Would you think she was crazy? Would you call to mind all the promises from the Law and the Prophets you’ve been taught since your childhood, mulling over each one, waiting to see if more than this one spoken by Isaiah would come to pass through your daughter and her child? Would you tick each one off your mental checklist?

- He was the child of a woman (Genesis 3:15). Check.
- Micah said he would be born in Bethlehem (Micah 5:2). Check.
- Solomon said kings would worship him (Psalm 72:10–11). Check.
- Hosea said he would be called out of Egypt (Hosea 11:1). Check.

Is it really possible that one child could fulfill all these promises? Was your daughter telling the truth those many months ago? Could this child, whose name means “the Lord saves,” really be the promised one?

Those shepherds who came to visit the baby, wanting to see the Savior that had been born to us, Christ the Lord—did they really know what they were talking about? Is it our Savior? . . . This is our Savior!

As you read the passages revealing the events surrounding the birth of Christ for the umpteenth time, meditate on the events that set his birth apart from all others—the fulfillment of prophecy, the worship of shepherds and kings, the lowly manger cradling the King of kings. As you share the good news of the Creator who stepped into history as a baby, make sure your children know that this was no ordinary baby. This is Immanuel, God with us.

May we pray as the Puritans did:

O God, take me in spirit to the watchful shepherds, and enlarge my mind;  
Let me hear good tidings of great joy, and hearing, believe, rejoice, praise, adore,  
My conscience bathed in an ocean of repose, my eyes uplifted to a reconciled Father;  
Place me with ox, ass, camel, goat, to look with them upon my redeemer’s face,  
And in him account myself delivered from sin;  
Let me with Simeon clasp the new-born child to my heart, embrace him with undying faith, exulting that he is mine and I am his.  
In him thou hast given me so much that heaven can give no more.

—Arthur Bennett, *The Valley of Vision*  
(The Banner of Truth Trust, 2005), 16.

# EXPLORATION STATIONS

## Discovery Center: Special Birth Seek & Find

### MATERIALS

- [Nativity Cards](#) or nativity set pieces (a manger, shepherds, angel, star, and wise men)
- Three small boxes to cover nativity pieces

### PREP

Place the nativity pieces and the three boxes on the table. If using the [NATIVITY CARDS](#), print and cut one set.

### DIRECTIONS

Ask the children to choose one nativity piece. Cover it with one box, then line up all three boxes. Slide each box around a few times, keeping them on the table. Ask the children which box has the chosen object. Lift the box they choose to see if the object is there. If not, give one more guess. Play several times, using each of the objects.

### TEACHING TIE-IN

Jesus' birth was different than anyone else's birth. [Point to each item on the table.](#) He had angels, shepherds, wise men bringing gifts (after he had grown a little), and even a star! It was so special when Jesus was born because Jesus is God. He was in heaven—a beautiful, perfect place, but he wanted to come to our world because he loves us.

## Wet Touch Table: Wash the Babies

### MATERIALS

- Touch table with tarp underneath
- Water
- Waterproof dolls and baby bath supplies such as plastic cups, play soap or baby bath, bath toys, washcloths, and towels

### PREP

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

### DIRECTIONS

Students enjoy giving the babies a bath.

### TEACHING TIE-IN

Do you think Jesus ever needed a bath when he was a baby? [Pause for responses.](#) Jesus got dirty just like we do, because he was not only God but also a person, just like us. We all were babies at one time and so was Jesus! But there's one big difference. He was the most special baby ever born because he is also God!

## Dry Touch Table: Christmas Fun

### MATERIALS

- Touch table with tarp underneath
- Generic filler (crinkle shred or Easter grass—red and green would be fun today)

- Plastic, safe Christmas items such as plastic nativity pieces, nonbreakable ornaments, Christmas cookie cutters, etc.

### PREP

Put the filler in the table along with the Christmas items.

### DIRECTIONS

Students play with the Christmas items.

### TEACHING TIE-IN

When do we use these items? [Christmas.](#) At Christmas! But what does Christmas have to do with Jesus? [Pause for responses.](#) We celebrate Jesus' birthday at Christmastime. It's a wonder that God came down to earth in the form of a person, Jesus!

## Dramatic Play: Old West Dress-Up

### MATERIALS

This station can be as simple or elaborate as you like. Leave it set up all week. Add in new items each day. Choose from the following or add in your own ideas. Make sure all items are safe for toddlers.

- Clapboard house interior backdrop as listed in [Decorating Decisions](#)
- Old West house items (e.g., small wooden table and chairs, barrels, baskets, lanterns, play food [eggs, cheese, bread, etc.], stick horses, tin plates, bowls, cooking utensils, broom, blankets, play tools, family Bible—note: it could get damaged)
- Old West dress-up items (e.g., bandanas, boots, cowboy hats, flannel shirts, pioneer bonnets, dresses, aprons, vests (see toddler crafts for vest instructions))
- Day 1 items: baby cradle, baby dolls, and old-fashioned baby supplies

### PREP

Set up the area to look like the inside of an Old Western house. Add some Old West house items, dress-up items, and Day 1 items.

### DIRECTIONS

Dress up and pretend to be living in the Old West. Provide dolls to play with today to coordinate with the teaching.

### TEACHING TIE-IN

Jesus came to earth as a baby. Do any of you have baby brothers or sisters? What do you need to do to take care of them? Jesus had to be fed and rocked and cared for, too, even though he was God! What a wonder!

## Coloring Corner: John 1:14

### MATERIALS

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

- ❑ Decorating supplies to make a train as listed in Decorating Decisions
- ❑ Markers or crayons in small galvanized buckets
- ❑ Optional supplies: glue sticks, stickers, and items to glue onto the coloring sheet (e.g., cotton balls, pom-poms, feathers, sandpaper, and tissue paper)

**PREP**

Set up the Old West train decorations. Print the **MEMORY VERSE COLORING SHEET**, 1 per child. Gather the decorating supplies and set them out to use all week.

**DIRECTIONS**

Color the sheet. Add additional supplies if desired.

**TEACHING TIE-IN**

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

**Additional Exploration Station Ideas**

- ❑ **Campfire Reading**—Make a fake campfire with seating around it. Place a basket or pail nearby with a variety of children’s books, including children’s picture Bibles and accurate books about creation, Jesus, and the Old West.
- ❑ **Old West Animals**—Borrow or buy stuffed or plastic animals and free play with them. See a possible list on the Old West A to Z page in the Director Guide.
- ❑ **Flannel Board Fun**—Provide a flannel board with people and items from each day’s Bible lesson, along with animals and Old West items.
- ❑ **Panning for Gold**—Place a wading pool with a tarp underneath on the floor. Add play sand, gold coins, and other trinkets. Have kids “pan for gold” using sand sifter/sieve beach toys.
- ❑ **Weigh the Gold**—Gather various gold and silver items, such as play coins, painted rocks, jewelry,

etc., along with a pan balance (available online or at teacher stores or search online for “how to make a balance scale”). Kids have fun weighing items and trying to get them to balance.

- ❑ **Texture Trays**—Provide various textures for kids to trace words or pictures with their fingers. Use key words of Bible concepts they’re learning about. Possible textures include shaving cream or hair gel in zippered baggies (duct-taped shut), burlap, trays of salt, thick fleece, magic slates, or chalkboard and chalk. Supervise carefully and make sure they know not to put their hands in their mouths. You may want to put out different textures on different days. Provide wipes for cleanup.
- ❑ **Play Dough**—Play dough is always a favorite, so feature a station with it all week, adding thematic supplies (e.g., cookie cutters and plastic toys) that have to do with the day’s teaching, such as nature items on Day 1 (Jesus is Creator); construction items on Day 2 (Jesus is a carpenter); boats, fish, and storm/weather items on Day 3 (Jesus is almighty; hearts and crosses on Day 4 (Jesus is Savior); and crowns on Day 5 (Jesus is King of kings).

**PLAY DOUGH RECIPE**

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

Mix the first five ingredients in a saucepan. After blended, mix in food coloring. Stir over low to medium heat until the dough is formed and is no longer sticky. Remove from the pan and knead until smooth, adding the glitter if using it. After it has cooled, store in an air-tight container.

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# INTRODUCE IT!

## Wonder Junction Train Depot and Chapel

At the start of each lesson, you will introduce the kids to a new place in Wonder Junction, using the **WONDER JUNCTION POSTER**.

**Prep:** Print the **OLD WEST PICTURES**. Prepare your costumes. Hide the baby doll so it is partially visible.

**Teacher 1:** Well howdy, y'all! It sure is good to meet ya. I'm \_\_\_, and this here is \_\_\_. This week we're going to pretend we're living in the Old West. Let's think about what the Old West was like.

**Teacher 2:** Show the **OLD WEST PICTURES**. There were small towns with houses and stores. There were cowboys and big farms with lots of cows. A lot of people went there to look for gold.

**Teacher 1:** Yes, and most towns had a sheriff to catch the bad guys who tried to *steal* the gold.

**Teacher 2:** People used horses and wagons to go places. They didn't have any cars back then.

**Teacher 1:** But they did have trains! Let's all pretend to take a ride on the train to a town called Wonder Junction.

**Teacher 2:** Next stop, Wonder Junction! Have everyone line up. Say, "All aboard!" and chug around the room, blowing the train whistle if you have one, and coming to a screeching halt in front of the puppet stage, where they can sit down.

**Teacher 1:** We're here, way out west in Wonder Junction. Look at the map of the town. Show the **WONDER JUNCTION POSTER** and point to the train depot. This is where the train let us off. Isn't it nice?

**Teacher 2:** Yes, it is. But why is it called Wonder Junction? What does *wonder* mean?

**Teacher 1:** We use the word *wonder* when we talk about something that is surprising, awesome, amazing, or wonderful.

**Teacher 2:** So something that's a wonder might make me say, "Wow"?

**Teacher 1:** Yep! Kids can you say, "Wow"? Have them do so, then continue to say it along with you.

**Teacher 2:** Wow! It's a wonder to see new places in the West with all its gold and beautiful land.

**Teacher 1:** But you know what? We're gonna be talkin' about something that's even more wonderful, the wonder of Jesus!

**Teacher 2:** Have y'all ever heard of Jesus before? Pause for nods. Our first wonder about Jesus is that he is God.

**Teacher 1:** Another wonder of Jesus is that he came to earth as a baby. Look around the room. Can you find a baby doll? Have them point to it. Get the doll and hold it up.

**Teacher 2:** You mean Jesus is God, but he became a little baby who cries and needs to be fed and changed and cared for?

**Teacher 1:** Yes, siree! It's a wonder, for sure.

**Teacher 2:** Jesus was a baby and God at the same time. Wow! Looking around. Hey! I think I hear my friend Sam. Maybe he's in there. I'll go see. Move to the back of the puppet stage, calling for Sam and prepare the puppet.

**Teacher 1:** Calling out to Teacher 2. Did you find your friend?

**Teacher 2:** Yep, sure did. But I'm trying to get him to come out and say howdy to y'all. He's kinda shy.

**Teacher 1:** Kids, maybe we should invite Sam out here. Let's say, "Please come out, Sam!" Do so.

- Wonder Junction Poster
- Old West Pictures
- Bible
- Old West costumes for teachers
- Mounting putty or tape for posters
- Optional: train whistle
- Baby doll



★ Think of fun names for yourselves: Cactus Kate, Cowboy Joe, Prospector Pete, Rattlesnake Rachel, or Doc Henry.

★ The Bible is listed just once daily in the supply list but is used throughout, so keep it handy and marked to the correct passages ahead of time.

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

★ If working as co-teachers, decide daily which parts of the lesson each of you will be responsible for.

★ The mounting putty is listed just once in the supply list but will be used whenever you hang up posters. Hang them up as you talk or just hold them up while teaching and hang them up after class.

- Wonder-Filled Birth Poster
- 4 sheets of copy paper and tape
- 2 copies of Day 1 Puppet Script
- Boy or girl puppet and clipboard
- Mini pickax or shovel

★ The puppet can be dressed in a small VBS T-shirt. To make a small T-shirt, print, cut out, and laminate a color copy of the [logo](#) and tape it to a baby-sized T-shirt.

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

## TEACH IT!

### Puppet Pal—Wonder of Jesus' Birth

**Prep:** Cover each picture on the **WONDER-FILLED BIRTH POSTER** with sheets of copy paper. Tape one **PUPPET SCRIPT** inside the puppet stage and attach the other copy to a clipboard for reference. Tape the mini shovel or pickax to the puppet's hand. Dress the puppet in either a VBS T-shirt (see Teaching Tip in the sidebar) or in an Old West costume such as a mini vest and a little bandana. Cover each section of the poster with a sheet of copy paper.

Each day, the puppet pal will teach part of the lesson, so try to include it even if you have to cut something else.

Decide which of you will be the puppet and take note of the instructions to leave the previous teaching so you will be positioned in time for the start of the puppet pal time.

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

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

Your puppet should come up in the chapel window or from an outcropping of rocks. (See [Decorating Decisions](#).) When the puppet is entering, hold your arm back and down and have the puppet take three steps up, getting higher each time, until the puppet is out and visible. When exiting, turn the puppet toward you and take three steps down until out of sight.

**Puppet:** Come out acting dejected with a mini tool taped to the hand.

**Teacher:** Well, hello there. You must be Sam.

**Puppet:** Acting sad. Yup, that's me. I'm Sam. It's short for Samuel (Samantha).

**Teacher:** Is something wrong? You seem sad.

**Puppet:** My friend was supposed to go digging for gold treasure with me at the gold mine. But now he's too busy.

**Teacher:** Oh, I'm sorry to hear that.

**Puppet:** He *promised* he'd come.

**Teacher:** That's bad news. People should keep their promises. But sometimes they don't. But I can tell you some wonderful news!

