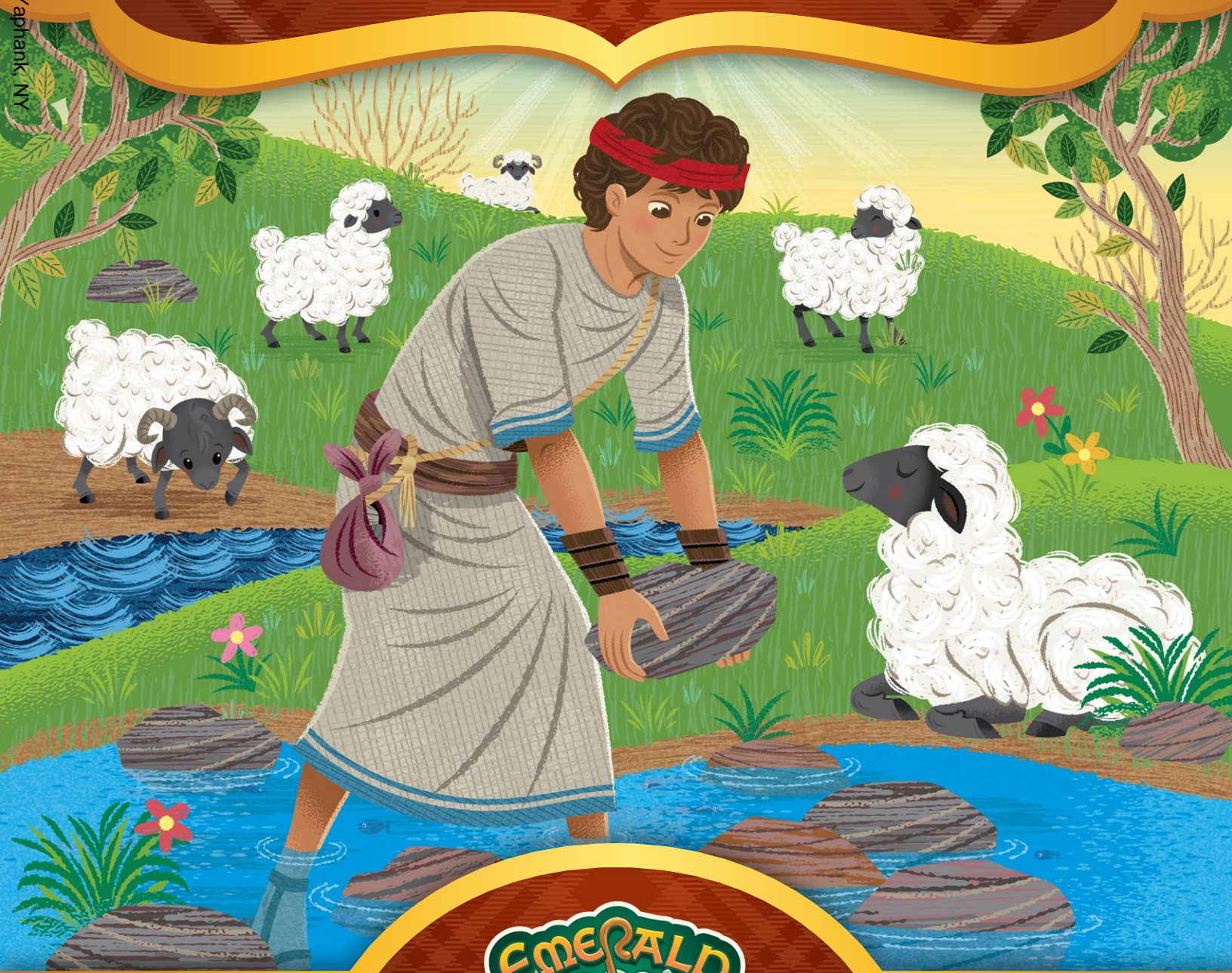


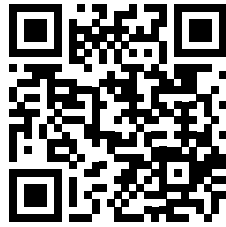
# CELTIC CORNER



# SCIENCE & CRAFTS


LEADER GUIDE





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# Course Overview

## Theme Verse: Psalm 23:1

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Titles</b>	Lost to Found	Wrong Path to Right Path	Fearful to Peaceful	Grumbling to Grateful	Shaky to Sure
<b>Locations</b>	Sheep Farm in Donegal	Green Pastures in County Galway	Black Valley in County Kerry	Enemy Territory in Dublin	Higher Lands in County Antrim
<b>Bible Passages</b>	Psalm 23:1 1 Samuel 17:34–37	Psalm 23:2–3 1 Samuel 17	Psalm 23:4 1 Samuel 19–23	Psalm 23:5 2 Samuel 9:3–7 1 Samuel 16:1–13	Psalm 23:6 1 Chronicles 22
<b>Lesson Focus</b>	Like David, I can be a child of God and have the Lord as my shepherd.	Like David, I need the Lord to lead me on the right path through his Word.	Like David, I can turn to the Lord for comfort when I am anxious or afraid.	Like David, I can have an attitude of gratitude in every situation.	Like David, I need to be on the lookout for God's goodness and mercy, my traveling companions through life.
<b>Apologetics Content</b>	Is the Lord a distant God? Did he create the universe and then just sit back and watch?	Is the Bible a trustworthy guide to lead us through life?	Why do we even have hard times?	Are good things because of "good luck" or a good God?	What should rainbows remind us of?
<b>Memory Verses</b>	Psalm 23:1	Psalm 23:2–3	Psalm 23:4	Psalm 23:5	Psalm 23:6
<b>Names of God</b>	Shepherd	Leader	Comforter	Provider	Promise Keeper
<b>Animal Pals</b>	Mia the Connemara Sheep	Guide the Border Collie	Shadow the Raven	Pesky the Woolly Aphid	Shirley the Highland Cow
<b>Celtic Corner Crafts</b>	Baa-loved Sheep Keepsake Ornament—Shepherd's Staff	S.O.A.P. Bible Puffball Zipper Pull	"Don't Worry, Just Pray" Magnet Night-Light in the Darkness	Thankube Gratitude Attitude Game	Psalm Scroll Highland Cow
<b>Celtic Corner Science</b>	Sink or Float Wet Woolly	Genetically You Sling Fling	Shadow Play Fear Not	Sticky Stuff Overflow Your Cup	Firm Foundations Real Rainbows
<b>Green Meadow Games</b>	Gaelic Football Lost Sheep Relay	Shamrock, Riverdance, Viking Strongman Challenges	Run, David, Run Walk Through the Valley	Raiders My Cup Overflows Relays	Psalm 23 Partner Obstacle Course Pot o' Gold
<b>Still Water Snacks</b>	Cross Trail Mix Sweet Sheep	Scene 23:2 Border Collie Paw Print	Stuffed Staff Bird's Nest	Piled-High Popcorn Full Float	Cow Patties Spud Circles
<b>Cool Contests</b>	Guess the Rainbow Skittles	Group Spirit Day	Dress-Up Day	Bible Challenge	Mission Money Mania



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*Celtic Corner Science and Crafts*

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Project Coordinator: Stacia McKeever	Editors: Linda Moore, Gretchen Doolittle
Writers/Contributors: Randy and Barb Witt, Kathy Goodlett, Christa Sexton, Krista Black, Amy Quinn, Linda Moore	Interior Design: Diane King Cover Design: Jon Seest Science Illustrations: Paul Agner Craft Photos: Susie Jarvis

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# Handy Helps

## Top o' the Morning to Ya!

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

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

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

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

Then they're off to rotate through five fun sites:

**Flock Talk Time**, where Bible lessons are taught in creative, hands-on ways.

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

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

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

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

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

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

### Our Goal

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

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

Children are loved by their Creator, and Jesus said to let them come to him (Luke 18:16). We want children to come to Christ and not be hindered in any way from doing so. To that end, we combine a biblically rich VBS with off-the-charts, 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 is outlined in the following pages. Your responsibilities may include:

- Planning crafts and science experiments for all age levels
- Overseeing assistants
- Organizing sign-up for donations of materials
- Buying all extra supplies that have not been donated
- Enlisting help and preparing necessary supplies
- Acting as the presenter during VBS or overseeing others who present the activities
- Overseeing the daily setup and cleanup of the area(s)
- Making sure key lesson themes are reinforced
- Praying over all aspects of this job before, during, and after VBS

## Frequently Asked Questions

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

## Terms to Know

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

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

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

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

**Flock Talk Time:** Bible and apologetics lesson time.

**Shepherds:** Teachers of the Flock Talk Time.

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

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

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

**Top o' the Morning Missions, Music, and Memory**

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

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

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

**Toddlers:** 2–4-year-olds.

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

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

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

For multiage K–6 travel groups, we recommend using the material for the Primaries.

# Top 20 Tips for Celtic Corner Science and Crafts

1. Pray and study God's Word as you prepare. This is your most important preparation. God has entrusted you with the awesome privilege of opening his Word and sharing it daily with the children.
2. This guide offers not only main craft and science experiment suggestions but also ideas for extra crafts and craft kit options. Some are simple and quick, while others are more involved. There are fun crafts for Toddlers and simple science activities for both Pre-Primaries and Toddlers. Think through your time and resources and decide which crafts and/or science experiments you will do each day.
3. Gather faithful helpers who will prepare items well in advance. Record their names, addresses, phone numbers, and email addresses so you can contact them quickly and easily.
4. Make a sample of every craft and science experiment before you meet with your team for the first time so they can visualize what you are presenting. Each helper should make a sample of each craft so they're familiar with all the steps. Try out each science experiment ahead of time and make sure your presenters have done a trial run as well.
5. Host Craft Shops or Science Shops. Workers can drop by and pick up something to work on at home, or they can stay for part or all of the time. Assembly lines can be set up to prep crafts quickly. Weekday or Saturday mornings from 9 a.m. to noon, complete with donuts and coffee, can be an enjoyable time.
6. Use an office paper cutter for cutting of patterns or paper with straight edges. Make sure to remove the paper cutter and any other dangerous supplies, such as miter saws and craft knives, from the classrooms. If a science experiment calls for this type of item, store it in a safe place before and after use.
7. Be prepared. Organize craft and science supplies into individual kits for each child, using plastic baggies or lunch sacks. Place the individual kits into boxes labeled for each rotation.
8. Some experiments are written for each child to have supplies, which is great, allowing for more active participation. If cost or time prohibits this, consider doing the experiment in groups at tables or as a teacher-led demo.
9. Cover the tables with plastic tablecloths and secure with tape.
10. Craft glue, such as tacky glue, works better than school glue. Toothpicks and Q-tips work well for dipping into and applying the glue.
11. For older kids, permanent markers in vibrant colors can be a good alternative to paints. They work on most surfaces—paper, wood, fabric, and plastic.
12. Decorate the room to correspond with the theme. See *Decorating Decisions* in the Director Guide for possible ideas. Play VBS music to set the mood. Display the memory verses on each table or around the room. Place a sample of each craft or science experiment on every table so children can visualize what they will be making or doing.
13. Display craft and science experiment directions where everyone can easily see them.
14. Use this time to engage in conversation and share God's love. Be ready to offer smiles, hugs, and laughs. (Be aware of your church's appropriate touching policies.) Also, be ready to help children who are easily frustrated. Helping with steps requiring physical dexterity does not detract from the child's creativity.
15. To reinforce the day's lesson, share the teaching tie-in that goes along with each craft. Ask the kids about what they're learning throughout your time together or right before they leave this rotation.
16. Print the daily memory verses on address labels and place on crafts or experiments.
17. Give leftover craft supplies to sick children, another VBS, or your church's resource area.
18. Always put names on crafts and take-home science experiments! Strips of masking tape work well for name labels.
19. The test churches divide this rotation time by having 17 minutes in a science room for one (or occasionally two) experiment(s) and 17 minutes in a craft room, doing one (or occasionally two) craft(s).
20. This book is loaded with fabulous stuff—more than you'll probably be able to do—so consider incorporating unused ideas at other times during your ministry year.

# Science Activities

## FOR PRE-PRIMARIES & TODDLERS

### Thematic Science Activities

#### Day 1

##### Sticky Sheep

*Gather the following supplies:*

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

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

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

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

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

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

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

#### Day 2

##### Growing Green Pastures

*Gather the following supplies:*

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

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

*Prep:* One or two weeks before class, prepare a sample grass seed cup. Place potting soil to about  $\frac{3}{4}$  full in the cup. Sprinkle grass seed around the soil, especially near the edges so the roots can be seen through the cup. Mist the seeds with water and keep warm with partial sunlight. Before class, pour grass seed into one or more bowls (1–2 bowls per table) and fill spray bottles. Print one **GRASS GROWTH CHART** to show.

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

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

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

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

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

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

## Day 3

### Shadows and Light

*Gather the following supplies:*

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

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

**Introduction:** Today’s memory verse reminds us that we don’t need to be afraid because God is with us even when we feel scared. That reminds me of what shadows are like. Usually when we think of shadows, we think of dark, scary places. But watch carefully as I make a shadow of my hand on the wall. **Do so.** Ooh! The shadow might seem a little scary. But look at my hand. My hand isn’t scary, is it?

**What did I need to have in order to make that shadow?**  
Take responses. I needed light. A shadow is a dark shape that’s made when something gets in the way of the light. That means you can’t make a shadow if light isn’t there.

**The Bible teaches us that even when we feel afraid or things seem kind of dark, like a shadow, we can trust that God is there. He’s like the light. When we remember God is with us, things won’t seem so scary any more.**

**Let’s have some fun with shadows now. I’ll put some things up in front of this light. You look at the shadow and see if you can guess what is making it. Ready?**

**Directions:** Hold up several items one at a time in front of the light to project a shadow on the wall. Have the children guess what the item is before you show it to them. Optional: Allow children to take turns making a shadow of themselves by standing in front of the light source.