**Puppet:** Acting more excited. Really? Did you find gold treasure?

**Teacher:** Nope, I found a treasure much better than gold. It's someone who always, always, always keeps his promises. His name is Jesus, and he's a treasure for sure.

**Puppet:** I've read about Jesus in the Bible. Will you tell us the wonders of Jesus?

**Teacher:** First of all, the Bible tells us that Jesus is God. He's the Creator who made the whole world.

**Puppet:** You mean Jesus made the whole world and the sun and moon and stars? *Be ready* to make noises for each creature mentioned next.

**Teacher:** Allow time for the puppet to make noises as you name each creature. Yes. He made everything, like birds, fish, frogs, sheep, monkeys, dinosaurs, and people. Then, many years later, Jesus came down from heaven to *live* with us.

**Puppet:** Wow! That is a wonder! I know a name for Jesus that means “God with us.” It’s Immanuel. Say that with me, kids. *Do so.*

**Teacher:** Jesus came from heaven, and some wonderful things happened when he was born.

**Puppet:** I love to hear about Jesus being born. My family even has a big party at Christmas to celebrate his birthday.

**Teacher:** Lot’s of people celebrate Christmas. But I’m going to tell you some special wonders about Jesus’ birth.

**Puppet:** Ooh, great!

### Wonder 1. Angel

**Teacher:** First, an angel came to a young woman named Mary. Can you imagine all of a sudden if an angel from heaven was in a room with you?

**Puppet:** Yikes! I think I’d be scared. What about you kids? Show us your scared face. *Do so.*

**Teacher:** The angel told Mary not to be afraid because God had chosen her to be Jesus’ mother. *Uncover the WONDER-FILLED BIRTH POSTER: ANGEL.*

**Puppet:** Wow! What a wonder!

**Teacher:** Mary and her husband, Joseph, went to a city called Bethlehem. While they were there, it was time for baby Jesus to be born.

**Puppet:** Because their family’s home was filled with people, they were given an area in the lower level of the home that sometimes had animals in it. Let’s make sounds like donkeys and goats. *Do so.*

**Teacher:** Baby Jesus was born, and Mary laid him in the animals’ feeding stand—called a manger.

### Wonder 2. Shepherd

**Puppet:** Tell us what happened to the shepherds that were taking care of the sheep.

**Teacher:** It’s the most exciting thing that’s ever happened to any shepherd!

**Puppet:** Let’s make an excited face, kids. *Do so.*

**Teacher:** The night Jesus was born, the shepherds were out in the fields watching over their sheep, when suddenly there was an angel. He said that Jesus, the Savior, was born!

**Puppet:** Let’s clap and shout, “Hooray!” *Do so.*

**Teacher:** Then guess what happened next? *Uncover the WONDER-FILLED BIRTH POSTER: SHEPHERDS.* A whole bunch of angels filled the sky, celebrating Jesus’ birth! What a wonder!

### Wonder 3. Wise Men and a Special Star

**Puppet:** I know another wonder about Jesus when he was young. Some wise men came from far, far away to visit Jesus.

**Teacher:** God put a special star in the sky. When they saw it, they followed it, and that star moved right over the house where Jesus was so they could find him.

**Puppet:** Wow! The wise men worshipped Jesus and gave him gifts. *Uncover the WONDER-FILLED BIRTH POSTER: WISE MEN WITH GIFTS/SPECIAL STAR.*

**Teacher:** Jesus was a very special baby. He even had his own special star!

**Puppet:** Hey kids, let’s sing a song about that. *Lead the kids in singing and dancing.*

### Song 1: Twinkle, Twinkle, Jesus’ Star

Twinkle, twinkle, Jesus’ star  
(Wiggle fingers above head.)

Wise men followed from afar  
(Walk in place.)

Up above the world so high  
(Raise arms in a circle.)

Like a diamond in the sky  
(Raise loose fist, then point up.)

Twinkle, twinkle, Jesus’ star  
(Wiggle fingers above head.)

Wise men followed from afar  
(Walk in place.)

Repeat



- “Twinkle, Twinkle, Jesus’ Star” song
- “Go Tell it on the Mountain” song
- MP3 download or *Simple Songs* CD (1221410)
- Device to play songs

## Wonder 4. Jesus Came!

**Puppet:** Great singing! When Jesus was born, it was different than anyone else's birth. He had angels, shepherds, wise men bringing gifts, and even a star.

**Teacher:** It was so special because God himself, Jesus, wanted to come. Remember, he was in heaven in a beautiful, perfect place, and he left that for our world. [Uncover the WONDER-FILLED BIRTH POSTER: MANSION.](#)

**Puppet:** He came because he loves us, right?

**Teacher:** Right. Jesus cares about us, and he never fails. People may let you down, like your friend who didn't keep his promise. But Jesus always keeps his promises.

**Puppet:** Wow! Jesus is a much better treasure than finding gold.

**Teacher:** He's the greatest treasure of all—because he loves each one of us. Jesus is a wonder.

**Puppet:** I'd like to go tell my friends about Jesus' wonderful birth. Let's sing about that.

## Song 2: Go Tell It on the Mountain

### CHORUS

Go tell it on the mountain  
(Make a mountain shape with arms.)

Over the hills and everywhere  
(Move hand up and down over hills.)

Go tell it on the mountain  
(Make a mountain shape with arms.)

That Jesus Christ is born (Rock a baby.)

### VERSE 1

While shepherds kept their watching  
(Put flat hand above eyes as if searching.)

Over silent flocks by night (Put finger to lips and turn head back and forth.)

Behold throughout the heavens  
(Raise arms up and open wide.)

**Puppet:** That was wonderful singing! Well, I think I'm going to try to dig up some gold treasure on my own just for fun. But I'll remember—Jesus is the best treasure ever. He's a wonder!

**Teacher:** Bye for now, Sam! See you tomorrow.

**Puppet:** Bye y'all. Exit.

There shone a holy light (Raise one arm with hand open, then pull down.)

Repeat Chorus

### VERSE 2

Down in a lowly manger (Bend down and move hand back and forth.)

The humble Christ was born (Rock a baby.)  
And God sent us salvation (Point up for "God," point to yourself for "us," then cross hands over heart for "salvation.")

That blessed Christmas morn  
(Clap four times with the beat.)

Repeat Chorus

★ There are two songs introduced in each lesson. If some of the songs seem too long, or you're running short on time, you may want to repeat the favorites. Also consider playing the songs in the background during other activities so they become familiar.

- ☐ Day 1 Animal Pal Poster
- ☐ Wonder Junction Maps and Tiny stickers (1220780), 1 per person

★ If you don't have time to play the review game, skip to the Nugget of Truth question, ending with this important thought. Try to include it even if you must cut something else.



## APPLY IT!

### Part 1: Animal Pal Review

Take a couple minutes to summarize the lesson today using the **DAY 1 ANIMAL PAL POSTER**, using any or all of the questions below. Pass out the Wonder Junction Maps and Tiny stickers (available to purchase from [AnswersVBS.com](http://AnswersVBS.com)), one set per child. This week, children will add one animal pal each day as they learn about them.

Let's take a look at our animal pal poster to remember what we talked about today. What kind of animal is our animal pal? **Cougar kitten**. Cougars are a kind of wildcat. What's our cougar's name? **Tiny**. She's a tiny baby, isn't she? We talked about a tiny, baby person today. Who was that? **Jesus**. Because Jesus is God, what special things happened when he was born? **Answers will vary.**

Continue reviewing with the following questions. Be sure to give the correct answer for any "no" questions. Have the kids meow like a cougar kitten if the answer is yes and pretend to sleep if it is no.

1. Is Jesus God? Yes—meow.
2. Did Jesus make the world? Yes—meow.
3. When Jesus came from heaven to be born as a baby, did angels tell the shepherds about it? Yes—meow.
4. When the wise men came to see Jesus, did they follow the moon in the sky? No—sleep. They followed a star.
5. Does Jesus keep his promises? Yes—meow.

### Nugget of Truth

Ready for an important question? Yes or no: Should we always be in wonder when we think of Jesus? Yes! Jesus is amazing! He knows exactly how many hairs are on your head right now! He knows what you'll be doing when you're five years old! He knows how you'll be feeling tomorrow morning. You can talk to him. He is with everyone that trusts in him. Remember, the name Immanuel means "God with us."

### Part 2: Gold Mine Memory Time

**Today's Verse:** And the Word became flesh and dwelt among us. John 1:14

Practice the verse several times by using the **DAY 1 MEMORY VERSE POSTER** as a reference and the Memory Verse music if you have it. You might want to make up simple hand motions to teach the children.

**Challenge:** Move like a baby while saying the verse. First, roll over and over and over while saying it, then crawl around while saying it.

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

### Part 3: Go and Do

In the remaining time, complete one or more of the following ideas in class. These are also on the *Toddler Student Guides* and can be done at home.

1. Jesus is Creator of the universe. Go on a walk with a grown-up and find at least five things Jesus created. What a wonder!
2. Ask a grown-up who has taken care of babies (maybe even you!) what they needed to do to care for the babies. Isn't it a wonder to think of the care Jesus would have needed as a baby, yet now he cares for you and the entire universe?
3. Thank Jesus for leaving heaven and coming to earth as a person yet still God. Thank him for loving you that much.
4. With someone's help, check [AnswersVBS.com/wonderkids](http://AnswersVBS.com/wonderkids) for more fun information!

Ask yourself this question: What is my favorite part about Jesus' birth?

- Theme and Day 1 Memory Verse Posters
- Optional: Memory Verse music and player
- Optional: Student Guides
- Supplies for "Go and Do" activities



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



DAY 2

# THE WONDER OF HIS CHILDHOOD



## BIBLE PASSAGE

Jesus at the Temple  
Luke 2:39–52

## LESSON FOCUS

The young King's childhood was a wonder.  
What was he like as a child and teen?

## APOLOGETICS CONTENT

Is Jesus God or man—or both?

## MEMORY VERSE

And Jesus increased in wisdom and in stature  
and in favor. Luke 2:52

## NAME OF JESUS

Carpenter

## ANIMAL PAL

Junior the Wolf Pup

## Today's Exploration Stations

- Discovery Center: My Family
- Wet Touch Table: Family Trip
- Dry Touch Table: Build-It-Yourself Woodworking
- Dramatic Play: Old West Dress-Up
- Coloring Corner: Luke 2:52

## Today's Lesson at a Glance

### INTRODUCE IT!

- Wonder Junction Schoolhouse
- Song 1: "Jesus Was a Child, Jesus Is God"

### TEACH IT!

- Puppet Pal—Jesus at the Temple
- Song 2: "Jesus Is a Wonder"

### APPLY IT!

- Part 1: Animal Pal Review
- Part 2: Gold Mine Memory Time
- Part 3: Go and Do

## Preparing for the Lesson

- Read Luke 2:39–52 several times.
- Read this lesson several times and prepare the materials.
- For more information on Jesus' childhood, see [AnswersVBS.com/wonderfaq](http://AnswersVBS.com/wonderfaq).
- Pray.



## DEVOTION 2: FOLLOW JESUS

*For to this you have been called, because Christ also suffered for you, leaving you an example, so that you might follow in his steps. 1 Peter 2:21*

Imagine being a young boy and having a friend whose dad was a carpenter. He helped his dad around his shop and invited you in for a meal after a day of tending your sheep. Indeed, your father had encouraged you to befriend the carpenter's son. Apparently, your dad had been there the night of his birth and had experienced something indescribable.

In your teen years, your eyes couldn't help but roll every time your dad asked you to gather the sheep *again*. But your friend always obeyed his parents right away—all the way—cheerfully without complaining. While you got hangry, he never did. He also calmed you down when you were "righteously angry" at the latest injustices experienced by your people.

This young man seemed to make friends with the animals he fitted for yokes. And his tears flowed when his beloved pet donkey died. He enjoyed a good joke—but never at someone's expense. He seemed to know things that no one else knew. Everyone gravitated toward the serious young man who taught even the teachers.

After you married and began having kids, he celebrated birthdays and anniversaries with you, bringing children presents that he had made in his wood shop. Strangely enough, his own birthday never seemed important to him—he always seemed older than he was anyway.

Later, you watched as a crowd gathered around to listen to your friend teach. His teachings were astounding—to turn the other cheek when the Roman oppressors struck? To give them all you had when they asked? To love them after years of ingrained hatred? Perfection was the standard set by God in order to gain heaven? The kingdom of God was near?

And then you both attended the wedding of a mutual friend, and somehow, he changed the water you'd just sipped into the best wine you'd ever tasted. Surely, no ordinary man could do that!

Could this man, your lifelong friend, really be the one? The Messiah who had been promised for hundreds of years? Has your Deliverer come? . . . Yes, the Deliverer has come!

As you study the passages about Jesus' childhood, scant though they are, meditate on the differences between the children you know and the child he was. Think about what other religions teach and claim. *Superior* doesn't even begin to describe Jesus compared to everyone else. And yet, this Creator-Redeemer has called us to learn from him, to imitate him, and to follow him.

As you share with the children today, try to convey the sense of wonder and awe that he inspires in what he teaches and does, encouraging them to follow after this God-Man, Jesus Christ.

May we pray as the Puritans prayed:

I bless thee that thou hast made me capable of  
knowing thee, the author of all being,  
Of resembling thee, the perfection of all excellency,  
Of enjoying thee, the source of all happiness.

Let my religion be more obvious to my conscience,  
more perceptible to those around.

While Jesus is representing me in heaven, may I  
reflect him on earth,

While he pleads my cause, may I show forth  
his praise.

Continue the gentleness of thy goodness  
towards me,

And whether I wake or sleep, let thy presence go with  
me, thy blessing attend me.

Thou hast led me on and I have found thy  
promises true.

Thy vows are ever upon me, and I praise thee, O God.

—Arthur Bennett, *The Valley of Vision*  
(The Banner of Truth Trust, 2005), 11.

# EXPLORATION STATIONS

## Discovery Center: My Family

### MATERIALS

- Family Cutouts
- Crayons
- Construction paper
- Glue sticks
- Optional: stapler

### PREP

Print and cut apart several sets of the **FAMILY CUTOUTS**. Place them on the table with the other materials.

### DIRECTIONS

Have kids choose the cutouts that represent their family (mom, dad, big brother, baby, etc.). Color and glue the strips to a sheet of construction paper or staple the strips together to take home.

### TEACHING TIE-IN

Jesus grew up in a family. Did you know he had brothers and sisters? [Take responses](#). Do any of you have brothers or sisters? [Take responses](#). Sometimes we aren't as nice as we should be to our family members, but Jesus would always have been perfectly nice. What a wonder!

## Wet Touch Table: Family Trip

### MATERIALS

- Touch table with tarp underneath
- Water
- Plastic family toy figurines
- Plastic boats and cars

### PREP

Partially fill the touch table with water. Add the figurines, boats, and cars.

### DIRECTIONS

Play in the water with the toys.

### TEACHING TIE-IN

What is this family doing together? [Take responses](#). Some families go on trips together to play and have fun. Jesus' family took a trip together for a celebration. They went to a city called Jerusalem.

## Dry Touch Table: Build-It-Yourself Woodworking

### MATERIALS

- Touch table with tarp underneath

- Safe play woodworking supplies, such as smooth wood pieces in various small sizes, building blocks, and egg cartons (flipped upside-down)
- Play hammers, screwdrivers, and woodworking tools
- Play tool belt or carpenter's apron

### PREP

Put the assorted supplies in the table.

### DIRECTIONS

Explain what a carpenter is. Instruct the kids to pretend to be a carpenter and build something.

### TEACHING TIE-IN

Jesus' earthly dad was a carpenter. He may have taught Jesus a lot about building things. Jesus learned how to be a carpenter too. What kinds of things do you think Jesus made out of wood or stone? [Take responses](#). Do you think it would be fun to be a carpenter? [Take responses](#). Jesus was a real person like you. But he was also God. What a wonder!

## Dramatic Play: Old West Dress-Up

### MATERIALS

- Items from the previous day
- Wooden or fabric, old-fashioned-looking toys (e.g., animals, tops, train, blocks)
- Carpenter aprons with tool pockets

### PREP

Use previous day items. Add in the wooden toys and aprons.

### DIRECTIONS

Kids dress up and play with the items.

### TEACHING TIE-IN

Kids during Jesus' time would have had some chores to do, but they would have played a little too. Same with kids in the Old West. What do you like to play? [Take responses](#). I wonder what Jesus liked to play?

## Coloring Corner: Luke 2:52

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

# INTRODUCE IT!

## Wonder Junction Schoolhouse

**Prep:** Use a simple carpenter's apron with pockets to hold the props (hammer and scroll) and posters, including those for the puppet pal section (cut into two posters). Check Walmart for a "Hyper Tough Cotton Canvas 2 Pocket Apron."

**Teacher 1:** Howdy again, partners! Glad to see y'all back at our town, Wonder Junction. Today we're in the schoolhouse where we're going to learn a lot! Show the schoolhouse on the **WONDER JUNCTION POSTER**. Remember that a wonder is something that makes us say, "Wow!"

**Teacher 2:** Yesterday, we talked about Jesus the Creator. He came to the earth he made to be born as a baby, like one of us.

**Teacher 1:** How many of you have seen a baby? Well, after a bit, that newborn baby grows into a little kid, like you! You were all babies once, but now you're growing up.

**Teacher 2:** Let's think of some ways Jesus was like you. Clap your hands if you like to eat yummy food. Do so. Stand up if you like to play. Do so. If you like to get a nice hug, turn around and sit back down. Do so. Jesus would have liked these things too.

**Teacher 1:** But there was something very special about Jesus: he wasn't just a kid—he is also God! That made his life very different than anyone else's. I'm going to put on this carpenter's apron to tell you more about Jesus' childhood because guess what job Jesus' dad had? Take responses. He was a carpenter! Someone who can build things. Take a hammer out of the apron pocket and have them all pretend to hammer something.

**Teacher 2:** Now, stand up if you're a boy. Do so. What's something you like to do? Take quick responses or give some suggestions. Well, Jesus would have been a normal boy in many ways. He may have liked to do some of the same things you like.

**Teacher 1:** The Bible tells us Jesus grew and became strong and knew the right things to do (Luke 2:40). Let's all sing a song about Jesus. Stand up, here we go. Sing the following song together while Teacher 2 moves behind the puppet stage and prepares the puppet.

### Song 1: Jesus Was a Child, Jesus Is God

Sing to the tune of "Farmer in the Dell."

#### VERSE 1

Jesus was a child (Point up, then with open palm facing down, pat up and down.)  
 Jesus was a child (Repeat.)  
 Hi, ho, the derry-o (Clap four times.)  
 Jesus was a child (Repeat first motion.)

#### VERSE 2

He ate like you and me (Pretend to eat.)  
 He ate like you and me (Repeat.)  
 Hi, ho, the derry-o (Clap four times.)  
 He ate like you and me (Repeat first motion.)

#### VERSE 3

He laughed and cried and slept (Pretend to laugh and cry and sleep.)  
 He laughed and cried and slept (Repeat.)  
 Hi, ho, the derry-o (Clap four times.)  
 He laughed and cried and slept (Repeat first motion.)

#### VERSE 4

Jesus is God's Son (Point up, then raise and open both hands.)  
 Jesus is God's Son (Repeat.)  
 Hi, ho, the derry-o (Clap four times.)  
 Jesus is God's Son (Repeat first motion.)

#### VERSE 5

He always does what's right (Point up, then thumbs up.)  
 He always does what's right (Repeat.)  
 Hi, ho, the derry-o (Clap four times.)  
 He always does what's right (Repeat first motion.)

- Wonder Junction Poster
- Bible
- Old West costumes for teachers
- Mounting putty or tape
- Carpenter's apron with pockets
- Props for the apron: Hammer and paper rolled like ancient scroll



★ The word *carpenter* (texton in Hebrew) refers to a craftsman, so Jesus may have worked with wood, metal, and/or stone.

- "Jesus Was a Child, Jesus Is God" song
- "Jesus Is a Wonder" song
- MP3 download or *Simple Songs* CD (1221410)
- Device to play songs

# TEACH IT!

## Puppet Pal—Jesus at the Temple

- Jesus at the Temple Posters
- 2 copies of Day 2 Puppet Script
- Boy or girl puppet and clipboard
- Play-food cracker (or other food that's not pizza)
- Tape



**Prep:** Tape one PUPPET SCRIPT inside the puppet stage and attach the other to a clipboard for reference. Get the play food ready with a piece of tape on the back but don't tape it on the puppet's hand yet.

**Teacher:** Great job singing! The Bible says Jesus is God and was born as a baby and grew as a child. But guess what? The Bible only tells us one thing that Jesus said when he was a child. This happened when he was 12 years old. Hey! Let's do something silly and call for Sam 12 times. *Do so while counting on your fingers.*

**Puppet:** Come up a little grumpy. I hear you! I'm here, I'm here. You can stop calling now.

**Teacher:** Uh-oh! What's the problem, Sam? You don't seem happy today.

**Puppet:** I'm not. I'm just sooo hungry. And being hungry makes me grumpy.

**Teacher:** Well, how about a cracker? Would that help?

**Puppet:** Oh, yes, thank you! *Put it in the puppet's hand so the tape will stick to it. The puppet nibbles on it while the conversation continues.* What are y'all talking about today?

**Teacher:** We're learning about Jesus as a child.

**Puppet:** Oh! That sounds interesting. But why were you calling me, like 100 times?

**Teacher:** Ha-ha! We only called 12 times because I'm going to tell everyone what the Bible says Jesus did when he was 12 years old.

**Puppet:** Hmm. What did he do when he was 12?

**Teacher:** Well, it happened when Jesus' family went to a festival in a city called Jerusalem. Lots of people had to travel a long way to get there. *Take the JESUS AT THE TEMPLE POSTER 1 out of your apron pocket and show it.*

**Puppet:** I like festivals. They're like a big party with lots of games and yummy food. Ooh, would I love a pizza right about now! I wonder if Jesus ever ate pizza.

**Teacher:** I don't think they had much pizza in those days, but he would've needed something to eat. Even though Jesus was completely God, he was also completely human, so he got hungry too.

**Puppet:** Did Jesus ever get tired? He had to walk a long way to the festival.

**Teacher:** The Bible tells us there were lots of times Jesus was tired.

**Puppet:** Wow! Jesus got tired and hungry, just like me? That's a wonder.

**Teacher:** While Jesus' family was at the festival, they went to the temple, which is kind of like our church. There were teachers there.

**Puppet:** They must have been really smart people.

**Teacher:** Yes. They read and taught God's Word, the Bible. *Show a Bible and the scroll from your apron.* Back in Jesus' time, it was called a scroll. But now the Bible is a book. The shape is different, but the words that we read are still the same.

**Puppet:** So did Jesus listen to the teachers?

**Teacher:** Yes. But he also taught them some things, even though he was only 12!

**Puppet:** Wow! Jesus taught the teachers about God? That's a wonder!

**Teacher:** The Bible says they were completely amazed. Finally it was time to go home. Jesus' family headed down the road with a group of friends. But guess what? After a while, Jesus' parents couldn't find him in their traveling group.

**Puppet:** Jesus wasn't with his parents? Yikes! They must have been worried about him.

**Teacher:** They were. They looked all around and searched high and low for him. But they couldn't find Jesus!

**Puppet:** Was Jesus scared? I know I would be.

**Teacher:** No, Jesus wasn't afraid. He was safe and sound back in the temple. Take the **JESUS AT THE TEMPLE POSTER 2** out of your apron pocket and show it.



**Puppet:** Peering at the poster. You mean Jesus was still listening to the teachers and teaching them?

**Teacher:** Yes! It took his parents three days to find Jesus.

**Puppet:** Wow! Three days, that's a long time to be looking for someone.

**Teacher:** When Jesus' parents finally found him back in the temple, they said, "We've been searching everywhere for you. We were so worried about you."

**Puppet:** What did Jesus say? Did he get in trouble?

**Teacher:** No. Jesus told his parents he was doing what his Father, God in heaven, wanted him to do. You see, even when Jesus was a child, he knew he was on a special mission from God.

**Puppet:** I would never want to be lost like that. It would be scary for me and for my parents.

**Teacher:** Yes, it would. But because he is God, Jesus is perfect. He never got scared or acted grumpy.

**Puppet:** Wow! I know I'm not perfect. I get scared and grumpy, and sometimes I fuss and whine when my parents tell me no. Jesus never did that, huh?

**Teacher:** Nope. Jesus is God, and he always obeyed his parents and did the right thing.

**Puppet:** Kids, that's amazing, so let's say "Wow!" Do so.

**Teacher:** But the most amazing thing is that although Jesus was a child, he was also King of the whole world.

**Puppet:** Wow! Jesus made the whole world *and* he's the King? Jesus sure is a wonder!

**Teacher:** Yes, King Jesus is someone we should love and obey!

**Puppet:** Hey, I know a song about Jesus. Let's all stand up and sing it together.

★ Gospel Opportunity: You can talk about our need for God (Jesus). Becoming one of his children is the first step to loving, adoring, and obeying him.

## Song 2: Jesus Is a Wonder

Sing to the tune of "Froggy Went a Courtin'."

### VERSE 1

Jesus is a wonder, yes he is  
(Point up, then nod head.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus is a wonder, yes he is  
(Repeat motion.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus is a wonder, yes he is  
(Repeat motion.)  
That's J, E, S, U, S, it is  
(Put up one finger with each letter.)  
Uh-huh, uh-huh, uh-huh  
(Look left, then look right, then center.)

### VERSE 2

Jesus taught the teachers, yes he did (Open hands like a book, then nod head.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus taught the teachers, yes he did  
(Repeat motion.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus taught the teachers, yes he did  
(Repeat motion.)  
That's J, E, S, U, S, it is  
(Put up one finger with each letter.)  
Uh-huh, uh-huh, uh-huh  
(Look left, then look right, then center.)  
Repeat Verse 1

**Puppet:** Hooray, nice job! But . . . uh-oh.

**Teacher:** What's wrong?

**Puppet:** My stomach is rumbling. I better go and get some lunch. See y'all! Exit.

**Teacher:** See ya, Sam!

# APPLY IT!

## Part 1: Animal Pal Review

- Day 2 Animal Pal Poster
- Wonder Junction Maps and Junior stickers, 1 per person

★ If you don't have time to play the review game, skip to the Nugget of Truth question, ending with this important thought. Try to include it even if you must cut something else.



Share the **DAY 2 ANIMAL PAL POSTER** to summarize the teaching of the day. Pass out the Wonder Junction Maps and Junior stickers to each person and have them put on today's animal pal.

What kind of animal is our animal pal today? **Wolf pup.** And what's our wolf pup's name? **Junior.** Junior is not a grown-up yet. He reminds us there was a time when Jesus was a child. Do you see Junior's dad in the picture? What does it look like they're doing together? **Howling at the moon.** Wolf fathers teach their young pups lots of things. Jesus' dad taught him lots of things, too, about carpentry and God.