One test church had small flashlights for each 1–2 children. The kids made shadows on the wall using their flashlights and had a blast doing it.

## Day 4

### Oil and Water Mix-Up

*Gather the following supplies:*

**To share**—pipettes or droppers, small bowls that won’t tip easily (e.g., ramekins), large glass measuring cup, long-handled mixing spoon, vegetable oil, water, food coloring in several colors. Optional: Plastic tablecloth, large container with low sides (to hold measuring cup)

**Prep:** Fill the large measuring cup about halfway with vegetable oil. Fill small bowls  $\frac{3}{4}$  full with water and add food coloring to make several colors. Place pipettes

or droppers next to each bowl. Optional: Place the cup inside a large container and put a plastic tablecloth on the work surface to catch and soak up spills.

**Introduction:** Psalm 23 talks about a lot of ways a Bible-time shepherd would care for his sheep. He would make sure his sheep got everything they needed, including fresh water to drink. A shepherd would also keep the flies away from his sheep by spreading oil on its face. God made oil and water to be different so we can use them for different things.

**Can you think of some ways you use water at home? Take responses.** You drink water, your mom or dad uses water for cooking, you take a bath in water, and you wash your hands in water.

**What about oil? How do your parents use oil at home? Take responses.** There are many kinds of oil. There’s oil used for car engines, called motor oil. There are oils that help things work better, like keeping a squeaky door quiet. There are special oils used for cooking too, like olive oil, grape-seed oil, and vegetable oil. Wow! That’s a lot of oil.

**But you know what? All of these oils have something that’s the same—none of them mix with water. Today, we’ll see what happens when we try to make oil and water mix.**

**Directions:** Show the cup with oil. Allow children to touch some oil and describe what it feels like. Have children take turns using the pipettes/droppers to squeeze drops of colored water into the oil. Use the large mixing spoon to stir the oil and water drops to see if it mixes or separates.

## Day 5

### Making Rainbows

*Gather the following supplies:*

**To share**—**Rainbow Colors Illustration**, several (safe for kids) prisms, at least one per leader, and sunlight or flashlights, one per leader. Optional: Spray bottle with water and white paper

**Prep:** Print one copy of the **RAINBOW COLORS ILLUSTRATION** to show.

**Introduction:** How many of you have ever seen a real rainbow up in the sky? **Take responses.** The Bible tells us where rainbows came from. They are a sign of a promise from God!

Many years ago, God had to punish sin in the world. So he sent a flood that covered and destroyed the whole world. But God told Noah to build an ark. The ark was a big ship that Noah’s family and two of every kind of land animal (seven of some) could ride in when the flood came.

After it was all over, God made a promise to Noah that he would never send another flood like that again. Then God showed Noah a rainbow in the sky to remind him of God’s promise. Whenever we see a rainbow, we can remember that God always keeps his promises.

Rainbows are made when the light shines through something, like a raindrop, and gets bent. When light bends, we can see many different colors. Do you know what colors we usually say are in a rainbow? Take responses. Show the [RAINBOW COLORS ILLUSTRATION](#). We can see red, orange, yellow, green, blue, indigo, and violet. Indigo and violet both look purple-ish, but indigo has more blue. And there are many more colors in between all of these!

Let's make some rainbows and remember that God always keeps his promises.

*Directions:* Shine the flashlights or sunlight through the prisms to create rainbows on the walls. Explain that the light is like the sun, and the prism is like a raindrop. Have the children try to catch the rainbows or sit and point to them.

Shine the flashlight onto the wall or a piece of white paper. Spray some water between the paper and the light to create a rainbow. Explain that the light is like the sun, and the water spray is like raindrops. Move the spray around at different angles if needed, keeping the light still.

# DAY 1 EXPERIMENT

## Sink or Float

### Materials

#### FOR DEMONSTRATION

- Sheep Family Pictures
- Shearing Pictures

#### PER TABLE

- Plastic tablecloth
- Clear, large bin, bucket, or bowl at least twice as high as the largest test item
- Water
- Items to test (e.g., pencil, coin, golf ball, ping-pong ball, plastic and metal spoon, cork, crayon, orange, stone, plastic Easter egg, apple, avocado)
- Towels for drying spills

### Prep

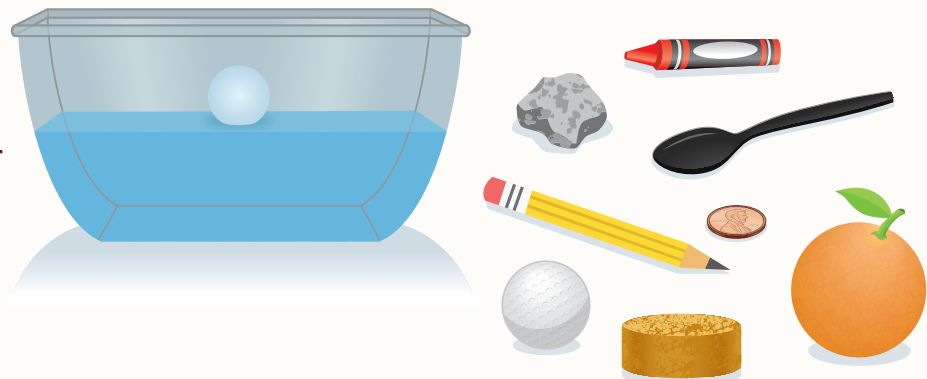
1. Print a copy of each picture set to show.
2. Place a plastic tablecloth on the floor or table for each group.
3. Place a half-filled bin of water on the plastic tablecloth.
4. Place a set of testing items near each bin.

### Class Time Dialogue & Directions

#### Introduction

The introduction is the same for both Day 1 experiments.

Raise your hand if you think taking care of sheep is an easy job. Do any of you own sheep? Take answers. Have you ever seen a sheep, perhaps at a zoo or a fair? Take answers. Show the SHEEP FAMILY PICTURES. What is the word for an adult female sheep? Take answers. A ewe. What about an adult male? Take answers. Yes, a ram. And what is a baby sheep called? Take answers. Right, a lamb.



Raise your hand if you think sheep are very intelligent animals. Actually, they are! Sheep can be taught to add, subtract, count, identify all the rainbow colors, turn pages in books, spin, stand, fetch, walk on a leash, back up, move forward, and do many more behaviors.

Sheep are prey animals, so they need to pay very close attention to their surroundings. They may wander from boundaries humans set for them, but they aren't mindless. Many sheep have generational hefting, which means they establish home areas they won't leave on their own.

A good shepherd, like David in the Bible, keeps tabs on all of his sheep. If any move out of the area he wants them to stay in, he would call it back to the flock. You see, as a shepherd cares for his sheep, they learn to know his voice. Even if there are other flocks in a field, the sheep will listen to their own shepherd. Today, fences help keep sheep from wandering, making the modern-day shepherd's job easier than it was back when David was a shepherd.

What do sheep eat? Take answers. Not only does the shepherd need to find an area with grass and other plants for the sheep to eat, he also has to make sure the land is safe.

A wandering sheep could fall off a cliff or into a crack in the rocks called a crevasse.

Another big danger is predators. Sheep can have difficulty defending themselves against other animals that might attack. They will run away, or if they are cornered, they may huddle. Sheep can also kick with their sharp hooves or use their horns to headbutt. Who protects the sheep from animals? [Take answers](#). The shepherd. The Bible tells us when David was a young shepherd, he killed lions and bears to rescue his lambs (1 Samuel 17:34–36). Many kinds of animals will eat sheep: big dogs, like coyotes, wolves, and foxes; large birds of prey, like eagles; and big cats, like mountain lions. You name it! If they're hungry and see sheep, they may come for their dinner.

How do shepherds care for a sheep's body? [Take answers](#). Besides helping sheep when they are sick or injured, the shepherd also cares for their hooves and fleece. The hooves are made from a protein called keratin. Did you know you also have keratin in your body? It's found in your hair and fingernails. And just like your fingernails, the sheep's hooves continually grow and must be trimmed. What kind of material is the sheep's fleece made of? [Take answers](#). Some sheep, called woolly sheep, have—you guessed it—wool! Other sheep, called hair sheep, have—you guessed it again—hair! Hair sheep, which are likely the type that David had, shed their hair naturally and don't need to be sheared. [Show the SHEARING PICTURES](#). Woolly sheep are sheared, or shaved, once each year. The wool is used for many things, from pillow stuffing to socks and sweaters. Imagine what a sheep would look like if its shepherd never sheared it. What a matted mess that would be!

There's one more important thing shepherds must provide—water. Not all water sources are safe, though.

Imagine you are herding your flock, and you see a swiftly moving river with clean water. Should you lead your sheep there for a drink? [Take answers](#). Actually, you shouldn't. Shepherds keep their sheep away from fast-moving water because a sheep could fall in. Although sheep can swim a little, if one fell into a rushing river, it would probably be carried away by the current. So a good shepherd knows to lead his sheep to calm, still water, just like it says in Psalm 23. [Read Psalm 23:1–2](#).

### Directions

Speaking of water, we're going to test some items to see which ones float or sink when they're placed in water. Everyone, pick up one of the items at your table. Before we put them into the water, let's see if we can correctly predict, or guess, the outcomes one at a time. If you're holding the [name the item](#), please show it to your group. Everyone that thinks it will sink, say "sink." Those of you that think it will float, say "float." Now place the item I just named into the water. [Do so](#). What happened? [Take answers](#). Did you predict correctly? [Take answers](#).

[Continue until all items have been tested. Great job experimenting today!](#)

### Tip Corner

Test these for a group demonstration:

- An orange with peel vs. without peel
- A can of regular soda vs. a can of diet soda
- A fresh egg vs. a very old egg (Careful! Don't break the smelly old one.)
- An eight-pound bowling ball
- A pineapple

# DAY 1 EXPERIMENT

## Wet Woolly

### Materials

#### FOR DEMONSTRATION

- Sheep Family Pictures
- Shearing Pictures

#### PER STUDENT

- 3 x ½-inch strip of 100% wool fabric
- 3 x ½-inch strip of 100% polyester fleece
- 3 x ½-inch strip of synthetic craft felt
- 3 one-ounce portion cups
- Water
- 2 paper towels

### Prep

1. Print a copy of each picture set to show.
2. Cut wool fabric, polyester fleece, and craft felt into strips.
3. Place a teaspoon of water in each portion cup.

### Class Time Dialogue & Directions

#### Introduction

Note: The introduction is the same for both Day 1 experiments.

**Raise your hand if you think taking care of sheep is an easy job. Do any of you own sheep?**

**Take answers. Have you ever seen a sheep, perhaps at a zoo or a fair? Take answers.**

**Show the SHEEP FAMILY PICTURES. What is the word for an adult female sheep? Take answers.**

**A ewe. What about an adult male? Take answers.**

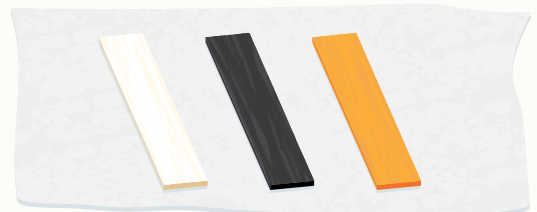
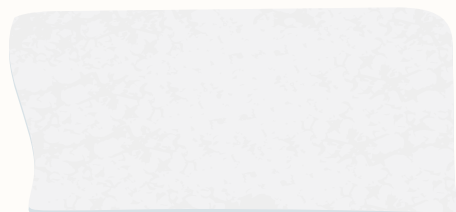
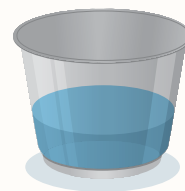
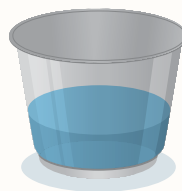
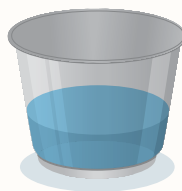
**Yes, a ram. And what is a baby sheep called? Take answers. Right, a lamb.**

Raise your hand if you think sheep are very intelligent animals. Actually, they are! Sheep can be taught to add, subtract, count, identify all the rainbow colors, turn pages in books, spin, stand, fetch, walk on a leash, back up, move forward, and do many more behaviors.

Sheep are prey animals, so they need to pay very close attention to their surroundings. They may wander from boundaries humans set for them, but they aren't mindless. Many sheep have generational hefting, which means they establish home areas they won't leave on their own.

A good shepherd, like David in the Bible, keeps tabs on all of his sheep. If any move out of the area he wants them to stay in, he would call it back to the flock. You see, as a shepherd cares for his sheep, they learn to know his voice. Even if there are other flocks in a field, the sheep will listen to their own shepherd. Today, fences help keep sheep from wandering, making the modern-day shepherd's job easier than it was back when David was a shepherd.

What do sheep eat? **Take answers.** Not only does the shepherd need to find an area with grass and other plants for the sheep to eat, he also has to make sure the land is safe. A wandering sheep could fall off a cliff or into a crack in the rocks called a crevasse.



Another big danger is predators. Sheep can have difficulty defending themselves against other animals that might attack. They will run away, or if they are cornered, they may huddle. Sheep can also kick with their sharp hooves or use their horns to headbutt. Who must protect the sheep from animals? *Take answers.* The shepherd. The Bible tells us when David was a young shepherd, he killed lions and bears to rescue his lambs (1 Samuel 17:34–36). Many kinds of animals will eat sheep: big dogs, like coyotes, wolves, and foxes; large birds of prey, like eagles; and big cats, like mountain lions. You name it! If they're hungry and see sheep, they may come for their dinner.