Continue reviewing with the following questions. Be sure to give the correct answer for any "no" questions. Have kids pretend to lap up water like a wolf if the answer is yes and howl if it is no.

1. Was Jesus always a grown-up? No—howl like a wolf. Jesus was a baby and then a child. He grew like we do.
2. Was Jesus God and man at the same time? Yes—lap up water.
3. Was Jesus' dad a carpenter? Yes—lap up water.
4. Did Jesus ever do something wrong, like disobey his parents? No—howl like a wolf. Jesus is God; he is perfect, so he cannot do anything wrong (sin).
5. Did Jesus' parents get worried when they couldn't find him? Yes—lap up water.

## Nugget of Truth

Ready for an important question? Yes or no: Should we forget about Jesus? **No!** Jesus is very special and amazing! He is God, but he also became a person—he even had a belly button! And he is the only perfect person ever. Always keep thinking of things that make you say, "Wow!" about Jesus.

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

## Part 2: Gold Mine Memory Time

**Today's Verse:** And Jesus increased in wisdom and in stature and in favor. Luke 2:52

Practice the verse several times by using the **DAY 2 MEMORY VERSE POSTER** as a reference and the Memory Verse music if you have it.

**Challenge:** Play the Popcorn Game. Squat and say the first word of the verse. Pop up ("grow") as you say the next word. Continue squatting and growing through the whole verse. Get taller each time you "grow" up.

## Part 3: Go and Do

In the remaining time, complete one or more of the following ideas in class. These are also on the *Toddler Student Guides* and can be done at home.

1. Jesus was taught the Word of God when he was young like you. What special book tells us about Jesus? The Bible. Can you count how many Bibles are in your classroom or in your home?
2. Jesus always obeyed God. How can you obey God today?
3. Tell God what you learned about Jesus as a child that makes you say, "Wow!" Ask him to help you to love him and his amazing Bible more each day.
4. Check [AnswersVBS.com/wonderkids](http://AnswersVBS.com/wonderkids) for more fun information!

Ask yourself this question: What have I learned about Jesus as a child?



★ Supplies for this section are not listed in the supply list on the back cover since they vary depending on the activities you choose.

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

◆ Find in your teacher kit.



DAY 3

# THE WONDER OF HIS MINISTRY YEARS



### BIBLE PASSAGES

Selections from the book of Mark

### LESSON FOCUS

The grown-up King's ministry years were a wonder. What astonishing things occurred?

### APOLOGETICS CONTENT

Has anyone else had the power to raise himself from the dead?

### MEMORY VERSE

Now there are also many other things that Jesus did. John 21:25

### NAME OF JESUS

Almighty

### ANIMAL PAL

Mighty the Bison

### Today's Exploration Stations

- Discovery Center: Power over Sickness/Sight
- Wet Touch Table: Power over Nature
- Dry Touch Table: Power over Death
- Dramatic Play: Old West Dress-Up
- Coloring Corner: John 21:25

### Today's Lesson at a Glance

#### INTRODUCE IT!

- Puppet Pal—Wonder Junction General Store
- Song 1: "What a Mighty God We Serve"

#### TEACH IT!

- Wonder-Working Power!
- Song 2: "Jesus Is a Wonder" (extended version)

#### APPLY IT!

- Part 1: Animal Pal Review
- Part 2: Gold Mine Memory Time
- Part 3: Go and Do

### Preparing for the Lesson

- Read all or part of Mark 1–6.
- Read this lesson several times and prepare the materials.
- For more information on Jesus' wondrous ministry years, see [AnswersVBS.com/wonderfaq](http://AnswersVBS.com/wonderfaq).
- Pray.



## DEVOTION 3: WORSHIP JESUS

*In the beginning was the Word, and the Word was with God, and the Word was God. John 1:1*

Imagine meeting a man who claimed to be God. What would you think? Crazy nut?

Now imagine this man claimed to be the fulfillment of statements written hundreds of years before. Sure, sure, weirdo.

Now imagine if the little boy down the street, who had died, was running around again. The man who claimed to be God had raised him from the dead. It was no trick—you had seen the boy after he died, and he was now playing with your kids.

Makes you think, doesn't it? Could this man really be who he claimed to be? This is our Savior.

Even though today, we would (and should) scoff at someone staking a claim to deity, Jesus Christ was the real deal. He was the Creator incarnate, the God-man, the one who came to save his people from their sins, fulfilling the promises God had made since the beginning of time.

As you study your Bible this week, put aside the genteel storybook notions that cloud the truth about the Messiah. And read the gospel accounts as if for the first time. Marvel at the astounding claims Jesus made like, "before Abraham was, I AM"; the awesome demonstrations of his power over nature, sin, and death; the amazing fact that

he rose from the dead; and the astonishing change in the lives of those he touched.

Of all the people who have ever lived, ever led a religion, ever claimed to be a deity, only Jesus has the credentials to deserve our worship and following. And the only way we can know the truth about him is through his inspired Word, the Bible.

As you prepare to meet Jesus with your students today, let's meditate on this Puritan prayer about the Rock of Ages.

Thou Great I AM,  
Fill my mind with elevation and grandeur at the  
thought of a Being  
With whom one day is as a thousand years, and a  
thousand years as one day.  
A mighty God who, amidst the lapse of the worlds,  
and the revolutions of empires,  
Feels no variableness but is glorious in immortality.  
May I rejoice that, while men die, the Lord lives;  
That, while all creatures are broken reeds, empty  
cisterns, fading flowers, withering grass,  
He is the Rock of Ages, the fountain of Living Waters.

—Arthur Bennett, *The Valley of Vision*  
(The Banner of Truth Trust, 2005), 104.

# EXPLORATION STATIONS

## Discovery Center: Power over Sickness/Sight

### MATERIALS

- Bandana or dish towel for blindfold
- Pillowcase or burlap sack filled with safe items to feel (e.g., hairbrush, spoon, doll, plastic cup, toothbrush, marker, pacifier)

### PREP

Put the items in the sack. If you have lots of kids, you may want to fill more than one sack.

### DIRECTIONS

Have the kids take turns putting on the blindfold, pulling an object out, and trying to guess what it is.

### TEACHING TIE-IN

You had a bandana on and couldn't see for a minute. Some people can't see all the time. In the Bible, we read how Jesus healed the eyes of some people who couldn't see so they could see. Jesus has so much amazing power!

## Wet Touch Table: Power over Nature

### MATERIALS

- Touch table with tarp underneath
- Toy boats
- Plastic toy people

### PREP

Put the toy boats and toy people in the water.

### DIRECTIONS

Play with the people and boats. Have the children reenact the Bible account (Mark 4:35–41) of Jesus calming the storm by making waves in the water. Then have them stop at the appropriate time.

### TEACHING TIE-IN

Jesus has so much amazing power! He is so powerful, even the wind and sea and all of nature listens to him. One time, he told a storm to be still, and it stopped!

## Dry Touch Table: Power over Death

### MATERIALS

- Touch table with tarp underneath
- Play sand or soil
- Plastic toy people
- Plastic play shovels

### PREP

Put the play sand in the table and "bury" the plastic people.

### DIRECTIONS

Find and "unbury" the people.

### TEACHING TIE-IN

Jesus has so much amazing power! He has power over death. The Bible tells us that Jesus used his power to bring some people who died back to life.

## Dramatic Play: Old West Dress-Up

### MATERIALS

- Materials from previous days
- Play doctor kit or stethoscope

### PREP

Use previous items. Add in the doctor kit items.

### DIRECTIONS

Dress up and pretend to be doctors helping sick patients in the Old West.

### TEACHING TIE-IN

Life in the Old West was hard. A lot of people never even made it to the West because they got sick and died along the way. Can you imagine if Jesus had been traveling with them? While he was on earth, he healed every single person who came to him for healing. Now that's power! No one else can do that. Only Jesus.

## Coloring Corner: John 21:25

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

- Wonder Junction Poster
- 2 copies of Day 3 Puppet Script
- Bible
- Old West costumes
- Mounting putty or tape
- Boy or girl puppet and clipboard
- Little book and tape



## INTRODUCE IT!

### Puppet Pal—Wonder Junction General Store

**Prep:** Tape one PUPPET SCRIPT inside the puppet stage and attach the other to a clipboard for reference. Tape the little book to the puppet's hand.

**Teacher:** Welcome back, partners! Come on in and sit for a spell.

**Puppet:** Come up holding a little book. Oh, hey, everyone!

**Teacher:** Hi, Sam. Whatcha doin' today?

**Puppet:** I've got a question for the kids.

**Teacher:** Okay, what is it?

**Puppet:** Come here. *Whispers loudly in the teacher's ear.* I want to ask them what job they want to do when they grow up.

**Teacher:** That's a great question. Go ahead and ask them.

**Puppet:** Ask them what?

**Teacher:** The Question . . . you know, about when they grow up.

**Puppet:** Oh, yeah! Okay, kids, I've got a question for you. What do you want to be when you grow up? *Take a few responses.*

**Teacher:** Those things sound exciting! How about you, Sam? What would you like to do when you grow up?

**Puppet:** I'd like to be . . . umm. Hmm. I think I'd like to . . . I don't know what I'd like to do. I'm having too much fun just being a kid.

**Teacher:** Well, maybe you'll think of something another day. It's good that you enjoy being a kid for now. By the way, where did you get your book?

**Puppet:** Oh, it's from the library. It's about the Old West.

**Teacher:** That sounds neat. What kinds of things have you read about the Old West?

**Puppet:** Well, there were a lot of cowboys. Most of them were young guys who worked on big farms called ranches, and they rode horses around to make all the cows go the right way.

**Teacher:** That would have been cool to have your own horse!

**Puppet:** *Pretends to ride a horse.* Yes, it would be super cool to ride around the hills and the towns.

**Teacher:** If you lived in the Old West, what do you think you would want to be?

**Puppet:** Maybe a cowboy (or cowgirl), or a sheriff or maybe a gold miner. I could dig for gold in the rocks and dirt. But . . . hmm, not so sure I like that idea.

**Teacher:** Mining for gold is really hard and dirty work.

**Puppet:** Hey, I know! I could own the general store.

**Teacher:** That's a big job too.

**Puppet:** But at least it wouldn't be like mining in the dirt.

**Teacher:** That's true. The owner of the general store has to make sure the store has everything people need. *Show the general store on the WONDER JUNCTION POSTER.* Here's the general store in Wonder Junction. Mr. Percy Jones is the owner. Good ol' Percy; he's always ready to help ya out.

**Puppet:** Yep. He supplies lots of things. If you're sick, he has medicine. If you need food, he has flour and sugar to make pancakes and beans to make chili and other stuff to cook with. If you need to make some clothes, he has everything you need to sew with.

**Teacher:** All those things are very helpful. But I know of somebody who was even more helpful. Whatever you needed, he could supply it 'cause nothin' is too difficult for him!

**Puppet:** Let me guess. You mean Jesus, don't ya?

**Teacher:** That's right. It's a wonder how Jesus was able to care for people in lots of ways while he was on earth. Jesus is our mighty God. Mighty means powerful.

**Puppet:** Jesus can do anything. Hey kids, let's sing a fun song about that. Make the puppet dance and sing along.

## Song 1: What a Mighty God We Serve

Sing this three times: slow, then regular, then fast.

What a mighty God we serve

(Make big muscles, then raise arms up.)

What a mighty God we serve

(Repeat motion.)

Angels bow before him (Bow.)

Heaven and earth adore him

(Point up, then raise arms in a circle.)

What a mighty God we serve

(Repeat first motion.)

Repeat

**Puppet:** That's a great song about our great God, Jesus. He can do anything.

**Teacher:** Jesus did so many great things! The Bible says if we tried to write books about all the amazing things Jesus did, the books might fill up the whole world.

**Puppet:** Wow! That's a lot of books. Uh-oh, speaking of books, I need to take this one back to the library—fast! Bye y'all. Exit.

## TEACH IT!

### Wonder-Working Power!

**Prep:** Cover each picture on the **WONDER-WORKING POWER POSTER** with sheets of copy paper. Review and bookmark any Scripture verses used in today's lesson. Reading them aloud is optional for this age group; be prepared to paraphrase.

These three accounts reflect three categories of Jesus' power that demonstrate he is God. Plan at least five minutes for each role-play. Do as many as time allows. If you don't have time for role-play, read the teachers' parts in between each one. Then move to the ending paragraph and sing the song.

**Teacher 1:** Jesus is all-powerful! He could help people with anything they needed. Sometimes the people were hungry, and Jesus fed them. Sometimes people were sick, and he healed them. And sometimes Jesus raised people from the dead.

**Teacher 2:** You mean he made a dead person come back to life?

**Teacher 1:** That's right! Uncover the **WONDER-WORKING POWER POSTER: DEATH**. Jesus worked wonders that showed everyone he is mighty God. Jesus said he is God, and then he showed he is God with his power to work wonders.

**Teacher 2:** Is that what people mean when they say "wonder-working power"?

**Teacher 1:** Yes, indeed. Let's act out some different ways Jesus showed his wonder-working power while he lived here on earth.

1. **Wonder-Working Power 1—Power over Sickness (Mark 1:29–31):** Choose one child to come up front or give each child a towel to lie on and (optional) a damp paper towel "cloth." Have them lie down as if they're sick. Discuss what it would be like if their mom came in and said, "Fever, go away right now!" Would it go away? Read or paraphrase Mark 1:29–31, uncovering the **WONDER-WORKING POWER POSTER: SICKNESS**, and have them get up at the appropriate time.

**Teacher 1:** Jesus has power to heal sickness. That's a wonder! Right, kids?

**Teacher 2:** Wow! Nobody else has power like that. Only Jesus—he is God the Son!

- "What a Mighty God We Serve" song
- "Jesus Is a Wonder" extended version song
- MP3 download or *Simple Songs* CD (1221410)
- Device to play songs

- Wonder-Working Power Poster**
- 4 sheets of copy paper and tape
- Towels, 1 or 1 per person
- Optional: damp paper towels, 1 or 1 per person
- 2 flashlights
- Pan and spoon
- Spray bottle with water



2. **Wonder-Working Power 2—Power over Nature (Mark 4:35–39):** Have all the kids sit close together as if in a boat. Turn the lights off and flash the flashlights on and off for lightning, bang a pan for thunder, lightly spray mist for waves crashing, and have them gently blow to simulate the wind blowing. Tell the Bible account, uncovering the **WONDER-WORKING POWER POSTER: NATURE**. Have the kids act scared of the storm, then get completely still at the right times.

**Teacher 1:** Jesus has power over nature! Nobody else has power over the wind and rain and storm and waves! Only Jesus does, 'cause he is God and he created them all!

3. **Wonder-Working Power 3—Power over Sin (Mark 2:1–12):** Choose one child to come up front or give each child a towel to lie on. Explain what it means to be paralyzed and have them lie down, trying not to move at all. Tell the Bible account, showing the **WONDER-WORKING POWER POSTER: SIN**, and have them pick up their “mats” and walk at the appropriate time. Discuss how Jesus forgave the man of his sins.

**Teacher 1:** This time Jesus worked his power two ways: he healed the man so he could walk, then Jesus forgave the man of all the wrong things he had done, called sin.

**Teacher 2:** The Bible tells us Jesus is God. He can help people with anything they need. But he is also the only one who can forgive our sins.

**Teacher 1:** Nobody else has power like Jesus. He even had power to come back to life from the dead! He was dead, and then he was alive! Wow! Let’s sing about the wonder of Jesus’ power.

## Song 2: Jesus Is a Wonder (extended version)

Sing to the tune of “Froggy Went a Courtin’.”

### VERSE 1

Jesus is a wonder, yes he is  
(Point up, then nod head.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus is a wonder, yes he is  
(Repeat motion.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus is a wonder, yes he is  
(Repeat motion.)  
That’s J, E, S, U, S, it is  
(Put up one finger with each letter.)  
Uh-huh, uh-huh, uh-huh  
(Look left, then look right, then center.)

### VERSE 2

Jesus taught the teachers, yes he did (Open hands like a book, then nod head.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus taught the teachers, yes he did  
(Repeat motion.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus taught the teachers, yes he did  
(Repeat motion.)  
That’s J, E, S, U, S, it is  
(Put up one finger with each letter.)  
Uh-huh, uh-huh, uh-huh  
(Look left, then look right, then center.)

### VERSE 3

Jesus calmed the storm, oh yes he did  
(Make waves with hands, then nod.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus calmed the storm, oh yes he did  
(Repeat motion.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus calmed the storm, oh yes he did  
(Repeat motion.)  
That’s J, E, S, U, S, it is  
(Put up one finger with each letter.)  
Uh-huh, uh-huh, uh-huh  
(Look left, then look right, then center.)

### VERSE 4

Jesus raised the dead, oh yes he did  
(Stretch forearm horizontally and raise it up straight, then nod.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus raised the dead, oh yes he did  
(Repeat motion.)  
Uh-huh, uh-huh  
(Look left, then look right.)  
Jesus raised the dead, oh yes he did  
(Repeat motion.)  
That’s J, E, S, U, S, it is  
(Put up one finger with each letter.)  
Uh-huh, uh-huh, uh-huh  
(Look left, then look right, then center.)

# APPLY IT!

## Part 1: Animal Pal Review

Share the **DAY 3 ANIMAL PAL POSTER** to summarize the teaching of the day. Pass out the Mighty stickers and have the kids add today's animal pal.

What kind of animal is our animal pal today? A bison. And what's our bison's name? Mighty. Why do you think our bison is named Mighty? Bison are powerful, mighty animals. Jesus is the most powerful, mighty person—ever. He's even called the Almighty. Nothing is too hard for God. How did Jesus use his mighty power to help people? Answers will vary.

Continue reviewing with the following questions. Be sure to give the correct answer for any "no" questions. If the answer is yes, have the kids run in place fast. (Bison can run faster than horses!) If it is no, have them say "moo." (Bison are from the same animal kind as cows.)

1. Did Jesus have trouble healing people? No—moo. Because he is God, he has all power to heal.
2. Could Jesus stop a storm with his power? Yes—run in place fast.
3. Is anything too hard for Jesus? No—moo. Jesus is Almighty. He is God and he can do anything he pleases.
4. Does Jesus have the power to forgive people of their sins, the wrong things they do? Yes—run in place fast.
5. When Jesus told a dead girl to get up, did she stay dead? No—moo. She came back to life and got up right away.

### Nugget of Truth

Ready for an important question? Yes or no: Is anything too hard for Jesus to do? No! Jesus is almighty! Is it too hard for him to keep the world spinning? No! To know what you are doing? No! To make a storm start or stop? No! Always keep thinking of things that make you say, "Wow!" about Jesus.

## Part 2: Gold Mine Memory Time

**Today's Verse:** Now there are also many other things that Jesus did. John 21:25

Practice the verse several times by using the **DAY 3 MEMORY VERSE POSTER** as a reference and the Memory Verse music if you have it.

**Challenge:** Get an armful of books. Add a book as you say each word, making a tower. Can you make it to the end of the verse before the book tower falls over? All the books in the world can't tell all the amazing things Jesus has done if they were all written down.

## Part 3: Go and Do

In the remaining time, complete one or more of the following ideas in class. These are also on the *Toddler Student Guides* and can be done at home.

1. Draw a before-and-after picture—first, Jesus in the boat asleep while it stormed, and then, the storm calming down at Jesus' command. Tell someone about what Jesus did.
2. Have someone read Mark 6:34–44. Jesus used his power to take care of people. Name one way he cares for you.
3. Pray (talk to God) and praise him for being mighty—nothing is too hard for him!
4. Check [AnswersVBS.com/wonderkids](http://AnswersVBS.com/wonderkids) for more fun information!

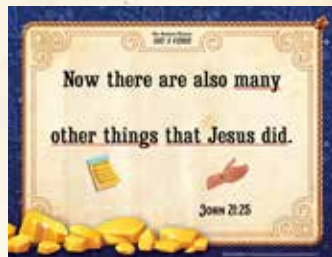
Ask yourself this question: How do I feel knowing Jesus has power over everything?

- Day 3 Animal Pal Poster
- Wonder Junction Maps and Mighty stickers, 1 per person

★ If you don't have time to play the review game, skip to the Nugget of Truth question, ending with this important thought. Try to include it even if you must cut something else.



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



★ Supplies for this section are not listed in the supply list on the back cover since they vary depending on the activities you choose.



DAY 4

# THE WONDER OF HIS DEATH & RESURRECTION



## BIBLE PASSAGE

Jesus Dies and Lives Again  
Select verses; Matthew 27–28

## LESSON FOCUS

The risen King's death and resurrection were a wonder. How were they like no other?

## APOLOGETICS CONTENT

Was Jesus completely dead?

## MEMORY VERSE

Jesus is the Christ, the Son of God. John 20:31

## NAME OF JESUS

Savior

## ANIMAL PAL

Champ the Grizzly Bear

## Today's Exploration Stations

- Discovery Center: Remember Jesus Play Dough
- Touch Table Water: Easter Eggs
- Dry Touch Table: Snakes in the Sand
- Dramatic Play: Old West Dress-Up
- Coloring Corner: John 20:31

## Today's Lesson at a Glance

### INTRODUCE IT!

- Wonder Junction Gold Mine
- Song 1: "What a Mighty God We Serve"

### TEACH IT!

- Puppet Pal—Truth Hunt Gospel Presentation
- Song 2: "Did You Know?"

### APPLY IT!

- Part 1: Animal Pal Review
- Part 2: Gold Mine Memory Time
- Part 3: Go and Do

## Preparing for the Lesson

- Read "Leading a Child to Christ," found on the inside back cover of this guide.
- Read Matthew 27–28 several times.
- Read this lesson several times and prepare the materials.
- For more information on Jesus' death and resurrection, see [AnswersVBS.com/wonderfaq](http://AnswersVBS.com/wonderfaq).
- Pray.



## DEVOTION 4: BELIEVE JESUS

*He is not here, for he has risen, as he said. Come, see the place where he lay. Matthew 28:6*

Imagine following the political career of a most unusual man for several years. He was said to be the one for whom the people had waited. The one who would save the people from the persecution suffered for hundreds of years.

He was certainly different than anyone who had come before. He taught with such authority and knew the holy Scriptures so thoroughly, it was no wonder many were attracted to him. His power was undeniable—he had healed your friend from a bleeding problem that no doctor had been able to help with and had made the evil spirits tormenting you go away.

One of the more significant differences was his lifestyle—he seemed to live a blameless life. Even his mother, a friend of yours, claimed he was an obedient child who cared for others. It was difficult to imagine any man as the personification of perfection, but if there was one, he would be it.

Imagine your grief and despair when he died and especially at the way in which he died—a horrible death reserved for the worst of criminals. Indeed, he was hung on a tree between two thieves. The strange thing about this man was that he had seemed to hint that his death was near. But why? Why would the one God sent need to die? Didn't he come to bring life and freedom?

Now imagine that heart-stopping moment when you went to honor his memory and the man at the tomb said, "He is not here; for he has risen, as he said." Imagine the momentary panic at the missing body. Rise again . . . did he say he would rise from the dead? His body isn't there . . . is it possible he's really alive? He's alive! Imagine seeing the risen Savior.

As you study the chapters pertaining to Christ's death and resurrection, meditate on the gravity of what our sin brought about—the death of the Creator of the universe. And rejoice in his resurrection that secured eternal life for you!

As you share with the children today, make sure they know that the death and resurrection of Jesus Christ is anchored in history. He really died, and he really rose again. And he was seen by hundreds of witnesses after his resurrection. Make sure they know that they can receive the eternal life he offers to those who believe.

May we pray as the Puritans did:

Blessed Lord Jesus,  
Before thy cross I kneel and see the heinousness  
of my sin, my iniquity that caused thee to be  
"made a curse," the evil that excited the severity of  
divine wrath.

Show me the enormity of my guilt by the crown of  
thorns, the pierced hands and feet, the bruised  
body, the dying cries.

Thy blood is the blood of incarnate God, its worth  
infinite, its value beyond all thought.

Infinite must be the evil and guilt that demands  
such a price.

Yet thy compassions yearn over me, thy heart  
hastens to my rescue, thy love endured my curse,  
thy mercy bore my deserved stripes.

Let me walk humbly in the lowest depths of  
humiliation, bathed in thy blood, triumphing  
gloriously as an heir of salvation.

—Arthur Bennett, *The Valley of Vision*  
(The Banner of Truth Trust, 2005), 41.

# EXPLORATION STATIONS

## Discovery Center: Remember Jesus Play Dough

### MATERIALS

- Play dough
- Cookie cutters in flower, star, heart, and cross shapes
- Play rolling pins

### PREP

Make or purchase play dough. (See recipe on page 26.)

### DIRECTIONS

Help the kids roll or press the play dough and use the cookie cutters to make shapes, then discuss how they remind us of Jesus.

### TEACHING TIE-IN

What shape is this? *Flower, star, heart, or cross.* What does it have to do with Jesus? *Take responses.* The flower reminds us that Jesus is God, who created everything. The star reminds us of Jesus' birth when he was born as a baby. The heart reminds us that Jesus loves us. The cross reminds us that Jesus died to forgive our sins, then rose from the dead. Isn't it a wonder that Jesus didn't stay dead? He came back to life and is alive in heaven now!

## Wet Touch Table: Easter Eggs

### MATERIALS

- Touch table with tarp underneath
- Water
- Plastic Easter eggs
- Fun foam or rubber crosses that fit in the eggs
- Tongs
- Baskets

### PREP

Partially fill the touch table with water. Place the crosses in the eggs and put the eggs in the water.

### DIRECTIONS

Use tongs to retrieve the eggs out of the water. Open them up to find the crosses. Put them in the baskets.

### TEACHING TIE-IN

Let's see what we can find in the Easter eggs. *Do so.* Who does a cross remind us of? *Take responses.* Jesus died on a cross, but then he came back to life. He's in heaven now and will come back someday to

take his children to heaven. All those who trust in him to forgive their sins can become his child.

## Dry Touch Table: Snakes in the Sand

### MATERIALS

- Touch table with tarp underneath
- Play sand or soil (whatever you used yesterday)
- Play rubber snakes
- Play shovels and pails

### PREP

Put the snakes in the sand. Add the shovels and pails.

### DIRECTIONS

Play with the items.

### TEACHING TIE-IN

Out west, there are rattlesnakes. They're called that because their tails make a rattling noise. Who made snakes? *Take responses.* God created snakes when he made the other animals. But Satan used a snake to trick Eve. Adam and Eve disobeyed God, and that's called sin. We all sin when we don't obey God. That's why we need Jesus!

## Dramatic Play: Old West Dress-Up

### MATERIALS

- Materials from previous days
- Play gold coins or yellow Easter eggs
- Pillowcases or small burlap bags

### PREP

Use previous items. Spread the coins or eggs around, partially hiding them. Add the pillowcases or bags.