How do shepherds care for a sheep's body? *Take answers.* Besides helping sheep when they are sick or injured, the shepherd also cares for their hooves and fleece. The hooves are made from a protein called keratin. Did you know you also have keratin in your body? It's found in your hair and fingernails. And just like your fingernails, the sheep's hooves continually grow and must be trimmed. What kind of material is the sheep's fleece made of? *Take answers.* Some sheep, called woolly sheep, have—you guessed it—wool! Other sheep, called hair sheep, have—you guessed it again—hair! Hair sheep, which are likely the type that David had, shed their hair naturally and don't need to be sheared. *Show the SHEARING PICTURES.* Woolly sheep are sheared, or shaved, once each year. The wool is used for many things, from pillow stuffing to socks and sweaters. Imagine what a sheep would look like if its shepherd never sheared it. What a matted mess that would be!

There's one more important thing shepherds must provide—water. Not all water sources are safe, though. Imagine you are herding your flock, and you see a swiftly moving river with clean water. Should you lead your sheep there for a drink? *Take answers.* Actually, you shouldn't. Shepherds keep their sheep away from fast-moving water because a sheep could fall in. Although sheep can swim a little, if one fell into a rushing river, it would probably be carried away by the current. So a good shepherd knows to lead his sheep to calm, still water, just like it says in Psalm 23. *Read Psalm 23:1–2.*

## Directions

Let's experiment with a few different types of fabrics to see how they act in water. In front of you, there should be three little cups with water, two paper towels, and three strips of cloth. Show a sample of each strip so kids can identify the differences. One of the strips is made of pure wool, one strip is polyester fleece, and one strip is craft felt. In a moment, we're going to dip each fabric strip into a cup to get it wet. But before we do that, let's see if we can predict, or guess, what will happen. Feel each strip. Who thinks the wool will hold the most water? *Acknowledge.* Who thinks it will be the polyester fleece? *Acknowledge.* And who thinks it will be the craft felt? *Acknowledge.*

Here's what we're going to do. Put each strip into a cup and mash it around with your finger until the fabric pieces are wet. *Do so.* Now, lay the fabric on a paper towel. Have a look in your cups. Did any fabrics suck up more water than the others? *Take answers.* Was that what you expected? *Take answers.*

*Demonstrate as you talk.* Next, one at a time, hold an edge of a fabric strip with one hand and wipe the strip from top to bottom with a finger to remove extra surface water. *Do so.* Now move all three strips to the dry towel. *Do so.* Press each strip into the towel with the palm of your hand and then look to see which strip left the most water on the towel. Now, out of the polyester fleece and the craft felt, which held the most water? *Take answers.* Was that what you guessed would happen? *Take answers.* The wool should have held the least amount of water. Did anyone's wool hold the least? *Take answers.*

God designed wool to not hold much water. Otherwise, the poor sheep would get super heavy every time it rained on them. Wool is also designed to keep you cool in hot temperatures and keep you warm in cold temperatures. Isn't that neat? The polyester fleece and craft felt are both man-made materials and don't have special properties like the wool. Great job experimenting today, everyone!

## Tip Corner

- Obtain a real sheep fleece and let the kids touch it.
- For younger kids, a simpler, hybrid version of this experiment and the Day 4 Sticky Stuff experiment is on page 6 and is called Sticky Sheep.

# DAY 2 EXPERIMENT

## Genetically You

### Materials

#### FOR DEMONSTRATION

- Double Helix Illustration or model of DNA double helix
- 2 six-foot-long pieces of yarn

#### PER TABLE

- 1 paper plate

#### PER STUDENT

- 1 PTC paper strip
- 1 tissue, napkin, or paper towel

### Prep

1. Print a copy of the illustration to show or bring in a model.
2. Make a ball with one of the yarn pieces by tightly wrapping it around itself and leave the second piece unwound.
3. Place PTC paper strips on a paper plate for each table.

### Class Time Dialogue & Directions

#### Introduction

Who can explain to us what traits are? Take answers. Traits are features or characteristics you can see, such as someone's height, weight, body shape, skin tone, hair color, eye color, eye shape, nose shape—even how big your ears are! Really, anything that describes a person, including personality, likes, and dislikes. Whatever makes someone who they are could be called a trait.

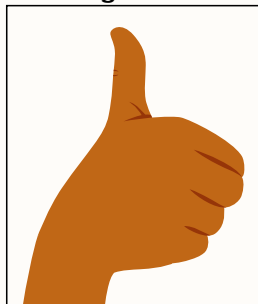
Let's start with traits we see in the people of Ireland. Many of us think most Irish people have red hair. But the most common hair color among Irish people is actually brown. If you count people worldwide, having red hair



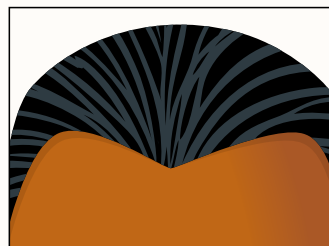
Hitchhiker's Thumb



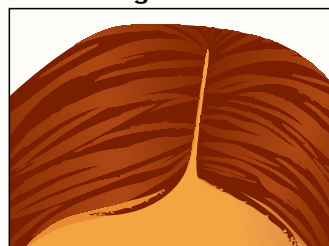
Straight Thumb



Widow's Peak Hairline



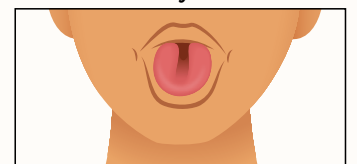
Straight Hairline



boy A



boy B



is pretty rare. However, the chance of having red hair is much higher in Ireland. So if a hundred people from all over the world were in one room, there would likely only be one or two redheads in the room. But if there were a hundred people from Ireland in a room, you'd likely see about 10 redheads. So the country of Ireland does have a good amount of redheaded people compared to the rest of the world.

What about eye color? If we were all from Ireland, most of us would have light eyes—mainly blue or green—but not brown. Brown is the most common eye color worldwide.

Do any of you have freckles? Freckles and light skin are common traits in Ireland too. All of these traits are determined by the types and amounts of a coloring pigment called melanin in your skin. Your DNA controls your melanin production. In fact, your DNA controls all kinds of things that make you, you.

Raise your hand if you have ever heard of DNA. DNA stands for deoxyribonucleic acid. Say it after me: deoxy-ribo-nucleic-acid. DNA is a long, thin double-stranded molecule that contains instructions for making proteins your body uses to function. DNA makes you who you are. Each piece of DNA is about this long. *Stretch out the uncoiled piece of yarn.* But when your body isn't actively making a protein, the DNA is coiled into a little package called a chromosome. *Hold up the tightly wound yarn piece.* Almost every cell in your body has 23 pairs of chromosomes inside. One set came from your mother and the other set came from your father. That's why traits can be passed from parents to their kids.

Look at this picture (or model) of an unwound piece of a DNA double helix. *Hold up or point to the DOUBLE HELIX ILLUSTRATION or model.* Do you see how it looks like a twisted ladder? The part that makes the ladder rungs, or steps, is where the codes to make proteins are found. These work similarly to how we use a series of letters to spell a word. But to code a protein, you need anywhere from 1,000 to 10,000 of these ladder rungs. I'm glad our words aren't that long. Can you imagine trying to spell a word that's 1,000 letters long? The location on a DNA strand with codes for a particular protein is called a gene. There are anywhere from 200 to 2,100 genes on each of your 46 DNA strands. Wow! That's a lot going on deep

down inside our cells. Think of how great God is to create all this *and* keep it going every day for all our lives.

## Directions

We all know our hair color, eye color, skin shade, and if we have freckles. Now, let's experiment to find out more about our genetic traits. First, give me a thumbs up and hold it out in front of you. *Do so.* Look at your thumb. Does the tip bend back to make a hook or is it completely straight up? *Take answers.* Look around at your neighbors to see if theirs look the same. *Do so.* If your thumb bends back, it's called hitchhiker's thumb, and this is a trait determined by your genes.

Next, stick out your tongue and try to roll it into a tube. *Do so.* Show your neighbors if you think you can do it. *Do so.* Genes again!

Now we're going to look at the front of our hairline. Use one hand to pull your hair up and out of the way. *Do so.* If you have a widow's peak, your hairline makes a V-shaped point down to your forehead. Ask your neighbor if you have a widow's peak. *Do so.*

Ready for our last test? There's a plate with thin strips of paper on the table. When I say go, we're all going to put one strip in our mouth and chew it at the same time. After you finish, you can remove it from your mouth, put it into your tissue (napkin or paper towel) and throw it in the trash. Go ahead and pick up a piece. Are we all ready? *Acknowledge.* Everyone, put it in your mouth and chew it. *Do so.* Can you taste it? *Pause.* This trait is also determined by your genes. I think we can all tell from your facial expressions which of you can taste it!

So whether you grew up in Ireland or some other part of the world, remember that God is the one who designed DNA and the intricate way that it makes you who you are. God made each of you with great care and purpose in his image and for his glory.

## Tip Corner

- Search the internet for instructions to make a DNA model.
- Consider giving a small treat to students to eat after the tasting experiment. While the paper is tasteless to nontasters, it has a bitter taste to tasters.

# DAY 2 EXPERIMENT

## Sling Fling

### Materials

#### FOR DEMONSTRATION

One test church made one of these leather slings for each student. They work better than ones made from felt because the felt stretches after a number of uses. Leather can be found inexpensively at secondhand stores—leather jackets, belts, and other leather items.

- Two 4 x ½-inch suede or leather straps
- One 30-inch piece of paracord, leather cording, or other thick string
- One or more foam golf balls
- Hole punch or drill for leather (diameter similar to cord)

#### PER STUDENT—MARSHMALLOW SLING OPTION

- [Sling Pattern](#)
- Completed sling for example
- Felt sheets (9 x 12 inch), 1 sheet per 6 students
- Leather or suede string (24-inch lengths), 2 per student
- Scissors
- Bag(s) of large marshmallows

### Prep for Demonstration

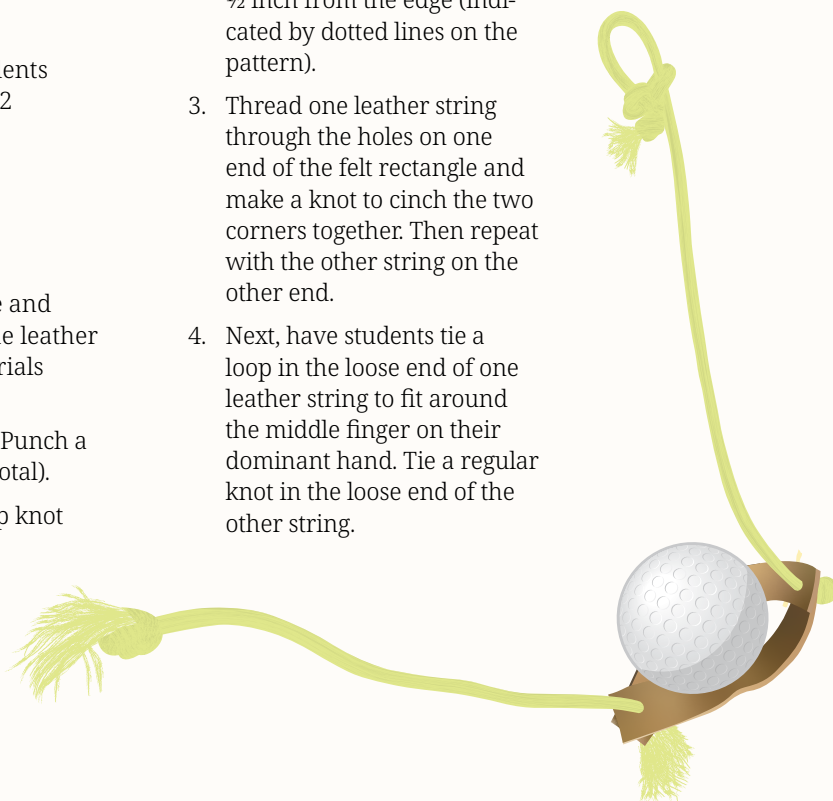
Make a leather sling to demo. If you have time and resources, make one marshmallow sling or one leather sling per student or per table. Adjust the materials amounts and prep accordingly.

1. Cut two 4 x ½-inch suede or leather straps. Punch a hole near each end of both straps (4 holes total).
2. Cut a 30-inch piece of cord. Tie a finger loop knot at one end (like a yo-yo string). Fold the cord, matching the looped end with the opposite end. Cut the cord at the fold.
3. Stack the straps, one on top of the other. Feed the unknotted end of the finger-looped cord through one end of both straps and tie a knot. Without

twisting, move the other end of the bottom strap to the top, forcing the straps to bend and form a sort of cup. Feed the other (unknotted) cord down through the two remaining holes and tie a knot. Tie a knot at the other end of this piece of cord as well.

### Prep for Marshmallow Sling

1. *Before class:* Use the pattern to cut the felt sheets into six 3 x 6-inch rectangles (one for each student). Clip small holes at the marks indicated on the pattern (two at each end).
2. *During class:* Pass out one felt rectangle and two leather strings to each student. Have students fold the rectangle in half lengthwise and clip the corners off by making a diagonal cut about ½ inch from the edge (indicated by dotted lines on the pattern).
3. Thread one leather string through the holes on one end of the felt rectangle and make a knot to cinch the two corners together. Then repeat with the other string on the other end.
4. Next, have students tie a loop in the loose end of one leather string to fit around the middle finger on their dominant hand. Tie a regular knot in the loose end of the other string.