### DIRECTIONS

Dress up and pretend to be gold miners by collecting the hidden "gold" in the pillowcases or bags.

### TEACHING TIE-IN

Wouldn't it be great if you could be a miner and collect a bag of gold? That would be a neat treasure. Well, I know an even better treasure. Jesus is the best treasure ever! He loves you and wants you to be his child!

## Coloring Corner: John 20:31

See directions for Day 1 but use the [Day 4 Memory Verse Coloring Sheet](#).

# INTRODUCE IT!

## Wonder Junction Gold Mine

**Prep:** Bookmark all the Scripture verses used in today's lesson.

**Teacher 1:** Welcome back to Wonder Junction! You know, Wonder Junction is a mighty special town (point out each place on the **WONDER JUNCTION POSTER**), with the train depot, the bank, the school, and of course the church! I'm so glad we get to learn more about Jesus.

**Teacher 2:** Point to the gold mine on the poster. Hey, have any of you hiked out to the old gold mine? Pause for responses. It's way over yonder. That was quite an exciting place a while back when people were finding gold in there! Until a man named Carson got stuck.

**Teacher 1:** Oh, I remember that. It was a beautiful, sunny day, but down in the mine, it was cold and dark. Carson went into the mine, lit his lamp, and started digging for gold. Suddenly, a bunch of big rocks fell down, and Carson was stuck for three days—all by himself—waiting for someone to rescue him.

**Teacher 2:** Thankfully, Fearless Abner took the dangerous trip into the mine and saved Carson. There was a lot of celebrating that night! The whole town came out to the party. Carson was lost and in trouble, but then he was found! What a rescue!

**Teacher 1:** Today, we want to tell y'all about another rescue mission. This rescue has to do with Jesus. He's our *Savior* because he can *save* us from sin. The Bible, which is always true, tells us about this. Point to *Matthew 27–28* in your open Bible.

**Teacher 2:** We've already talked about how Jesus came to earth as a baby, grew into a man, and lived a perfect life. Jesus is our mighty God. Let's sing about that.

## Song 1: What a Mighty God We Serve

Sing this three times: slow, then regular, then fast.

What a mighty God we serve  
(Make big muscles, then raise arms up.)  
What a mighty God we serve  
(Repeat motion.)  
Angels bow before him (Bow.)

Heaven and earth adore him  
(Point up, then raise arms in a circle.)  
What a mighty God we serve  
(Repeat first motion.)  
Repeat

# TEACH IT!

## Puppet Pal—Truth Hunt Gospel Presentation

**Prep:** Cut apart the **NUGGETS OF TRUTH POSTER SET**. For the "nuggets," gather seven large, gold plastic eggs. Gather the visual clues or use pictures or stickers. Put one visual clue in each egg and number the eggs 1–6 with a permanent marker. Leave the sixth egg empty to represent the empty tomb. The seventh will be shown as a sample. Hide the eggs so they are partially visible. Tape one **PUPPET SCRIPT** inside the puppet stage and attach the other to a clipboard for reference. Have the sheriff badge ready backstage to attach to the puppet during the skit. Place the sixth egg (empty) in the puppet's hands as he comes out.

**Teacher:** Great singing! Now let's hear more about Jesus' rescue mission to save sinners. To help us do that, we're going to look for some gold in these here parts. Hold up an extra egg. When I say go, you will look for these eggs. We'll pretend they're gold nuggets. If you find one, don't open it. Bring it to me, then sit back down. Ready? Go! Direct the children as they search the room. Teacher 2 moves behind the puppet stage and prepares the puppet. When all eggs are found and children are seated, bring the puppet up holding the empty egg.

**Puppet:** Hi, y'all! Look what I found.

**Teacher:** Howdy, Sam. It looks like you found one of our gold nuggets.

- Wonder Junction Poster
- Bible
- Old West costumes for teachers
- Mounting putty or tape

★ You may want to get headlamps and/or helmets to put on while telling your mining story. Embellish a little if desired.



- "What a Mighty God We Serve" song
- "Did You Know" song
- MP3 download or *Simple Songs* CD (1221410)
- Device to play songs

- Nuggets of Truth Poster Set
- Wild West Bad Guys Poster
- 2 copies of *Day 2 Puppet Script*
- Boy or girl puppet and clipboard
- Mini star-shaped sheriff badge for puppet
- Permanent marker
- 7 large gold plastic eggs
- Visual clues that fit in the eggs: leaf, play snake, star, tiny boat, cross, or pictures/stickers of each

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

★ You can open each egg or call someone up to do it. Someone who didn't find an egg may be a good choice.



**Puppet:** Oh boy! Can I open it? Pretty please?

**Teacher:** Wait a minute. It has the number six on it. That's the last one to open. Let's wait for the right time. *Add it to the other eggs to open later.*

**Puppet:** Okay. Do you have one with number one on it? Can we open that? I'm so excited! *Jump up and down.*

### **Nugget 1: Leaf (God Created)**

**Teacher:** Yes, indeed! Let's open up nugget 1. *Hold up the leaf.* Jesus is God the Son, and he made the world and everything in it.

**Puppet:** Jesus made everything, including the animals, people, and plants. Kids, what did God make that has leaves? *Take responses.*

**Teacher:** The leaf reminds us of God's wonderful creation—all the things he made. Do you know the names of the first two people God made?

**Puppet:** Yes, Adam and Eve. God gave them a good and beautiful place to live in. It was called the garden of Eden. *Show the GARDEN POSTER.*

**Teacher:** But God gave them a rule. He told them not to eat fruit from one special tree in the garden. If they ate from that tree, they would die.

### **Nugget 2: Snake (Eve Was Tempted)**

**Puppet:** Let's clap two times, then we'll open nugget 2. *Have the puppet clap with the kids.*

**Teacher:** *Open the egg and show the snake.*

**Puppet:** Yikes! *Jump back and shiver.*

**Teacher:** Satan used a snake in the garden to trick Eve into eating the fruit she was told not to eat. Then Adam disobeyed God and ate some too. *Show the SNAKE POSTER.*

**Puppet:** That's called sin when we disobey God.

**Teacher:** That's right. When they did that, they ruined the perfect world God had made.

**Puppet:** Is that why we get sick and things get broken and we have bad storms and stuff—because there's sin in the world?

**Teacher:** Yep, because of sin, the good and beautiful world is also bad and sad. And everyone does things that are sinful. It's like we're lost and stuck in sin.

**Puppet:** Kinda like Carson was lost and stuck in the dark gold mine. He needed someone to save him.

### **Nugget 3: Star (Jesus Came)**

**Teacher:** We all need someone to save us from sin. And God promised he would send a *Savior* to save people from sin. Let's open another nugget.

**Puppet:** What comes after two? *Pause for responses.* Let's clap and count to three. *Do so.*

**Teacher:** *Open the egg and show the star.* The Savior is Jesus. He came as a baby. Jesus was God and a person at the same time. What a wonder that was! This star reminds us of Jesus' special birth with a special star. *Toddlers don't use poster 3 (the hourglass), so show the BABY IN A MANGER POSTER.*

### **Nugget 4: Tiny Boat (Jesus Did Miracles)**

**Puppet:** What comes after three? *Pause for responses.* Let's clap four times, then we'll open the next one.

**Teacher:** *Open the egg and show the tiny boat.* Jesus had power to do wonderful things called miracles to show people that he was God. One miracle showed his power over nature, like rain and wind and thunder.

**Puppet:** When Jesus and his friends were in a boat during a terrible storm, Jesus told the storm to stop—and it did! *Toddlers don't use poster 5, so show the CALMING THE SEA POSTER.*

**Teacher:** Wow! What a wonder.



### Nugget 5: Cross (Jesus Died)

**Puppet:** What comes after four? *Pause for responses.* Yes, five! Let's clap five times. *Do so.*

**Teacher:** *Open the egg and show the small cross.* Even though Jesus never did anything wrong, some men hung him on a cross to die. Jesus went through great pain and sadness. He died to save us from the punishment for all the bad things we do.

**Puppet:** That reminds me of something. Wait right there! *Puppet leaves, then comes back wearing a sheriff star badge and pretending to ride a horse.*

**Teacher:** Sam, what are you doing?

**Puppet:** You were talking about being punished for bad things we do. I'm pretending to ride my horse and catch a bad guy.

**Teacher:** What bad guy?

**Puppet:** There was a bad guy named Billy the Kid who really lived in the Old West times. He stole things from people and robbed banks. I'm the sheriff, so I've got to catch him and punish him.

**Teacher:** God says not to steal. *Hold up WILD WEST BAD GUYS POSTER.* Billy the Kid stole things, and so did these other guys—Jesse James and Butch Cassidy. But you know what?

**Puppet:** What? *Stop riding pretend horse.*

**Teacher:** All of us have the same problem Billy the Kid had. Billy the Kid was a sinner, and so are we.

**Puppet:** *Act shocked.* But I don't rob banks!

**Teacher:** Thankfully, you don't! But the Bible tells us nobody is born good. We all sin.

**Puppet:** Uh-oh. Is it a sin when I get grumpy or take two cookies when Mom said I could only have one?

**Teacher:** Yes. God says children are to obey their parents. You didn't obey your mom. That's sin.

**Puppet:** Sometimes, when my mom says I can't play outside, I throw a fit and cry. I guess that's wrong, too, isn't it?

**Teacher:** Yep. You aren't obeying your mom. You may not rob a bank like Billy the Kid and Jesse James, but you have sinned because you have disobeyed God. And the Bible says we should all be punished with death.

**Puppet:** That sounds bad. Who can save us and help us stop doing wrong things?

**Teacher:** Jesus! *Show the CROSS POSTER.* He died on a cross to take our sin away so God won't have to punish us. Only Jesus can rescue you from sin so you can be with him in heaven someday.

**Puppet:** That's why he came to the world, right? But what happened after Jesus died?

### Nugget 6: Empty (Jesus Rose)

**Teacher:** The answer to that is in your nugget.

**Puppet:** It is?! Can I open it now?

**Teacher:** Yes, you may.

**Puppet:** *Open the egg to find it empty.* Hey! It's . . . empty. Ahh. I thought it would have something wonderful in it.

**Teacher:** Well, actually, even though it's empty, it reminds us of something really wonderful. When Jesus died, his friends put his body in a tomb and went away feeling very sad. They knew Jesus wasn't just asleep. He was completely dead, and that was that. But something amazing happened! Jesus came back to life and walked out of the tomb. *Show the EMPTY TOMB POSTER.* So the tomb is empty! Now Jesus lives forever and can be our Savior forever.



**Puppet:** Wow! Jesus is alive? That's wonderful.

**Teacher:** Now our sins can be forgiven, and we can be with Jesus in heaven someday. When we're truly sorry for our sins, we can tell God we're sorry and believe that Jesus took the punishment for our sin. Then we can tell God we want to be his child and trust in him.

**Puppet:** You'll still be your parents' child. But this means you'll also have God as your Father in heaven, and you'll be part of his family.

**Teacher:** That's the most important nugget of truth ever.

**Puppet:** Before I go, let's celebrate this wonderful news with a song. Everybody stand up and sing with me!

## Song 2: Did You Know?

Sing this to the tune of "Did You Ever See a Lassie?"

### VERSE 1

Did you know that Jesus died  
(Point to head.)  
He died, he died  
(Hang head, look sad.)  
Did you know that Jesus died  
(Point to head.)  
Well, that's not the end (Smile and clap four times on last four words.)

### VERSE 2

Did you know that he was buried  
(Point to head.)  
Was buried, was buried  
(Close one cupped hand over the other.)  
Did you know that he was buried  
(Point to head.)  
Well, that's not the end  
(Smile and clap four times.)

### VERSE 3

Did you know he rose again  
(Point to head.)  
Again, again  
(Open hands and move upward.)  
Did you know he rose again (Point to head.)  
Well, that's the best news  
(Smile and clap four times.)

### VERSE 4

And now he is alive  
(Cup hands, then open.)  
Alive, alive  
(Raise up open hands.)  
And now he is alive  
(Repeat motion.)  
Yes, that's the best news  
(Smile and clap four times.)

**Teacher:** I love to sing about Jesus, don't you?

**Puppet:** I sure do. But I better get going now. See y'all tomorrow. Bye! Exit.

- Day 4 Animal Pal Poster
- Wonder Junction Maps and Champ stickers, 1 per person

★ If you don't have time to play the review game, skip to the Nugget of Truth question, ending with this important thought. Try to include it even if you must cut something else.



## APPLY IT!

### Part 1: Animal Pal Review

Share the **DAY 4 ANIMAL PAL POSTER** to summarize the teaching of the day. Pass out the Wonder Junction Maps and Champ stickers and have the kids add today's animal pal.

What kind of animal is our animal pal today? A grizzly bear. And what's our grizzly bear's name? Champ. Champ stands for the word *champion*. Why do you think our bear is named Champ? Champ is a champion. He's the king of the forest. During cold months, he sleeps in a cave, and in the spring he wakes up and comes out. Jesus is a champion. He died and was put in a tomb (like a cave), but he was not just asleep like Champ. He was dead and came back to life. Nobody else can do that—only Jesus! He's the ultimate champion. He is the Son of God. What can you tell me about Jesus dying and coming back to life? Answers will vary.

Continue reviewing with the following questions. Be sure to give the correct answer for any "no" questions. Have the kids put their arms up to look like a big bear if the answer is yes and pretend to sleep if it is no.

1. Is Jesus God? Yes—arms up like a big bear.
2. Did Jesus come to the world as a grown-up? No—pretend to sleep. He came as a baby.