## Class Time Dialogue & Directions

### Introduction

Raise your hand if you have heard about David and Goliath. How would you describe Goliath? *Take answers.* He was a giant, literally! *Read 1 Samuel 17:4.* This man was a champion who stood nine feet, nine inches tall! The coat of mail that he wore weighed about 125 pounds! What do I mean by a coat of mail? *Take answers.* Chain mail, the part of his armor that he wore over his body like a coat. If you were a young shepherd, would you challenge someone of that size? *Take answers.* I sure wouldn't. The soldiers didn't even want to challenge Goliath. So why did David challenge him? *Take answers.* Goliath defied the armies of the living God. Here defy means to taunt someone by making fun of them or saying terrible things about them.

David had such faith in God that he went to battle against this giant champion. He had no armor to protect him and nothing but his sling and five stones in his pocket. But David knew God would win through him. *Read 1 Samuel 17:45.* Then David told Goliath that God would deliver Goliath into his hand. David ran to the battle line. He slung one stone, which flew through the air and hit Goliath right in the forehead. And the giant fell down.

Do you think this was the first time David used a sling? No. When he asked King Saul to allow him to challenge Goliath, David told how he had killed the lions and bears that took lambs from his flock. He may have used his sling for this. But he would have had to be very skilled to be willing to chase after bears and lions! David likely had many hours of practice with this weapon. And he knew that God would use him and his skill to beat Goliath.

Have you ever used a sling? *Take answers.* As you can tell by the account of David and Goliath, a sling can be a deadly weapon. We're going to practice using a sling, but

our ammunition will be a foam golf ball (or marshmallows), not a stone. Even so, do not try to hit anyone with your ball. Are you ready to practice?

### Directions

If you are having the kids make the marshmallow sling, do so now.

Learning how to aim with your sling is the most important step. We're going to try just hitting the wall with our foam balls. But once you get home, you can set up a large target for practicing. Once you can easily hit your large target, make it smaller and smaller until your aim is perfect. To work your sling, you need to hold it a specific way. Everyone, pick up a sling and put your middle finger of your dominant hand into the loop so that the cording is at the backside of your hand. *Do so.* Now grab the knot at the far end of the cording and hold it between your thumb and pointer finger of your dominant hand. Spread the two straps apart just a little bit to make a cradle and set your foam ball in there. Do you all have it? *Acknowledge.* Before you use your sling, listen to the rest of the instructions. You're going to swing the sling around in a vertical circle. Something called centrifugal force will pull the ball into the pocket of the sling so it can twirl around and not fall out. When the ball reaches the bottom position, meaning it is straight down below your hand, let go of the knot. Are you ready? *Acknowledge.* Everyone, face a wall and go!

### Tip Corner

- Wrap the ends of the cords with tape to make a pointed tip to help feed through the straps.
- Craft felt can be used in place of suede or leather, but the sling will likely not last as long.

# DAY 3 EXPERIMENT

## Shadow Play

### Materials

#### PER TABLE

- ❑ Flashlights, 1 per student or pair of students
- ❑ 1 big box covered in white OR 8 white shirt boxes
- ❑ Small animals, shapes, or other objects for making shadows (e.g., little plastic animals, paper clips, feathers, leaves, toy cars, etc.)

### Prep

1. Look online for instructions on how to make hand shadow animals.
2. Gather either a big white box or eight smaller white shirt boxes per table. If using big boxes, put one in the center of each table. If using white shirt boxes, stand them straight up vertically in the center of each table so they are making a kind of hexagon. Note: This number can be adjusted depending on how many kids and how big your tables are. One test church had large round tables and lots of kids, so they actually put 10 shirt boxes standing up on each table with 10 items and 10 cheap flashlights.

### Class Time Dialogue & Directions

#### Introduction

Today's verse is Psalm 23:4. If you know it, say it with me. *Do so.* Good job! Let's talk about the first part of that verse. What comes to mind when you hear about walking through the valley of the shadow of death? *Take answers.* That sounds pretty dark and scary. If the verse stopped right there, it would indeed be scary. But thankfully, there's more to it. *Read the rest of the verse.* We don't need to be afraid when we have God on our side because evil can't pull us from his hands. But let's just talk about the shadowy part for now. Have you ever been in a place

with low lighting, and shadows made you think you saw something that wasn't there? Or have you seen a shadow that looked like one thing, but in reality, it was something completely different? I'm going to project some shadows onto the wall here, and you try to guess what they are. **Here's the first one.** Project a hand shadow animal on the wall. **Does anyone know what it is?** Take answers. **It's a \_\_\_\_!** **Here's another one!** Continue making several hand shadow animals in this manner. **Now, let me ask this.** Were those animals really here in front of the light? Take answers. **No, I made them with my hands.** That suggests that not all shadows come from what they look like.

So what can you do to get rid of shadows? Take answers. Yes, shine light on them. How would you describe what light is? Take answers. Technically, light is electromagnetic radiation that our eyes are able to see. In short, it's energy. The way light travels is a little hard to describe because it has properties of being both a wave (like how sound travels in waves) and of being particles (like little packages of light).



Light travels away from its source in all directions and in straight lines, until it's stopped by something. Think of streetlights. Often, they have a cover on the top of the lamp that keeps the light from going up into the sky. But the space below the lamp is lit up. A shadow occurs when something is in the path of some of that light. For instance, if you use a flashlight to light up a dark hallway and point it straight down the hall, do the insides of the rooms you pass get lit up too? [Take answers](#). No, not more than maybe just at the entrance where your light beam is reaching. You would have to aim your light into the room to see what is in there.

So what can you do the next time you see a scary-looking shadow? [Take answers](#). You can light up the object that's making the shadow to see what it really is and remember that no matter what it turns out to be, God has you and reminds you to "fear no evil."

### Directions

Now it's your turn to experiment with shadows. On the table are flashlights, some objects, and white boxes. We all know that if we shine a flashlight onto an object, we can make a shadow, right? Well, let's see how the shadows change as we move our flashlights around. Let's start with simply shining our lights onto objects so that the shadow is on the white box. [Do so](#). Okay, now we're going to see

how we can change the look of our shadow. I'm going to let you experiment with changing the way your shadow looks by changing distances and angles between the light and the object. Go ahead and start experimenting. [Wait a couple of minutes](#).

So what could you do to make your object's shadow appear larger? [Take answers](#). How did you make it smaller? [Take answers](#). Were you able to make your shadow look like it came from something other than your object? What did you do? [Take answers](#). Nice! Now we're going to move around our tables and make a new shadow every 10 seconds. Ready? Go!

### Tip Corner

- Cheap flashlights can be bought in bulk. Or borrow flashlights, making sure people put their names on them so they can be easily returned.
- There are many ways this can be done. To simplify, do it as an up-front demo.
- Have kids turn their flashlights on before the lights are turned off but after you've shared any necessary instructions.
- One test church used 10 different small plastic animals per table for their shadow items.
- For younger kids, a simpler version of this experiment called Shadows and Light is on page 7.

# DAY 3 EXPERIMENT

## Fear Not

### Materials

#### PER TABLE

- 1 opaque sack or bag
- Several items that can be identified by touch
- Nail, screw, toothpick, or other pointy (but not sharp or dangerous) item

### Prep

1. Place several items into each sack.
2. Include one pointy item in each sack.

### Class Time Dialogue & Directions

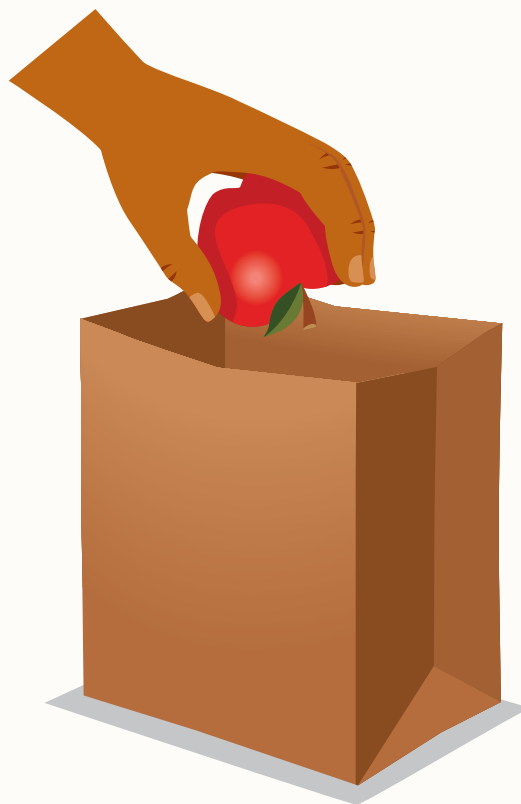
#### Introduction

Did you know God tells us over and over in the Bible not to be afraid? Can you think of an example when people in the Bible were told not to fear? *Take answers.* There are so many examples that we aren't even going to try to list them all. They cover all types of fear too. Sometimes this message came directly from God or from an angel. Sometimes it was from one person to another or from a person to himself. The point is, no matter what the situation, when we're a part of God's family, we don't need to be fearful of anything. God wants us to trust him and know that he is sovereign—in control—of his creation. Do you think that means that nothing bad will ever happen to us? *Take answers.* Of course not. But what it does mean is that no matter what happens, God's got us and nothing can change that. He is working everything in our life for our good and his glory.

True or false: After we receive Jesus as our Savior, we will never experience fear or worry anymore. *Take answers.* That's false! As long as we live on this earth, we will experience fear. Some fear can be a good thing. After all, at times, fear has likely helped keep your body alive. What do you think I mean by that? How can fear be helpful? *Take answers.* The fear of pain can keep you safe. For example, it keeps you from touching something hot or from running in front of a car and other things like that.

Did you know there are real physical changes inside your body when you become afraid or worried? Does anyone know what any of these changes are? *Take answers.* Have you heard of the “fight-or-flight” response? This happens when a small area of your brain called the amygdala (uh-MIG-da-la) sends a signal through parts of your body, causing this fight-or-flight response to begin. It's all rather complex, so I'll just tell you about two of the stages that really set the changes in motion.

The first stage happens at the pituitary gland at the base of your brain. This gland releases a hormone (chemical) that increases cortisol levels, causing your blood pressure to rise, blood sugar to increase, and white blood cells to increase. The cortisol also provides plenty of energy for the muscles to use if the need arises. The other stage happens when the adrenal glands, which are on top of your kidneys, release hormones, such as epinephrine



(ep-uh-NEF-rin). You might have heard of epinephrine, which is also known as adrenaline. It's the chemical that gets you pumped up and ready to go. Your heart and lung activity may speed up; your stomach and intestines may slow down, causing that butterfly feeling; your mouth may become dry; the pupils in your eyes may get bigger; and your hearing may be lessened. All these things happen to make more energy for your muscles to get ready either for a fight or a flight—that means “run away!”

Don't worry though, once the threat has gone away, your body uses another pathway of chemicals that returns everything to normal. How do you feel after you go through something scary? Usually, you can calm down and have a sense of peace. So if God creates us with this complicated “fight-or-flight” response, why does God tell us over and over not to be afraid? [Take answers](#). Because sin ruined this world, God knows there are now many bad things that can make us fearful. But we can put our trust in God. He is sovereign over his creation, which means he is in complete control. The Bible tells us that God is good all the time and has all power. He knows everything and is always with us. God gives us a peace beyond all understanding. We can trust God and know that we are in his hands.

## Directions

Let's see if we can experience just a little bit of fear with this experiment. Don't worry too much, I promise you will be fine in a month or two. Did my saying that make you a little nervous or fearful? [Take answers](#). For real though, there are sacks on the table, and MOST of the things inside won't hurt you. When I say to begin, you are going to take turns putting your hand inside the sack without looking. Be gentle feeling around in there, just in case there is anything sharp. Try to guess each item one at a time before you take it out to see if you guessed it correctly. Ready? It's not a race, but you can begin. [Do so](#).

Is everyone done? Raise your hand if you felt a little bit of adrenaline before we started? [Do so](#). Did anyone have an item in their sack that was a little sharp? [Take answers](#). How do you feel now that you know what is in the sack? [Take answers](#). Raise your hand if you had a little bit of fear of the unknown items and then peace once you knew what they were? [Do so](#). Please return the items to the sack.

## Tip Corner

- Find drawings of the adrenal glands and the brain area called the amygdala and the pituitary gland.

# DAY 4 EXPERIMENT

## Sticky Stuff

### Materials

#### PER STUDENT

- Velcro (or similar brand) hook/loop fastener strips

#### PER TABLE

- Items to test (e.g., thread, crayons, yarn, crushed leaves, dryer towel lint, small twigs, marbles, cotton balls, thin pieces of fabric, pom-pom balls, feathers, plastic toys)
- Paper plates or bowls
- Optional: Timer for teacher (just one)

### Prep

1. Cut Velcro into 1 x 4-inch pieces of each side (hook and loop).
2. Place each test item on a paper plate or in a bowl.
3. Lay out the plates/bowls with test items around each table.

### Class Time Dialogue & Directions

#### Introduction

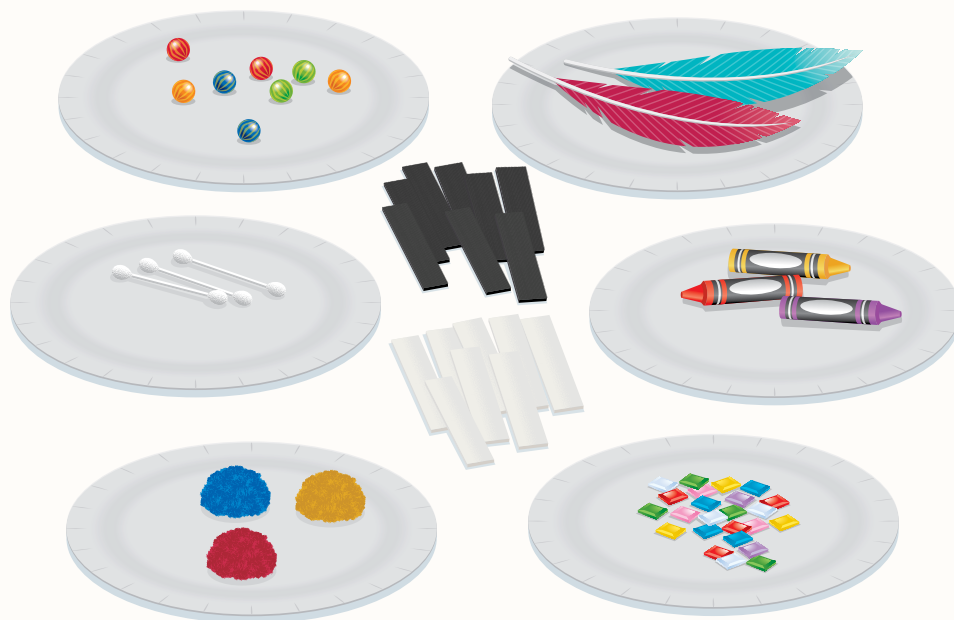
Have you ever needed to go somewhere but didn't know how to get there? How did you find your way? *Take answers.* If you found someone who was heading to the same place, would you follow them? *Take answers.* Sometimes we follow people without even thinking about it, but we need to make sure they are trustworthy so we're led in the right direction, right? How did you know where this science class was on the first day of VBS? *Take answers.* You all probably followed your group guide, like sheep following their shepherd.

We've been thinking a lot about sheep this week and how shepherds help them. But what do you think are some

reasons people raise sheep? *Take answers.* What about their milk? Did you know that some famous cheeses, like Roquefort, feta, ricotta, and Pecorino Romano were first made with sheep's milk? The milk can also be made into butter, yogurt, and ice cream. Have any of you ever had sheep milk ice cream? *Take answers.* Sheep are used for meat too. Have any of you ever eaten lamb or mutton? *Take answers.* The meat from sheep is full of nutrients, so I'm sure there are some sheep farmers out there that just raise their flock for the meat. Then there are some farmers that have sheep just to keep the grass mowed! But any guesses of what the number one reason for raising sheep is? *Take answers.* Yes, for the wool.

Most sheep need to be sheared at least once a year. The wool sheared from one sheep is called a fleece and can weigh anywhere from 2 to 30 pounds, depending on the size and type of sheep. The type of wool a sheep produces can be classified by the thickness of the fibers. Some are fine, medium, and long. But there's also carpet wool.

What types of things do you think are made with the fine to medium wool? *Take answers.* A lot of clothing is made with the fine and medium wool. The thinner, softer fibers



are less itchy against your skin than the rougher long wool and carpet wool. Have you ever heard of merino wool? Merino is a common fine wool used in clothing. I'm sure it would feel much more comfortable than carpet wool, don't you think? Besides clothing and carpets, can you think of other things made with wool? [Take answers](#). Wool is used for all kinds of things, including furniture upholstery, mattress filler, tennis ball covers, hanging basket liners, dryer balls, and pool table felt. Let's take a closer look.

### Directions

Imagine looking at just one wool fiber under a microscope, what would you see? Would it be smooth or bumpy? [Take answers](#). You would see that the surface of the fiber is covered with overlapping scales, kind of like shingles on a roof. These scales help anchor the fiber in the sheep's skin. It also gives the wool the ability to felt. Felting is when the wool fibers become tangled up with each other and form into one large piece. Since the fibers can tangle so easily, do you think that other stuff could get tangled or trapped in a sheep's fleece? Of course they can. We'll use that idea for our experiment today.

Each of you have both pieces of a hook and loop fastener, sometimes called Velcro. Go ahead and pull the pieces apart. [Do so](#). Any guesses which side—the hook or the loop side—sticks to things more? [Take answers](#). Let's find out which side of the Velcro is more like sheep's wool. There are plates/bowls with test items set up around the table. When I say start, you will press down on the stuff

and see if your fastener pieces stick to the item, one at a time. You're looking to see which one can entangle or stick to the test item better. When I say next, you'll each move to your left and stop at the next plate/bowl to test the item there. We'll continue testing around the table until everyone has been to each plate/bowl.

Are you ready? Go! Test the item in front of you. Remember to unstick any items and put them back on the plate/bowl before you move. Wait 10–15 seconds for each plate. Either use a timer or just count it down. **Now move one plate to the left and test.** Continue in this manner until all plates have been tested by each student. **Has everyone tested the items on each plate/bowl? Now hold up the stickiest piece of fastener, which the most items stuck to.** Look closely at the piece you held up and see if it is the one with the little hooks. Now hold up the other piece—the loop side. The wool is more like the loop side as it has relatively smooth and straight fibers. Things that stick in the wool are like the hook side, which was the model for Velcro. Did you guess correctly?

### Tip Corner

- Purchase 4-inch width sew-on Velcro from [hookandloop.com](http://hookandloop.com) and have them cut it into 1-inch lengths. Order the “hook” in black and the “loop” in white to make it easier for the students to tell them apart.
- The test church kids really enjoyed the rapid speed they moved around the table—10 seconds or so at each bowl.

# DAY 4 EXPERIMENT

## Overflow Your Cup

### Materials

#### FOR DEMONSTRATION

- [Water Molecule Chart](#)
- Marker
- 20–50 large sticky notes or 3 x 5-inch cards and painter's taper
- Pencil
- 1 large piece of paper

#### PER STUDENT

- 1-ounce plastic portion cup with water
- Plastic pipette

#### PER TABLE

- Bowl of water
- Paper towels

### Prep

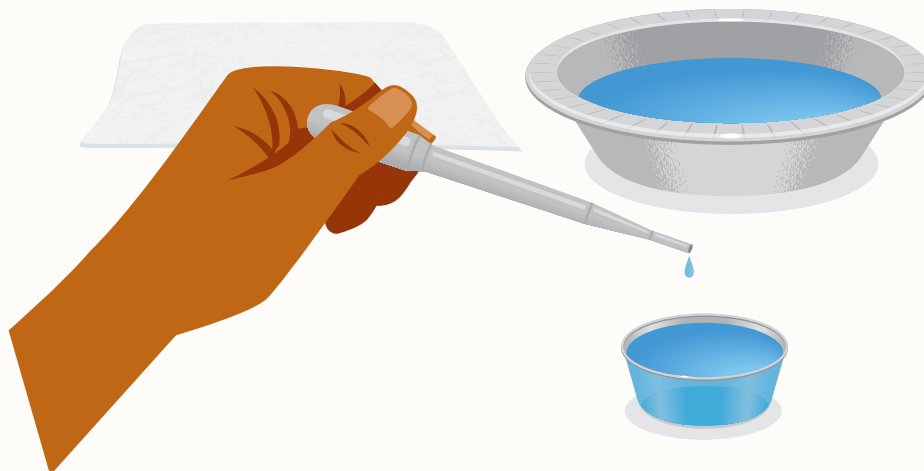
1. Print a copy of the chart to show.
2. With the marker, write a different blessing or provision from God on each of the notes and attach them to the walls around the room. Be sure to write large letters so kids can see from their seats.
3. Write the numeral one sextillion (a one followed by 21 zeros) lightly with pencil on the large piece of paper.

### Class Time Dialogue & Directions

#### Introduction

Did you notice something different on the walls today? Read some notes out loud. These are all blessings that God gives to us or needs that he supplies. Have you ever experienced any of these? Look around and see if you can find one that you especially appreciate. Do so. What is one of your favorites? Take answers. Was it hard to pick a favorite?

God gives us such a large amount—an abundance—of good things. If we thought of each blessing as a drop of water and tried to catch them all in the world's largest cup, we wouldn't be able to do it! What do you think would happen? Take answers. Our cup would overflow. That's because God gives way more than we need or can receive. Read Psalm 23:5. Do you always feel like your cup is overflowing with wonderful things in your life? Take answers. Life doesn't always go the way we want it, does it? But this verse doesn't say my cup overflows only when everything is going my way. Sometimes we get so wrapped up in what's going on in our lives that we miss seeing God's blessings, especially when things seem hard.



It's easy to focus on this human life of ours with good days and bad days. But there are always wonderful gifts from God every day. We need to pay attention so we don't miss them! What can we do about that? How can we remind ourselves to look for God's blessings each day? [Take answers](#). We can decide to be thankful for blessings *all* the time, not just when things are going *our* way. Reading God's Word, the Bible, and praying will help us get to know God better and notice what he does for us each day. Then we can thank him and tell others what God has done!

Remember, too, that God doesn't just provide for our earthly life here and now. His overflowing blessings are eternal—forever. For instance, when we trust in Jesus for our salvation, God promises the blessing of living with him eternally. Now that's the biggest blessing ever! Don't you agree?

As we do this experiment with water, think about how God's blessings overflow as he gives us more than we could ever need.

### Directions

Did you know that God created water molecules so they are extra “sticky” and stick to other water molecules? This is because of their chemical structure. [Show the WATER MOLECULE CHART](#). Each water molecule is made from two hydrogen atoms and one oxygen atom. They are REALLY tiny—so tiny that you'd need over a sextillion of these molecules to make one drop of water. That's a lot of molecules! It's hard to imagine how many that is! Let me write it out. Use the marker to trace over the 1 and first 3 zeros and show the kids. **Here's one thousand.** Add three more zeros and show. **Here's a million.** Add three more zeros and show. **Here's a billion.** Add three more zeros and show. **Here's a trillion.** Add the remaining nine zeros. **If I**

add nine more zeros, we get one sextillion. Wow! All those molecules are squished into just one drop of water.

Another amazing thing about water is a special bond called a hydrogen bond. This bond makes the oxygen of one water molecule attract and stick to the hydrogen of the molecules around it. This produces something called surface tension. Raise your hand if you've heard of this. [Do so](#). We're going to experiment with the surface tension of water and see how it allows the water to actually rise above the top of our cups.

We have a few rules first though, so listen carefully. Even though water molecules want to stay together because of hydrogen bonding, outside forces can make them let go of each other. That means we all must be very careful not to bump the tables. Also, *gently* squeeze the pipette to add the water drop by drop so you can get as much into the cup as possible.

Each of you has a little cup in front of you, some water in a dish, and a dropper called a pipette. Use your pipette to add water to your cup. Once the water is even with the rim of your cup, start counting to see how many extra drops you can get to stay on top before the water overflows. Okay, go ahead and begin! [Do so](#).

Is everyone finished? How many extra blessings were you able to get into your cup before it overflowed? [Take answers](#). Great job!

### Tip Corner

- If you are short on time, have the kids dip their cup in the water bowl to get the cup nearly full before adding drop by drop.
- Add drops to the top of a penny if you have less time.

# DAY 5 EXPERIMENT

## Firm Foundations

### Materials

#### PER TABLE

- 2 paper plates
- 2 bowls
- 1 sheet of card stock (8½ x 11) and tape
- Older kids: 6 building blocks
- Younger kids: 4 building blocks
- Older kids: 3 flat rocks (painting rocks, river rocks)
- Younger kids: 2 flat rocks
- 1 cup of dry sand in a bowl with a couple spoons

### Prep

Make two rings per table by cutting card stock into four 2½ x 11-inch strips and taping the short ends together.

### Class Time Dialogue & Directions

This experiment works better to do the experiment first (Directions) and then give the Explanation afterward.

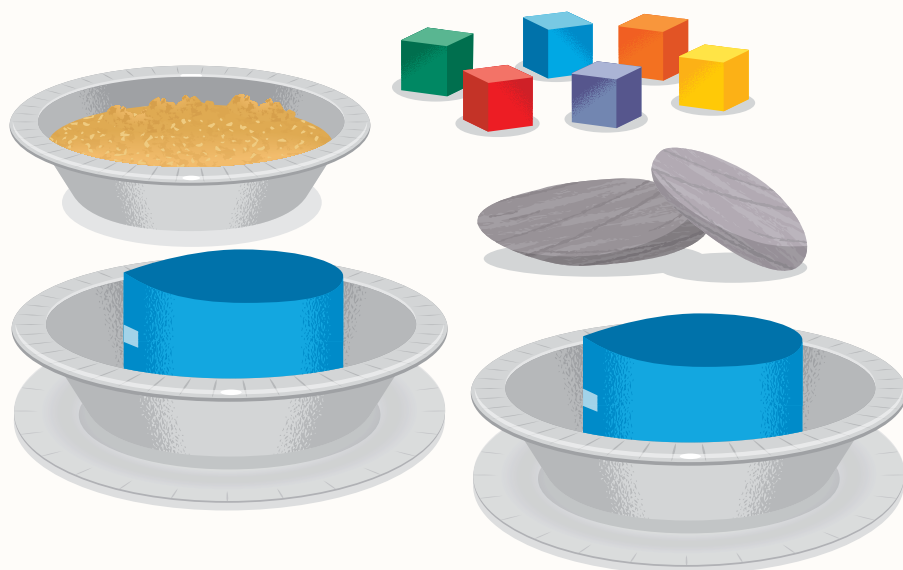
#### Directions

We're going to experiment with some different foundations to see how important it is to have a firm foundation for our lives. Each table should have two paper plates, two bowls, two rings, blocks, some flat rocks, and a cup of sand. Can you guess how we're going to do this? *Take answers.* Good answers! We're going to build our houses with our blocks on two types of foundations. We're going to work together, so even if you think you know the next step, please wait for me to give you each instruction before doing it.