3. Is Jesus the only one who can save us from the punishment for our sins? Yes—arms up like a big bear. Remind them that all people sin, and all need Jesus.
4. Did Jesus do miracles (special things to show that he's God)? Yes—arms up like a big bear.
5. When Jesus died on the cross and his friends put his body in a tomb, did Jesus stay dead? No—pretend to sleep. Jesus came back to life!

### Nugget of Truth

Ready for an important question? Yes or no: Does Jesus love you? Yes! Other people love you, too, but nobody loves you as much as Jesus. Think about how amazing that is—the God who made everything loves you! He loves you so much, he even died for you! Always keep thinking of things that make you say, “Wow!” about Jesus.

### Part 2: Gold Mine Memory Time

**Today's Verse:** Jesus is the Christ, the Son of God. John 20:31

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

**Challenge:** Make a gold nugget by crumpling a yellow piece of paper. Find a spoon. Put the nugget on the spoon and walk across the room, saying your verse the whole way.

If the nugget falls off before you finish the verse, start over. Can you make it the whole way through the verse before it falls off?

### Part 3: Go and Do

In any remaining time, complete one or more of the following ideas in class. These are also on the *Toddler Student Guides* and can be done at home.

1. Ask a grown-up to hide five objects around the room, then look for them. Each time you find one, tell Jesus “thank you” for something he’s done (coming as a baby, loving us, dying for us, coming back to life).
2. Talk to God and thank him for sending Jesus to be the Savior who can save us from the punishment of sin so we can go to heaven someday.
3. Tell a friend how Jesus died to save us from sin and then came alive again.
4. Check [AnswersVBS.com/wonderkids](http://AnswersVBS.com/wonderkids) for more fun information!

Ask yourself this question: Do I want to be a child of God?

- Day 4 Memory Verse Poster
- Optional: Student Guides and supplies
- Optional: Memory Verse music and player



★ Supplies for this section are not listed in the supply list on the back cover since they vary depending on the activities you choose.



DAY 5

# THE WONDER OF HIS RETURN



## BIBLE PASSAGES

Jesus Is Coming Back

Select verses; Matthew 25:14–29

## LESSON FOCUS

The return of the King of kings will be a wonder. What should we be doing in the meantime?

## APOLOGETICS CONTENT

How will Jesus return?

## MEMORY VERSE

Your kingdom come, your will be done.  
Matthew 6:10

## NAME OF JESUS

King of Kings

## ANIMAL PAL

Mission the Horse

## Today's Exploration Stations

- Discovery Center: Count & Sort
- Wet Touch Table: Practicing Kindness
- Dry Touch Table: Coming in the Clouds
- Dramatic Play: Old West Dress-Up
- Coloring Corner: Matthew 6:10

## Today's Lesson at a Glance

### INTRODUCE IT!

- Wonder Junction Bank
- Song 1: "This Little Light of Mine"

### TEACH IT!

- Puppet Pal—Parable of the Talents
- Song 2: "On a Mission"

### APPLY IT!

- Part 1: Animal Pal Review
- Part 2: Gold Mine Memory Time
- Part 3: Go and Do

## Preparing for the Lesson

- Read Matthew 25:14–29 several times.
- Read this lesson several times and prepare the materials.
- For more information on Jesus' return, see [AnswersVBS.com/wonderfaq](http://AnswersVBS.com/wonderfaq).
- Pray.



## DEVOTION 5: SHARE JESUS

*But you will receive power when the Holy Spirit has come upon you, and you will be my witnesses in Jerusalem and in all Judea and Samaria, and to the end of the earth. Acts 1:8*

Imagine being part of the crowd chanting for the death of the one standing before the governor. You weren't sure what he had done wrong, but the religious leaders were calling for his death, so he must have been deserving of it.

You followed the crowd as they surged toward the place of the skull, where the crucifixions took place, taunting the man all the way.

Imagine watching as the man was lifted up and drew his last breath. If he was who he claimed to be, surely he could have saved himself.

Imagine, months later, carrying your friend, lame from birth, to the temple gates as you had hundreds of times before and entering into the temple to pray. Imagine your disbelief as, moments later, the man you knew was unable to walk, ran into the place of prayer. What happened to him? Who were these men he was following around?

Wait—was that the fisherman who was a student of the man they crucified several months ago? One of the ones who had deserted the Teacher at his arrest? Hadn't the Teacher's followers gone into hiding after his death?

Imagine your shock as the fisherman boldly accused you of murdering the . . . Prince of Life? Who had risen from the dead? And been seen by the fisherman? That man was alive, and in his name, your friend was healed?

Imagine the hope as the fisherman called the entire crowd to repent of their sins and receive the sacrifice the Prince of Life had made on behalf of sinners. Surely, the one who had given the fisherman the power to preach, who had healed your friend, who had raised himself

from the dead—surely, he was the one about whom the prophets had preached and for whom you had waited.

The Redeemer had come? The Redeemer had come!

And he would be coming again some day!

Think about what happened after Jesus rose from the dead and marvel at the transformation that took place in the lives of those who believed in the Son of God. The amazing power of God to transform sinners into the image of the invisible Christ is evident throughout the rest of the New Testament—and should be evident in our lives as children of God.

As you share with your students today, emphasize that it is God who saves us and calls us to be his witnesses. We have a precious treasure—the gift of eternal life through faith in Jesus—that we must share with those around us while we wait for his return.

May we pray as the Puritans did:

Father of Jesus,

May my words and works allure others to the highest walks of faith and love!

May worldlings be won to delight in acquaintance with thee!

May the timid and irresolute be warned of coming doom by my zeal for Jesus!

Cause me to be a mirror of thy grace; to show others the joy of thy service,

Help me to walk as Jesus walked, my only Savior and perfect model, his mind my inward guest, his meekness my covering garb.

—Arthur Bennett, *The Valley of Vision*  
(The Banner of Truth Trust, 2005), 136.

# EXPLORATION STATIONS

## Discovery Center: Count & Sort

### MATERIALS

- Play cash register
- Play money—coins and bills
- Plastic containers to sort the bills/coins

### PREP

Gather the materials. Set them out on the table.

### DIRECTIONS

Kids can play with the money. Have them practice counting and sorting the bills or coins.

### TEACHING TIE-IN

In our Bible lesson today, two of the servants worked hard to make more money for their master. But the servant with one coin buried his and didn't get any more. This reminds us to work hard for God and use our talents and skills to please him.

## Wet Touch Table: Practicing Kindness

### MATERIALS

- Touch table with tarp underneath
- Plastic toy people
- Optional: play accessories that go with the toy people

### PREP

On this last day, dry out the touch table and put the plastic people in.

### DIRECTIONS

Share the teaching tie-in and have the kids play with the people, taking care of each other, saying kind words, and telling each other about Jesus.

### TEACHING TIE-IN

Jesus is in heaven right now. While we wait for him to come back, we can love others by showing kindness and caring for them. We can speak kindly and tell them about Jesus.

## Dry Touch Table: Coming in the Clouds

### MATERIALS

- Touch table with tarp underneath
- Tons of cotton balls

- One figure or picture to represent Jesus
- Optional: assorted tongs, spoons, scoops, buckets, baskets

### PREP

Put the cotton balls in the table, along with the other items. Use either a laminated picture of Jesus or something like a clothespin with a face drawn on it to represent a grown-up Jesus.

### DIRECTIONS

Students play with the items, trying to find "Jesus." Continue to hide him throughout the play time, or they can do so.

### TEACHING TIE-IN

After Jesus rose from the dead, he went back to heaven by going up in a cloud. Someday he will come back to earth in the same way! We can be busy working for him while we're waiting. Let's pretend the cotton balls are clouds, and you can look for Jesus in the clouds.

## Dramatic Play: Old West Dress-Up

### MATERIALS

- Materials from previous days
- Any items you want to add in

### PREP

Use previous materials. Add in any last items you held back.

### DIRECTIONS

Dress up and pretend to be out west.

### TEACHING TIE-IN

It's been an amazing week at Wonder Junction. Who can tell me something they learned about \_\_\_\_ this week? Fill in the blank with specifics for kids to comment on, such as Jesus, the animal pals, the Old West, how Jesus forgives sin, etc.

## Coloring Corner: Matthew 6:10

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

# INTRODUCE IT!

## Wonder Junction Bank

**Prep:** Bookmark Matthew 25 to show in today's lesson. Fold the JESUS RETURNING POSTER in half to show one side at a time.

**Teacher 1:** Well, here we are, partners, on our last day at Wonder Junction. It sure has been a mighty fine time! Yesterday, we were looking for gold nuggets, like this one (show an egg from yesterday), to help us learn how Jesus came to save sinners.

**Teacher 2:** In the Old West, real gold nuggets came from a gold mine. And when miners found gold, they took it to the bank. Show the bank on the WONDER JUNCTION POSTER. Mr. Daly is our banker. He counts the gold, then puts it in the big safe so no one can steal it.

**Teacher 1:** Finding gold is one way to make money in our town. But there are other ways, too! Some people know how to run the store or do laundry or run the train! People can learn how to do these things. If they work hard, they can make more money than when they started.

**Teacher 2:** Today, we'll be talking about talents and skills God gives each of us. Talents are things you can do easily, like playing the piano, drawing pictures, or playing soccer.

**Teacher 1:** He also gives us skills that we can learn to do, like writing, reading, or doing math. As we wait for Jesus to come back, God wants us to use those skills and talents to please him.

**Teacher 2:** Did you know Jesus is going to come back? He came the first time as a baby, but when he grew up, he died to save sinners. Then he came back to life and went up to heaven. Show the first scene in the JESUS RETURNING POSTER.

**Teacher 1:** That's where Jesus is now. But he promised to come back down to earth. We don't know when (Matthew 24:36), but we do know he'll come in a cloud just like he went up (Matthew 24:27, 30). Show the second scene in the JESUS RETURNING POSTER. What a wonder that will be!

**Teacher 2:** While we're waiting for him to come back, the Bible tells us we should be on a mission to let others know who Jesus is. It's kind of like shining a light so people can find their way to Jesus.

**Teacher 1:** We've got a song about that. Let's stand up and sing it together. Do so while Teacher 2 moves to the puppet stage and prepares the puppet to enter after the song.

## Song 1: This Little Light of Mine

### VERSE 1

This little light of mine, I'm gonna let it shine (Use index finger as a candle moving in a circular motion.)

This little light of mine, I'm gonna let it shine (Circular motion.)

This little light of mine, I'm gonna let it shine (Circular motion.)

Let it shine, let it shine, let it shine (Continue circular motion.)

### VERSE 2

Hide it under a bushel? No!  
(Cup one hand over index finger. Pull hand away and shout, "No!")

I'm gonna let it shine  
(Move index finger in a circular motion.)

Hide it under a bushel? No!  
(Cup hand, then pull away.)

I'm gonna let it shine (Circular motion.)

Hide it under a bushel? No!  
(Cup hand, then pull away.)

I'm gonna let it shine (Circular motion.)

Let it shine, let it shine, let it shine  
(Continue circular motion.)

### VERSE 3

Shine all over \_\_\_\_\_ (Name of your town—  
move index finger in a big circle.)

I'm gonna let it shine  
(Move index finger in a smaller circular motion.)

Shine all over \_\_\_\_\_ (Name of your town—  
move index finger in a big circle.)

I'm gonna let it shine (Circular motion.)

Shine all over \_\_\_\_\_ (Name of your town—  
move index finger in a big circle.)

I'm gonna let it shine (Circular motion.)

Let it shine, let it shine, let it shine  
(Continue circular motion.)

- Wonder Junction Poster
- Jesus Returning Poster
- Bible
- Old West costumes
- Mounting putty or tape
- One nugget (plastic egg) from yesterday



★ Gospel Opportunity: Are you ready?

- "This Little Light of Mine" song
- "On a Mission" song
- MP3 download or Simple Songs CD (1221410)
- Device to play songs

★ Download from AnswersVBS.com/wonderresources.

◆ Find in your teacher kit.

- 2 copies of [Day 5 Puppet Script](#)
- Boy or girl puppet and clipboard
- 3 play people (e.g., Duplo, Playmobile, Lego, or Ken-type dolls)
- Optional: Bible-time costumes for the play people
- Real or play coins
- Small bowl filled with play sand or soil
- Mini pickax and shovel
- Mini hat

★ If you have a large class or large space, you may want to act out the parable instead of using play people.

## TEACH IT!

### Puppet Pal—Parable of the Talents

**Prep:** Tape one PUPPET SCRIPT inside the puppet stage and attach the other to a clipboard for reference. Make a mini pickax and shovel from foil and attach to the puppet's hands. Make a mini puppet hat for the story. Optional: make Bible-time costumes for the play people.

**Teacher:** Let's call Sam and talk to him about our mission to tell others about Jesus. *Do so.*

**Puppet:** Hi, everybody! *Puppet enters carrying his pickax and shovel.*

**Teacher:** I see you have your mining tools, Sam. What are you up to?

**Puppet:** I'm on a mission.

**Teacher:** What kind of mission?

**Puppet:** A mission to find some gold.

**Teacher:** Have you found any gold nuggets in the mine?

**Puppet:** Yes! I have three nuggets from the last time I looked for gold. I've got pretty good digging skills. So I think if I work hard, I can find three more.

**Teacher:** That reminds me of a story Jesus told to his friends. He wanted them to understand their mission. They needed to know what they should do every day for Jesus.

**Puppet:** I've always got time for a story, especially if Jesus told it.

**Teacher:** Great! It's right here in the Bible. *Open your Bible to Matthew 25 and show the kids.* It's about a man who went on a long trip and left some money for his servants.