First, place a ring in each bowl, and place each bowl on a paper plate. This is our boundary, kind of like how your yard has property boundaries or a fence. In one ring, add a cup of sand. In the other ring,

place a couple flat rocks on top of each other. The sand and rocks are our foundations. Now you can build a house on each of these by gently setting blocks on them. Feel free to build your houses in any shape you choose but use the same design for both. *Do so.* Do you think both of your houses are safe? *Take answers.* Right now, they're both fine, but let's experiment and gently shake our foundations. Grab the edges of your two plates and give them a gentle little wiggle. *Do so.* Are your houses still standing? *Take answers.* They should have both been able to withstand a gentle shake, but either way, both houses should have had the same result if they were built the same and shook with equal force. If yours fell, just rebuild quickly.

Next, we're going to see what happens to our houses if we remove our boundaries. Do you think both of your foundations are strong enough to hold your houses up? *Take answers.* Let's find out. Gently and carefully, lift your rings straight up without hitting the blocks. What happened? *Take answers.* If we think of the rings as changing life events, we can see how important it is to have a rock-solid foundation by following our Good Shepherd Jesus and obeying his Word. If the houses aren't falling down, have them gently push on the sand and on the rocks to see what happens.



## Explanation

Let's say Psalm 23 together. [Do so.](#)

Good job! We learned this week how shepherds care for their sheep and how sheep know their shepherd. Now it's time for us to be the sheep and trust in Jesus as our shepherd. According to the Bible, God cares for us, but how can we get to know the Good Shepherd? [Take answers.](#) We get to know God the Father, God the Son, and God the Holy Spirit through reading the Bible and spending time with him in prayer. Do you think the sheep in a particular flock can get to know their shepherd if they don't spend any time together? [Take answers.](#) Not very well. So our task as God's children is to spend time with him through prayer and reading his Word, the Bible. God's Word is truth, and we can know for sure that trusting in and following Jesus as our Savior *will* allow us to dwell in the house of the Lord forever, just as David said in Psalm 23.

But how do we stand firm and learn to obey God's Word in our lives each day? What foundation should we build our lives on? Before we answer that, someone tell us what is a foundation. [Take answers.](#) There are many types of foundations: for a building, for charity, for math facts, all kinds of things. But the word *foundation* means the basic principle something stands for. Or it could mean the main support that you can build on. David wanted to build a special building. Do you know what that was? [The temple.](#) God said

David's son Solomon would be the one to build this special temple for God. But before they could build, they would need to lay down a solid foundation. If the foundation was shaky or shifted back and forth, what do you think would happen if they kept building on top of it? [Take answers.](#) To have a solid, stable building, you have to start with a sure foundation, like we just discovered with our experiment. The sand was shaky, but the rocks were sure.

It's the same for building your life. And guess what? Jesus told us what the perfect foundation is for our lives. [Read Matthew 7:24.](#) Where can we find Jesus' words? [Take answers.](#) Jesus' words are in the Bible. As we read it and learn to do what it says, our relationship with God will grow. He will help us build our lives to be strong and sure on the foundation of his Word. Then when life changes and things happen—good or bad—we'll be able to stand strong because our solid foundation will hold us up.

## Tip Corner

- Consider doing one large-scale version of the experiment as a demonstration.
- Make sure the sand is dry. Buy it well in advance and open the bag and let it dry in the sun.
- Buy flat rocks online (river rocks or flat rocks for painting) or find your own outside. The flatter, the better.

# DAY 5 EXPERIMENT

## Real Rainbows

### Materials

#### FOR DEMONSTRATION

- Rainbow Circle Picture
- Refraction Chart
- Rainbow Colors Illustration
- 1 prism

#### PER TABLE

- 1 flashlight
- Bottom 4 inches of a milk jug or other similar sized container
- 1 small, flat mirror that can fit into the container
- Water
- Several sheets of white paper
- 1 fine-mist sprayer
- Several unprinted CDs or DVDs

### Prep

1. Print one copy each of the picture, chart, and illustration to show.
2. Place a mirror in each milk jug bottom.
3. Add a small amount of water to cover each mirror.

### Class Time Dialogue & Directions

#### Introduction

Ireland is an old country with lots of myths and legends. For instance, who knows what the little, Irish, mythical creatures are called—the ones who make shoes and have pots of gold? *Take answers.* What is a leprechaun? *Take answers.* Irish stories, called folklore, say that leprechauns are tiny, elf-like old men that are full of mischief. They can't be trusted, but if you catch one, they have to grant you wishes in order to be set free. The stories say you can find their pot of gold at the end of a rainbow. Do you think that's true? Of course not. First, leprechauns aren't real. And second, rainbows don't have an end.

It's true. Rainbows are actually a full circle. We can't see any color below the horizon, which is where the sky meets the ground, because the ground is in the way. But if you were flying in an airplane and the conditions were just right to make a rainbow, you would be able to see the full circle. *Show the RAINBOW CIRCLE PICTURE.*



Despite the leprechaun stories, a rainbow isn't magical. It is an optical phenomenon—something we see with our eyes that may seem like magic. But we know from the Bible that rainbows are a beautiful part of creation made by God. We can see rainbows when our position, the sunlight, and conditions in the sky are just right. Of course, we can't hold a rainbow in our hands or put it in our pocket, and we can never find its end. Rainbows appear and disappear quickly, and their position seems to change as you move.

Do any of you know how a rainbow is formed? *Take answers.* White light is made up of all the colors, and each of the colors has a different wavelength. *Show the REFRACTION CHART.* When colors (in the light) pass through things like air, glass, or water, they can refract—or bend. Let's say light from the sun is traveling through air, then comes to some water droplets. As the light shines through the water, the droplets act as prisms, which separate the light into different colors. These colors can then reflect—or bounce back—out of the water droplets and make a rainbow.

What seven main colors can we see in a rainbow? Red, orange, yellow, green, blue, indigo, and violet. There are many beautiful colors between all of these, but we typically think of the rainbow as having seven main colors. **Here's an interesting fact: When light is refracted, each color bends differently.** *Show the RAINBOW COLORS ILLUSTRATION.* For instance, a color with a long wavelength, like red, won't bend as much as a color with a short wavelength, such as violet. Where do we always see red in a single rainbow? Is it at the bottom where it bends more? Draw a small arch in the air with your finger. **Or the top where it bends less?** Draw a larger arch in the air with your finger. *Take answers.* **Red is the top color. Which color do we find on the bottom?** *Take answers.* Violet.

Have you ever seen a double rainbow? *Take answers.* Next time you see a double rainbow, be sure to look at the order of the colors. Notice that the order is reversed in a double rainbow. That's because the light bounces an extra time inside the water droplets before reflecting back out.

Now, who's ready to experiment with making rainbows?

### Directions

I'm going to shine my light onto this prism while you look around the room. Let me know when you see a rainbow. *Do so.* Now, watch the rainbow as I change the angle of the light. *Do so.* What happened? *Take answers.*

Now, it's your turn. On each table, there's some water and a mirror in a container. Choose one person to hold the flashlight very still and shine it through the water onto the mirror. The rest of you are going to hold up the white papers and move them around to see if you can find a rainbow. *Do so.* Were you successful? *Take answers.* Rainbows are formed when the light rays from the sun—or in our case a flashlight—are bent, or refracted, at an angle. So if it didn't work, try moving the light to a different position instead of straight on and see what happens. *Do so.*

Next, we're going to try to make a rainbow with water droplets. Let someone else hold the light this time, while the rest of you spray water mist out in front of the light and look for a rainbow. The sprayers can move around, but the flashlight holders need to stay very still. *Do so.* Were you successful? Who saw some rainbows? *Take answers.*

For this last experiment, everyone look at one of the blank CDs as you tilt it back and forth. What colors do you see on it? *Take answers.* How is the white light getting split into the colors? *Take answers.* There are tiny ridges on the surface of the CD that are refracting and then reflecting the different colors of light in different directions. This is one of the best ways to see white light being split into colors, but I'm pretty sure you won't see any leprechauns hiding their pots of gold on your CD! In fact, I'm positive!

### Tip Corner

- A simpler version of this experiment called Making Rainbows is on page 7.

# Toddler 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 connect with what they're learning. Science is a great connection to the spiritual themes as well.

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

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

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

## Thematic Crafts

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

### Day 1

#### Craft 1: Fluffy Cotton Sheep

Gather the following supplies:

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

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

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

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



loosely fold the felt triangles on the longest edge and glue two on the head and one on the back. Tie the bell around the sheep's neck. Allow the glue to dry.

#### Craft 2: Sheep Headband

Gather the following supplies:

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

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

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

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

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

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

#### TEACHING TIE-IN (FOR BOTH DAY 1 CRAFTS)

We'll be talking a lot about sheep at VBS this week. That's because the Bible talks a lot about sheep too. Sheep look soft and fluffy. It's fun to pretend and say "baa!" like a sheep.



But are we sheep? No. God made people different than the animals. But the Bible says we can *act* like sheep sometimes. This week we'll be learning about Psalm 23 in the Bible. This psalm is like a song that tells how God takes care of his children just as a good shepherd takes care of his sheep.

## Day 2

### Craft 1: My Shepherd Picture Frame

Gather the following supplies:

*Per child*—one **Frame Pattern**, one piece of thin craft foam, one brown chenille stem, one 2 x 3-inch photo (taken at VBS or parents can supply at home)



*To share*—white card stock, cotton balls, Easter grass or floral moss, crayons or markers, glue or double-sided tape

*Ahead of time*, print/copy and cut out the **FRAME PATTERNS**. Punch the holes at the top and cut out the photo space for each one. Cut foam into 6 x 4¼-inch pieces. Attach the pattern to the foam using glue or double-sided tape along the sides, bottom, and top corners. Leave the top center open for the photo to slide in. Be sure to keep glue away from all the edges of the photo opening. Make holes through the foam to match the punched holes near the top of the pattern. Score the foam with a craft knife, then push the tip of a pencil through.

*During class*, have the children color the pictures on their frame. Help them pull a cotton ball apart into thirds and attach ⅓ to each sheep body. Add craft moss or Easter grass to the area between the sheep. Cut the chenille stem in half. Bend each half at one end and attach them as the shepherds' staffs. Tie yarn through the holes for hanging. Slide a photo in from the top or have the parents do that at home.

### Craft 2: Border Collie Stick Puppet

Gather the following supplies:

*Per child*—**Puppet Pattern**, large craft stick

*To share*—white card stock, black or brown felt, black or brown yarn, cotton balls, crayons or markers

*Ahead of time*, print/copy on white card stock and cut apart the **PUPPET PATTERNS**, keeping the rectangular frame. Cut out 1½-inch-long ovals from the felt. Cut yarn into 1¼-inch lengths. Pull some cotton balls apart to make small, thin tufts.



*During class*, have the children color the dog, then glue the felt onto the dog's back. Attach the yarn to the tail and add the cotton tuft on the chest. Glue the puppet about halfway down on the large craft stick. Allow to dry.

### TEACHING TIE-IN (FOR BOTH DAY 2 CRAFTS)

On a farm, sheep might wander around on their own, but they can get hurt or lost that way. It's a good thing for sheep to follow a shepherd. He will guide them and take care of them. Some shepherds have dogs that help guide the sheep and keep them from going the wrong way. If the sheep follow their shepherd, he will take them to good pastures with fresh, green grass and cool, quiet water. Then they can lie down and rest, knowing their shepherd is near. The Bible says that we are like sheep, and we should follow Jesus as our Good Shepherd.

## Day 3

### Craft 1: Raven Hanger

Gather the following supplies:

*Per child*—**Body Pattern**, three black cupcake liners, two plastic wiggle eyes or stickers

*To share*—dark purple or blue card stock, gray or silver crayons or markers, black feathers (optional: mix in purple or dark blue feathers), yarn



*Ahead of time*, print/copy on dark purple or blue card stock and cut out the **BODY PATTERNS** along the solid line, then fold on the centerline. Glue the two sides together. Punch a hole near the front between the wings. For each child, fold two cupcake liners into quarters and one cupcake liner in half.

*During class*, have the children color the beak, claws, and folded legs on both sides of the body. Attach plastic wiggle eyes or stickers. For the tail: Unfold the half-folded cupcake liner and add a small amount of glue on the inside. Have the children place the ends of four feathers onto the glue, then refold the liner in half, sandwiching the feather ends inside. Spread glue on the tip of the tail. Drape the liner over the tail so the feathers point backward from the body. For the wings: Unfold a quarter-folded cupcake liner once so it's still in half. Add a small amount of glue on the inside. Have the children place the ends of four feathers onto the glue, then refold the liner into a quarter, sandwiching the feather ends inside. Match up the flat corner of the liner with the marks at the bird's shoulder and glue in place so the feathers point upward. Repeat with the other liner on the other side. Tie yarn through the punched hole for hanging. Allow to dry.

## Craft 2: He Makes Me Lie Down Night-Light

Gather the following supplies:

*Per child*—one **Night-Light Label**, one 4 oz. clear plastic jar with lid (page 44 has specific recommendations), one battery-powered tea light



*To share*—green or light blue card stock, light/dark green and blue tissue paper, glue stick, Mod Podge or glue/water mixture and small paintbrushes for gluing

*Ahead of time*, print/copy on green card stock and cut out the **NIGHT-LIGHT LABELS**. Tear or cut tissue paper into 1- or 2-inch pieces and place on paper plates for children to share. For finishing, if not using Mod Podge, mix equal parts of glue and water and pour into bowls. Provide small paintbrushes for each child or for an assistant.

*During class*, pass out one jar to each child and one glue stick. Have the children glue stick the jar and stick pieces of tissue paper on it, including the sides and the lid, overlapping the tissue for a stained glass effect. For a finished look, have the children or an assistant Mod Podge the jar (or use a glue/water mixture), covering all the tissue paper. Allow to dry. Glue one label on the top of each lid. Place a tea light inside each jar, then tighten the lids.

### TEACHING TIE-IN (FOR BOTH DAY 3 CRAFTS)

Psalm 23 talks about times when a shepherd may have to lead his sheep through dark valleys and shadows. Our animal pal, Shadow the raven, reminds us that some days may seem sad or dark. But if we follow the Lord Jesus as our shepherd, he will always stay with us and guide us on bad days and good days.

## Day 4

### Craft 1: Psalm 23 Sensory Book



You may want to work on one page per day. To simplify, choose one sensory item per page rather than two, and do not add the cotton balls to the cover. Also, Pre-Primitives are making a mini version of this that is featured on page 52, so check the labels at the bottom of the patterns to get the right ones for this Toddler craft.

Gather the following supplies:

*Per child*—one set of the **Sensory Book Pages** (1–5) printed on white card stock, 1 **Sensory Book Cover** sheet

printed on colored card stock, 2 sheets of 9 x 12-inch craft foam, 1 coffee stirring stick, and 1 brown chenille stem

*To share*—**Sensory Book Patterns**, cotton balls, Easter grass or floral moss, blue tissue paper or bubble wrap, lightweight cloth or felt, heart stickers, smiley stickers, brown or gold yarn, crayons or markers, double-sided tape, glue and Q-tips, and curling ribbon or extra yarn for binding

*Ahead of time*, print/copy on colored card stock and cut out the **SENSORY BOOK COVER**. On white card stock, print/copy sets of the five **SENSORY BOOK PAGES**. Print the **SENSORY BOOK PATTERNS**. Trace and cut the **TABLECLOTH PATTERN** from lightweight cloth or felt. Trace and cut the **POND PATTERN** from tissue paper or bubble wrap. Cut chenille stems into 8-inch lengths, then bend about an inch on one end for a shepherd's staff. Cut curling ribbon into 12-inch lengths for the binding. Make the books by punching holes in the margin of each page and one end of each foam sheet, matching holes on the pages. (For the foam, you may need to make cuts with a craft knife, then push the tip of a pencil through to form the holes.) String the ribbon or yarn through the holes and tie securely, allowing room to turn the pages.

*During class*, have the children add sensory materials to their books, using a Q-tip to spread glue or double-sided tape as needed for each page. **For the front cover**, add cotton to the sheep on the cover picture, then attach it to the front cover foam. **For page 1**, color, then attach some cotton to the sheep. **For page 2**, color, then add the blue tissue paper or bubble wrap oval to the pond and Easter grass or floral moss to the pasture. **For page 3**, color, then attach a coffee stirring stick for the rod and the bent chenille stem for the staff. **For page 4**, color, then attach the cloth or felt piece to the table. **For page 5**, add smiley stickers around the word *Goodness* and heart stickers around the word *Mercy*. Draw a smile on the face and add brown or gold yarn for hair.

### Craft 2: You Prepare a Table Place Mat

Gather the following supplies:

*Per child*—one **Place Mat Pattern**

*To share*—colored card stock, food stickers, crayons or markers, clear contact paper

*Ahead of time*, print/copy on card stock and trim the footer from the **PLACE MAT PATTERNS**. Cut contact paper into 10 x 12-inch sheets, two per child.

*During class*, have the children color the silverware and dishes, if desired, then add food stickers to the dishes. Teachers then seal each place mat between two sheets of contact paper.



**TEACHING TIE-IN (FOR BOTH DAY 4 CRAFTS)**

We've been learning about Psalm 23 in the Bible. It tells us the Lord Jesus is our Good Shepherd. When we believe in Jesus and follow him, he takes care of us on bad days and good days. God is always good. He gives us all we need—but not just a little—his goodness is overflowing!

**Day 5**

**Craft 1: Ribbon Rainbow Hanger**

*Gather the following supplies:*

*Per child*—one **Rainbow Sign**, half a yellow paper plate

*To share*—yellow card stock, curling ribbon in red, orange, yellow, green, light blue, dark blue (indigo), and purple, double-sided tape, raindrop stickers, cotton balls



*Ahead of time*, print/copy on yellow card stock and cut apart the **RAINBOW SIGNS**, keeping the rectangular frame. Cut each paper plate in half. Place a 2-inch strip of double-sided tape in the center at the cut edge of the plate. Just above that, add a 3-inch strip of double-sided tape. Cut the ribbon into 12-inch lengths, one piece of each color per child. Punch two holes in the top edge of the plate about 3 inches apart.

*During class*, peel the outer paper off of the double-sided tape along the cut edge. Help the children make a row of ribbons by sticking one end of each color across the edge—red, orange, yellow, green, light blue, dark blue for indigo, purple. Allow most of the ribbon length to hang past the edge then curl the ends with scissors. Have the children place the sign in the center of the half-plate on the 3-inch piece of tape. Have children glue a few cotton balls on the plate and add raindrop stickers. Tie ribbon through the punched holes for hanging.

**Craft 2: Rainbow Promise Crown**

*Gather the following supplies:*

*Per child*—one **Crown Label**, one 18- to 22-inch length of bulletin board border, curling ribbon ~18 inches each of the following colors—red, orange, yellow, green, light blue, dark blue for indigo, purple



*To share*—colored card stock, rainbow stickers, glue sticks, tape

*Ahead of time*, print/copy and cut out the **CROWN LABELS**. Cut bulletin board border into 18- to 22-inch lengths. Cut each color of curling ribbon into 6-inch lengths. Make clusters of the seven colors of ribbon. Use scissors to curl one end of each ribbon piece then tape the straight ends together. Make 3 clusters per child.

*During class*, have the children glue the label in the center of the bulletin board border. Stick rainbow stickers on the border. Then flip the border over and tape the straight ends of the ribbon clusters on every other tall curve so the curls extend past the border edge. Tape the ends of the border to form a crown.

**TEACHING TIE-IN (FOR BOTH DAY 5 CRAFTS)**

After Noah's flood, God put a rainbow in the sky to promise he would never send a flood to cover the whole earth again. God has kept that promise. Rainbows can remind us that God keeps every promise. In the last part of Psalm 23, God promises that goodness and mercy will follow his children every day through their whole life. Then they will go to heaven and live with King Jesus forever. So you can be sure he will always do what he says.

# DAY 1 CRAFT

## Baa-loved Sheep

### JUNIOR, PRIMARY & PRE-PRIMARY

#### Materials

- White air-dry modeling compound, ¼ ounce per child
- Black air-dry modeling compound, ⅛ ounce per child
- Cotton swabs, 20 per child
- Wiggle eyes (7 mm), 2 per child
- Black coffee stirring straw (5 inch), 1 per child

#### Tools and Basic Supplies

- Kitchen or postal scale
- Plastic wrap and sealed container
- Ruler
- Scissors

#### Prep

1. Measure out the modeling compound. Each child will need approximately ¼ ounce of white and ⅛ ounce of black. Wrap it tightly in plastic wrap and place in a sealed container. **IMPORTANT:** Because modeling compound dries quickly when exposed to air, it should be sealed well. And do not prep more than a week before VBS.
2. Cut both ends from each cotton swab, ¾ inch from the tips for a total of 40 tips per child.
3. Cut the black stirring straws into 1-inch pieces, 5 per child.

#### Teaching Tie-In

Show the sample craft and say:

Today, you're going to make a sheep—a baa-loved sheep. Get it? Baa-loved? Beloved! Did you know the Bible tells us we are like sheep who have gone astray? Every one of us is lost! Do you feel like you're lost? Take responses. What do you think that means? Take responses. When we say we're lost, we're talking about being lost from God. Each one of us is living our own life, not belonging to God until we choose to follow him. That's why Jesus came—to rescue us so we wouldn't be lost anymore. He wants us to belong to him as his beloved children. He's our Good Shepherd!

#### Class Time Directions

1. Unwrap the white modeling compound and roll it into a ball.
2. Take the 40 cotton swab tips and press each into the ball covering the top, sides, and back. Leave the front and bottom clear.
3. Take one of the black straw pieces and press it into the front of the ball about halfway, then set it aside.
4. Unwrap the black modeling compound and pinch off two small ½-inch pieces. Roll and flatten them a little to look like ears, then set them aside.
5. For the head of the sheep, roll the rest of the black modeling compound into a ball.
6. Press the two wiggle eyes close together into the black ball.
7. Take the two ear pieces and press one onto each side of the head.
8. Gently press the completed sheep head onto the black straw piece in the front of the sheep body.



9. For sheep legs, press four black straw pieces into the bottom of the sheep body. Spread them out in a square so the sheep can stand.

### Tip Corner

- Supply kits are a good idea. Simply place all items needed into a quart-size zippered baggie for each child.

### Super Simple Idea

Each day, at least one super simple option that goes along with the main concepts of the day is included. These options are premade craft kits from Oriental Trading Company. Call (800) 875-8480 or visit [orientaltrading.com](http://orientaltrading.com).

As an alternative to the Day 1 main crafts, try the following craft kit. Note that this is available at the time of printing and may not be available later:

- Cross-Shaped Suncatchers with Stand (Item: #48/8811)—Manufacturer does not recommend for children under three years of age.

# DAY 1 CRAFT

## Keepsake Ornament

### JUNIOR, PRIMARY & PRE-PRIMARY

#### Materials

- Ornament Tag Pattern
- Brown chenille stem, 1 per child
- Brown yarn, 40 inches per child
- Glitter gold chenille stems, 1 for every 2 children
- White card stock, 1 sheet per 18 children

#### Tools and Basic Supplies

- Office paper cutter
- Scissors
- Hole punch (1/4 inch)
- Colored highlighters
- Glue sticks

#### Prep

1. Print/copy the **ORNAMENT TAG PATTERN** onto white card stock. Use an office paper cutter to quickly cut the tags. The kids can do the finish cutting.
2. Hole punch each tag where indicated.
3. Cut the yarn into 40-inch pieces, 1 per child.
4. Cut the glitter gold stems in half, one piece per child.

#### Teaching Tie-In

Show the sample craft and say: **How many of you enjoy decorating a Christmas tree? Take responses. It's fun to get out the ornaments each year and think back on the memories. Well, today, we're going to make a keepsake ornament that you can put on your Christmas tree. When you do, remember Psalm 23 and the things you learned at VBS this week! See if you can say the whole psalm when you get it out in December!**

#### Class Time Directions

1. Bend the brown chenille stem in half.
2. Feed the yarn through where the bend is until it's halfway through, then fold it in half. The middle of the stem and the middle of the yarn should be hooked together.

3. Grasp the strands of yarn together and wind them around the folded stem, covering it from top to bottom.
4. Secure the ends of the yarn to the staff by adding glue stick and pressing in place for a few seconds.
5. Bend the covered stem into the shape of a staff.
6. Color the ornament tag and carefully slide it onto the staff.
7. Wrap one end of the glitter gold stem to the crook of the staff and make a loop at the other end. Use it to hang your Shepherd's Staff ornament on your tree every Christmas.

#### Tip Corner

- For younger children, omit the yarn and twist the folded brown chenille stem instead. Then bend it into the shape of a shepherd's staff.

#### Super Simple Idea

Try the following craft kit from Oriental Trading Company. Call (800) 875-8480 or visit [orientaltrading.com](http://orientaltrading.com). Note that these are available at the time of printing and may not be available later.

- Psalm 23 Shepherd's Staff Craft Kit (Item: #13585218)—Manufacturer does not recommend for children under three years of age.



# DAY 2 CRAFT

## S.O.A.P. Bible

JUNIOR, PRIMARY & PRE-PRIMARY

### Materials

- Bible Study Method Pattern\*
- Mini travel bar soap, 1 per child
- Faux black leather, amount varies\*
- Gold foil sheets, amount varies\*
- Red ribbon (3/8 inch), 2 inches per child
- Small gold cross stickers, 1 per child, or gold metallic marker
- Glue dots, 2 per child
- Colored card stock, 1 sheet per 15 children

\*Mini bar soaps come in various sizes. As a result, amounts of faux leather and gold foil will need to be calculated on a case-by-case basis. The Bible Study Method Pattern may also need to be reduced.

### Tools and Basic Supplies

- Scissors
- Glue sticks
- Transparent tape

### Prep

1. Cut faux leather so that each child will have a piece that covers the soap bar on three sides with some overlap, like a book cover.
2. Cut gold foil so that each child will have just enough to wrap all sides of the soap bar.
3. Cut red ribbon into 2-inch pieces with one end cut on an angle.
4. Print/copy the **S.O.A.P. BIBLE STUDY METHOD PATTERN** onto colored card stock, then cut out one card per child. The pattern may need to be reduced if the bars are especially small.

### Teaching Tie-In

Show the sample craft and say: How many of you use a bar of soap when you take a bath or shower? Soap is good for washing us clean! But today, we're going to use our S.O.A.P. Bible to teach us about a Bible study method using the letters *S*, *O*, *A*, and *P*, which spells "soap." Can anybody guess what the *S* stands for? Take responses. Scripture—read Scripture (the Bible) slowly and carefully. The *O*? Take responses. Observe—observe, or look for, what stands out to you in what you read, such as words that are repeated. How about the *A*? Take responses. Apply—apply what you read to your life. That means figure out what you should do about what you read. And the *P*? Take responses.