**Puppet:** That sounds interesting. Tell me more.

**Teacher:** Jesus said there was a master who was going on a journey, and he wanted his servants to take care of his stuff. So he called his servants together.

**Puppet:** Ooh! Can I be the master? Let me go get my special hat. *Exit. Remove the tools and place the hat on the puppet's head. Enter.*

**Teacher:** Hey! Your hat is perfect to be the master. And these are your servants. *Set the play people out on the table—Servant 1, Servant 2, and Servant 3.* Now, Master Sam, tell me how many coins to give to each servant.

**Puppet:** I'll give one servant five coins. Kids, can you count to five with me? *Do so.*

**Teacher:** Place the coins in front of Servant 1 on the table while kids count.

**Puppet:** The next servant can have two coins. Let's count to two, kids! *Do so.*

**Teacher:** Place the coins in front of Servant 2 on the table while kids count.

**Puppet:** And I'll give one coin to the last servant. Let's count to one, everybody. *Do so.*

**Teacher:** Place one coin in front of Servant 3. Then the man went away on his journey.

**Puppet:** Oh, does that mean I have to leave? I want to hear the rest of the story.

**Teacher:** You can stay. But Jesus said that the master went away for a long time. While he was gone, Servant 1 got busy. *Make Servant 1 look busy.* He worked hard and earned five more coins. *Count out five more coins in his pile.*

**Puppet:** Did Servant 2 do the same thing?

**Teacher:** Yes. He worked hard and earned two more coins. *Count out two more coins for him.*

**Puppet:** What about the last guy? Did he earn another coin like the others?

**Teacher:** Actually, he dug a hole in the ground and hid his master's money. *Dig a hole in the play sand and cover the coin.*

**Puppet:** What? He didn't do anything? The coin just sat there in the dirt?

**Teacher:** That's right. After a long time, the master came back.

**Puppet:** Hey, that's me. *Exit, then come back up, waving hello.*

**Teacher:** Here he comes! Let's say hi to the master! *Do so.* Servant 1 came and said, "Master, you gave me five coins, and I've made five more."

**Puppet:** "Well done, good and faithful servant!" Let's say that together. *Do so.*

**Teacher:** Next, Servant 2 came and said, "I was given two coins, and here's two more!"

**Puppet:** "Well done, good and faithful servant!" Say it with me, kids. *Do so.*

**Teacher:** Finally, Servant 3 came. Kids, do you remember what he did with his coin? *Pause for responses.* The third servant told his master, "I buried the coin you gave me." Do you think the master was happy about that? *Pause for responses.*

**Puppet:** I'm not happy about that. He should have at least put it in the bank where it could have made a little more money. I'm giving his coin to Servant 1.

**Teacher:** *Take the coin from the play sand and put it in Servant 1's pile.* Before the master left on his trip, he gave each servant some money so they could work hard and make more money. That was their mission.

**Puppet:** Two of them worked hard and did what they were supposed to do. But does Jesus want us to make money for him?

**Teacher:** No. But if we love and trust Jesus, then he's our Master. While we wait for him to come back, we should use our talents and skills in a good way to do what Jesus wants us to do.

**Puppet:** That's our mission for Jesus!

**Teacher:** That's right. The first part of our mission is to get to *know* God. We need to become part of his family by turning away from our sins and trusting Jesus to save us. Then we get to know Jesus by reading and listening to the Bible.

**Puppet:** What's the second part of our mission?

**Teacher:** The second part is to *grow* to love Jesus more and more each day and to love other people like he does.

**Puppet:** So we need to get to know him, grow to love him and love others, and then what?

**Teacher:** Then *go*.

**Puppet:** Go?! Go where?

**Teacher:** Go tell others about him. And use your talents and skills to show others you care.

**Puppet:** I want to do that. I want to tell people about Jesus and show others I care, just like Jesus does.

**Teacher:** Good. You can show others how wonderful Jesus is! Like shining a light for everyone to see.

**Puppet:** Wow! When I think of all that we've learned about Jesus, I want to tell everyone that he's truly a wonder!

**Teacher:** That's our mission. Let's get out there and share the good news about how wonderful Jesus is.

**Puppet:** Let's sing about our mission: to know, grow, and go. *Lead the kids as the puppet sings and dances to the music.*

## Song 2: On a Mission

*Sing this to the tune of "Oh My Darling, Clementine."*

On a mission (March to the left.)

Grow to love him (Cross arms over heart.)

On a mission (March to the right.)

Go and tell about the Lord (Put hands to mouth and move outward.)

On a mission for the Lord  
(March to the center and point up.)

Repeat

Get to know him (Open hands for Bible.)

**Puppet:** This has been super fun to be with you this week at Wonder Junction! Don't forget to know Jesus better so you can grow to love him, then go tell people how wonderful Jesus is. Bye y'all!

- Day 5 Animal Pal Poster
- Wonder Junction Maps and Mission stickers, 1 per person
- Optional: Bookmarks

★ NOTE: If you don't have time to play the review game, skip to the Nugget of Truth question, ending with this important thought. Try to include it even if you must cut something else.



## APPLY IT!

### Part 1: Animal Pal Review

Share the DAY 5 ANIMAL PAL POSTER to summarize today's teaching. Pass out the Wonder Junction Maps and Mission stickers so kids can add today's animal pal. They can take these home today. You may want to show them the bookmarks that are available if you plan to give these out.

Our animal pal today is a horse. What's his name? Take responses. Why do you think he's named Mission? Take responses. Circuit riders came to towns in the Old West to share the good news of Jesus. They would ride on their horses from town to town to tell people about Jesus and to care for people's needs. They were on a mission, and we should be too!

Continue reviewing with the following questions. Be sure to give the correct answer for any "no" questions. Have the kids gallop in place like a horse if the answer is yes and whinny like a horse if it is no.

1. Will Jesus come back to earth someday? Yes—gallop.
2. Did Jesus tell a story about a master and his three servants? Yes—gallop.
3. Did all three servants work hard and get more coins? No—whinny. Two of them did, but the third one didn't.
4. While we are waiting for Jesus to come back, should we use our talents in a bad way? No—whinny. We should use everything he gives in a good way by doing the work Jesus wants us to do.
5. Is our mission to know Jesus, grow to love him more, and go tell others about him? Yes—gallop.

### Nugget of Truth

Ready for a super important question? Yes or no: Is Jesus the King of kings? Yes! Jesus is not only a king, he's the King over all other kings. Jesus is the King over the whole universe! Think of the best king ever—one who is loving, kind, and forgiving. Jesus is the best! Keep being in wonder of Jesus!

### Part 2: Gold Mine Memory Time

**Today's Verse:** Your kingdom come, your will be done. Matthew 6:10

Try the challenge using the DAY 5 MEMORY VERSE POSTER as a reference and the Memory Verse music if you have it.

**Challenge:** Get ready to gallop! Start at one side of the room and gallop across the room. Can you say the verse perfectly before reaching the other side?

### Part 3: Go and Do

In any remaining time, complete one or more of the following ideas in class. These are also on the *Toddler Student Guides* and can be done at home.

1. Ask family members to act out the story Jesus told in Matthew 25. Use coins as the money that the master gave to his servants. If you were a servant, what would you do with the money your master gave you?
2. God made you wonderfully with talents and skills. What do you like to do—draw pictures, build things, play with cars, play sports, bake cookies, count numbers? We can learn to use our talents and skills to please Jesus.
3. Jesus is our master. He wants us to obey him in everything we do. Ask God to show you how to use your talents and skills to please him.
4. Check [AnswersVBS.com/wonderkids](http://AnswersVBS.com/wonderkids) for more fun information!

Ask yourself this question: I've said, "Wow!" about Jesus this week. Now how can I live to please him?

- Day 5 Memory Verse Poster
- Optional: Memory Verse music and player
- Optional: Student Guides and supplies



# LEADING A CHILD TO CHRIST

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

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

## Before

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

## During

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

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

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

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

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

## After

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

# SUPPLY LIST

## Every Day

- Wonder Junction Poster
- Animal Pal Posters
- Theme Verse Poster
- Memory Verse Posters
- Puppet Scripts, 2 copies daily
- Bible
- Old West costumes for teachers
- Mounting putty or tape for posters
- Boy or girl puppet in costume and puppet stage
- Clipboard
- Tape
- Wonder Junction Map and Sticker sets
- Simple Songs for Kids MP3 Downloads or CD
- Memory Verse music
- MP3 or CD player

## Day 1

- Wonder-Filled Birth Poster
- Old West Pictures
- Optional: train whistle
- Baby doll
- Mini pickax or shovel
- 4 sheets of copy paper

## Day 2

- Jesus at the Temple Posters
- Carpenter's apron
- Props for the apron: hammer, rolled paper scroll
- Play-food cracker (or other besides pizza)

## Day 3

- Wonder-Working Power Poster
- Little book
- 4 sheets of copy paper

- Towel, 1 or 1 per person
- Optional: damp paper towel, 1 or 1 per person
- 2 flashlights
- Pan and spoon
- Spray bottle with water

## Day 4

- Nuggets of Truth Poster Set
- Wild West Bad Guys Poster
- Mini star-shaped sheriff badge
- 7 large gold plastic eggs
- Permanent marker
- Visual clues that fit in the eggs: leaf, play snake, star, tiny boat, cross, or pictures/stickers of each

## Day 5

- Jesus Returning Poster

- 1 plastic egg from yesterday
- 3 play people (DUPLO, Playmobil, LEGO, or Ken-type dolls)
- Optional: Bible-time costumes for play people
- Real or play coins
- Small bowl filled with play sand or soil
- Mini hat
- Mini pickax and shovel

## Student Extras (1 per person)

- Student Guides
- All Aboard Adventure Guides
- Stamp for All Aboard Adventure Guides (leader use)
- Gospel bookmarks and Names of Jesus bookmarks

## Exploration Stations

### Discovery Center

#### DAY 1: SPECIAL BIRTH SEEK & FIND

- Nativity Cards or nativity set pieces (a manger, shepherds, angel, star, and wise men)
- Three small boxes to cover nativity pieces

#### DAY 2: MY FAMILY

- Family Cutouts
- Crayons
- Construction paper
- Glue sticks
- Optional: stapler

#### DAY 3: POWER OVER SICKNESS/ SIGHT

- Bandana or dish towel for blindfold
- Pillowcase or burlap sack filled with safe items to feel such as a hairbrush, spoon, doll, plastic cup, toothbrush, marker, pacifier

#### DAY 4: REMEMBER JESUS PLAY DOUGH

- Play dough
- Cookie cutters in flower, star, heart, and cross shapes
- Play rolling pins

#### DAY 5: COUNT & SORT

- Play cash register
- Play money—coins and bills
- Plastic containers to sort the bills/coins

### Wet Touch Table

- Touch table with tarp underneath
- Water

#### DAY 1: WASH THE BABIES

- Waterproof babies and baby bath supplies (e.g., plastic cups, play soap or baby bath, bath toys, washcloths and towels)

#### DAY 2: FAMILY TRIP

- Plastic family figurines
- Plastic boats and cars

#### DAY 3: POWER OVER NATURE

- Toy boats
- Play plastic people

#### DAY 4: EASTER EGGS

- Easter eggs
- Fun foam or rubber crosses that fit in the eggs

- Tongs
- Baskets

#### DAY 5: PRACTICING KINDNESS

- Plastic people
- Optional: play accessories that go with plastic people

### Dry Touch Table

- Touch table with tarp underneath

#### DAY 1: CHRISTMAS FUN

- Generic filler (crinkle shred or Easter grass—red and green would be fun today)
- Plastic, safe Christmas items (e.g., plastic nativity pieces, nonbreakable ornaments, Christmas cookie cutters)

#### DAY 2: BUILD-IT-YOURSELF WOODWORKING

- Safe play woodworking supplies (e.g., smooth wood pieces in various small sizes, building blocks, egg cartons, play hammers, screwdrivers, and woodworking tools)

- Play tool belt or carpenter's apron

#### DAY 3: POWER OVER DEATH

- Play sand or soil
- Play plastic people
- Plastic play shovels

#### DAY 4: SNAKES IN THE SAND

- Sand or soil (from yesterday)
- Play rubber snakes
- Play shovels and pails

#### DAY 5: COMING IN THE CLOUDS

- Tons of cotton balls
- One figure or picture to represent Jesus
- Optional: assorted tongs, spoons, scoops, buckets, baskets

### Dramatic Play: Old West Dress-Up

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

- Clipboard house interior backdrop as listed in Decorating Decisions
- Old West house items (see Day 1 list for suggestions)

- Old West dress-up items (e.g., bandanas, boots, cowboy hats, flannel shirts, bonnets, pioneer dresses, aprons, vests)

#### DAY 1

- Baby cradle, baby doll, and old-fashioned baby supplies

#### DAY 2

- Wooden, old-fashioned-looking toys (e.g., animals, tops, train, blocks)
- Carpenter aprons with tool pockets

#### DAY 3

- Play doctor kit or stethoscope

#### DAY 4

- Play gold coins or yellow Easter eggs
- Pillowcases or burlap bags

#### DAY 5

- Any items you want to add in

### Coloring Corner

#### EVERY DAY

- Memory Verse Coloring Sheet for each day
- Decorating supplies to make a train (see Decorating Decisions)
- Markers or crayons in a small galvanized bucket
- Optional supplies: glue sticks, stickers, and items to glue onto coloring sheets (e.g., cotton balls, pom-poms, feathers, sand paper, and tissue paper)

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

\*Available in the Teacher Resource Kit

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



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