**Pray—pray and ask God to help you do whatever you have learned. Read God’s Word every day and use the S.O.A.P. method to help you obey and stay on the right path!**

## **Class Time Directions**

1. Remove packaging from the soap bar.
2. Wrap the bar of soap with gold foil, like you would a present, making sure all side edges are smooth. Secure with tape.
3. Take the piece of red ribbon, angled edge down, and glue it to the backside of the bar near the bottom left corner, so it hangs down about a half inch.
4. Place the piece of faux leather face down. Cover the backside with glue about  $\frac{1}{4}$  inch from the edges.
5. Position the bar on the right side of the face down faux leather, allowing for some overlap. Then bring the left side up and over, covering the bar on three sides like a book cover. Adjust the bar and cover as necessary, then press and hold in place for a moment or two.

6. Use a gold metallic marker to draw a cross on the front.
7. Cover the front of the Bible Study Method card with tape to “lamine” it. Then attach it to the back of the S.O.A.P. Bible with glue dots.

## **Tip Corner**

- Use cross stickers as an alternative to a gold metallic marker.
- Laminate the Bible Study Method Pattern cards ahead of time and cut out.

## **Super Simple Idea**

Try the following craft kit from Oriental Trading Company. Call (800) 875-8480 or visit [orientaltrading.com](http://orientaltrading.com). Note that these are available at the time of printing and may not be available later.

- David & Goliath Hanging Ornament Foam Craft Kit (Item: #13694820)—Manufacturer does not recommend for children under three years of age.

# DAY 2 CRAFT

## Puffball Zipper Pull

### JUNIOR & PRIMARY

#### Materials

- Plastic fork, 1 per child
- Green yarn, 48 inches per child
- Orange yarn, 40 inches per child
- Split key ring (3/4 inch), 1 per child

#### Tools and Basic Supplies

- Scissors
- Ruler

#### Prep

1. Take the green yarn and cut a 40-inch piece and an 8-inch piece for each child.
2. Take the orange yarn and cut a 40-inch piece for each child.

#### Teaching Tie-In

Hold up the sample craft and say:

Today, we're going to make some puffball zipper pulls to put on a backpack. They're made out of yarn. The yarn we're using is made in a factory, but did you know yarn can be made from sheep's wool? One sheep can grow about 20 pounds of wool on its body every year, which is

enough to make about 10 miles of yarn! That's from about here to \_\_. Share a location 10 miles away. Wow, that's a lot of yarn from just one sheep! And sheep's wool is used in many other ways too. God is an amazing Creator who thought of everything when he made sheep!

#### Class Time Directions

1. Lay the short piece of yarn evenly between the center prongs of the plastic fork so the ends hang down out of the way.
2. Hold the two long strands of yarn evenly side-by-side. Then wind them gently (not too tight) around the prongs of the fork. Try to keep the wrapping toward the lower part of the prongs.
3. Next, bring the ends of the short piece up on both sides of the wrapped yarn and tie a tight double knot.
4. Pull the bundle of yarn off the fork and cut the loops down the center on each side. Then shape the puff ball and snip any strands that are too long but don't cut the strands of the short piece just yet.
5. Tie a key ring to the puff ball with the strands of the short piece. Use a double knot. Then snip off the excess yarn.



## Tip Corner

- If time permits (and you have enough supplies), kids can make a second puff ball.
- Any color combination of yarn can be used for this craft.
- Substitute 1-inch lanyard snap clips, 1 per child, in place of the split key rings if desired.

## Super Simple Idea

Try the following Oriental Trading Company craft kit. Call (800) 875-8480 or visit [orientaltrading.com](http://orientaltrading.com). Note that these are available at the time of printing and may not be available later.

- Magic Color Scratch Shamrocks (Item: #48/4208)—Manufacturer does not recommend for children under three years of age.

# DAY 2 CRAFT

# Shamrock Crown

## PRE-PRIMARY

### Materials

- Corrugated gold bulletin board border, approximately 22 inches per child
- Glitter gold chenille stems, 4 per child
- Glitter green chenille stems, 4 per child
- Glitter shamrock foam stickers, 8 large and 8 small per child

### Tools and Basic Supplies

- Scissors
- Stapler
- Tape

### Prep

Cut the bulletin board border into 22-inch pieces, 1 per child.

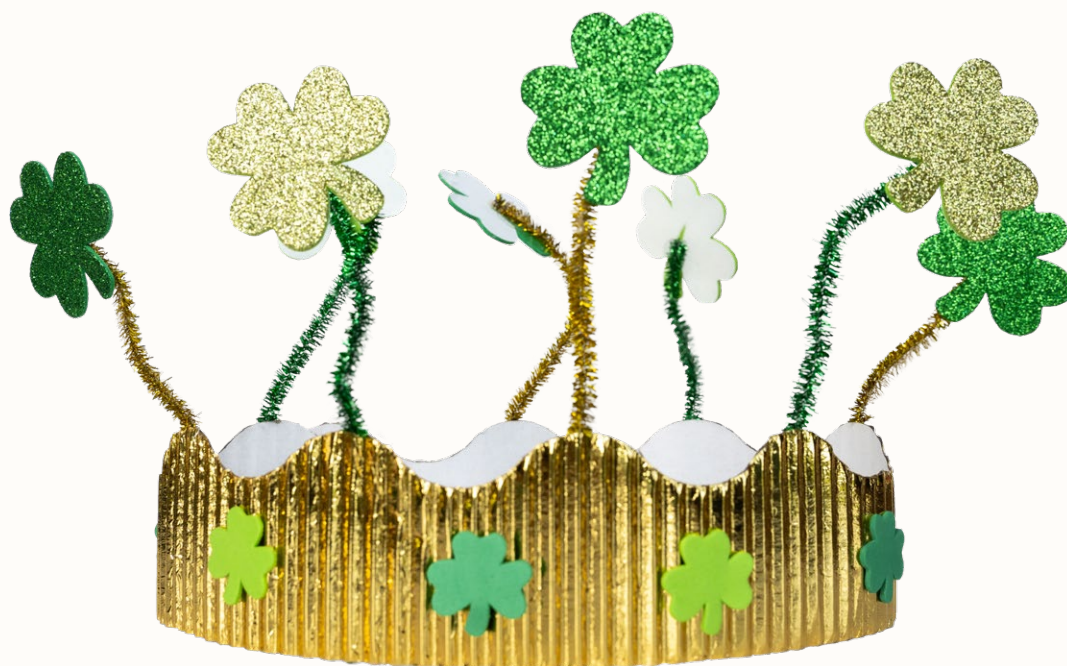
### Teaching Tie-In

Hold up the sample craft and say:

Today, we're going to make crowns with shamrocks on them. Do you know what a shamrock is? *Take responses.* It's a plant God made that has three lobes that kind of look like hearts. See what I mean? *Show.* There are so many beautiful flowers and other plants that live in Ireland, but the shamrock is the one people think of the most. Do you know what day of creation God made plants? *Take responses.* On day three! God is an amazing Creator who made a beautiful world for us to live in. Let's make our special shamrock crowns to remember that.

### Class Time Directions

1. Measure and staple the border to fit the child's head. Then put a small piece of tape over the staples to cover any sharp edges.
2. Then as if the crown were a clockface, insert a gold chenille stem down into the corrugated flutes at the 12:00, 3:00, 6:00, and 9:00 positions.
3. Next, insert a green stem between each of the gold stems so all the stems are equally spaced.



4. Press a large foam shamrock onto the end of each gold and green stem.
5. Decorate the band of the crown with small shamrocks.

### Tip Corner

- To liven it up even more, wrap the middle of the chenille stems around a crayon or marker 4–5 times to create a corkscrew shape.

- Green poster board, cut into 2 x 22-inch strips, can be substituted for bulletin board border.

### Super Simple Idea

Try the following craft kit from Oriental Trading Company. Call (800) 875-8480 or visit [orientaltrading.com](http://orientaltrading.com). Note that these are available at the time of printing and may not be available later.

- Magic Color Scratch Shamrocks (Item: #48/4208)—Manufacturer does not recommend for children under three years of age.

## DAY 3 CRAFT

# “Don’t Worry, Just Pray” Magnet

JUNIOR, PRIMARY & PRE-PRIMARY

### Materials

- Words Pattern
- Sky Pattern
- Psalm 23:4 Pattern
- Corrugated cardboard (3 x 5 inches), 1 piece per child
- Goldenrod card stock, 1 piece per 12 children
- Purple card stock, 1 piece per 12 children
- Tan card stock, 1 piece per 12 children
- Adhesive disk magnet (1 inch), 1 per child

### Tools and Basic Supplies

- Office paper cutter
- Glue sticks
- Scissors

### Prep

1. Cut cardboard into 3 x 5-inch pieces. Carefully cut each into two smaller pieces, measuring 3 x 3 inches and 2 x 3 inches. Set the 3 x 3 piece aside. Cut the 2 x 3 piece into 4 strips measuring 2½ x ½ inch and discard what’s left.
2. Print/copy the **WORDS PATTERN** onto goldenrod card stock and cut out 1 set per child.
3. Print/copy the **SKY PATTERN** onto goldenrod card stock and cut out 1 square per child.
4. Print/copy the **PSALM 23:4 PATTERN** onto tan card stock and cut out 1 per child.

### Teaching Tie-In

Show the sample craft and say: **Do you ever worry?** Take responses. **What kinds of things do kids worry about?** Take responses. **Without Jesus, this world could feel like a scary place. But Jesus changes everything!** Anyone who is his child has a Good Shepherd who is with him even if he walks through the valley, meaning any hard or scary time. I don’t know how people live without the Lord. He is an ever-present help and comfort. **Do you know his comfort?**

### Class Time Directions

1. Glue the “Don’t Worry, Just Pray” words to a small strip of cardboard.
2. Place the cardboard square in front of you and rotate it so it’s like a diamond instead of a square. Then you’re going to attach the words to the diamond so they form a frame for the magnet.
3. Start with the “Don’t” piece and glue it along the edge so the black circle is in the top corner.
4. Next, attach the “Worry” piece along the edge so the black circle is in the right corner.
5. Then, attach the “Just” piece along the edge so the black circle is in the left corner.
6. Finally, attach the “Pray” piece along the edge so the black circle is in the bottom corner.



7. Take the purple piece, flip it over so the black outline is not visible, and then glue it to the inside area of the magnet.
8. Then take the tan Psalm 23:4 piece and glue it on top of the purple piece so the black valley is at the bottom and purple sky is above the tan mountain and cross.
9. Attach the disk magnet to the back.

### Tip Corner

- For best results, be as precise as possible when measuring and cutting the corrugated cardboard.

- A scroll saw works well for cutting corrugated cardboard.

### Super Simple Idea

Try the following craft kit from Oriental Trading Company. Call (800) 875-8480 or visit [orientaltrading.com](http://orientaltrading.com). Note that these are available at the time of printing and may not be available later.

- God Hears When I Pray Sign Foam Craft Kit (Item: #48/9225)—Manufacturer does not recommend for children under three years of age.

## DAY 3 CRAFT

# Night-Light in the Darkness

JUNIOR, PRIMARY & PRE-PRIMARY

### Materials

- ❑ Psalm 23:4 Verse Pattern
- ❑ Clear plastic jar with black lid (4 ounces) ULINE model #S-9934B-BL, 1 per child
- ❑ Yellow, pink, and blue tissue paper, amount varies
- ❑ Black construction paper, 1 sheet per 8 children
- ❑ Avery 2-inch circle labels 94501 or 22807, 1 sheet per 12 children
- ❑ Flameless tea lights, 1 per child

### Tools and Basic Supplies

- ❑ Office paper cutter
- ❑ Glue sticks
- ❑ Scissors

### Prep

1. Use an office paper cutter to cut the colored tissue paper into small squares (1 inch), about 15–20 squares of each color per child.
2. Cut the black construction paper into 1 x 11-inch strips. Measure 1¾-inches from one end of each strip and cut so each child has two pieces (9¼ inches and 1¾ inches).
3. Print/copy the **PSALM 23:4 VERSE PATTERN** onto round labels. Then cut out the verse labels.

### Teaching Tie-In

Show the sample craft and say: How do you feel about going to bed in a dark room by yourself? Does it ever feel a little scary? Take responses. Well, today, we're making a night-light to light up the darkness. Light helps make things feel less scary. It's interesting that the Bible calls Jesus not only the Good Shepherd but also the light of the world. Jesus brings all the good things to the world, including light, joy, hope, comfort, and love.

When you look at your night-light, let it be a reminder that Jesus is right there in that room with you. He's always with his children. Turn to him and pray to him when you're

starting to worry. Think of good things he's done for you or think of God himself. Pray for others. Just don't sit there and do nothing. Be intentional in getting your thoughts focused on the Lord and his goodness.

### Class Time Directions

1. Flip the jar over so the bottom becomes the top. Starting just above the black lid, glue a row of yellow tissue paper squares all the way around the jar.
2. Just above the yellow, glue a row of pink tissue paper squares around the jar. The pink should overlap the yellow just enough to cover any gaps.



3. Cover the rest of the jar with blue tissue paper squares. Overlap the blue just enough to cover any gaps.
4. Lay the long strip of black construction paper in front of you horizontally. Then cut along the top to create a series of hills and valleys. Apply glue to the back of the strip, then wrap it around the jar positioning it just above the black lid.
5. Looking at the hills and valleys, choose the largest valley and put a cross there. To make a cross, take the smaller piece of black construction paper and cut a thin strip from the longer side and a thin strip from the shorter side. Use the two strips to form a cross and glue them in place.
6. Attach the verse label to the top.
7. Unscrew the lid and place a tea light inside.

## Tip Corner

- Kids can finish the night-light at home by sealing the entire surface (except the black lid) with a layer of Mod Podge, using a small paintbrush.
- Use white copy paper instead of circle labels for a more budget-friendly option.

## Super Simple Idea

Try the following craft kit from Oriental Trading Company. Call (800) 875-8480 or visit [orientaltrading.com](http://orientaltrading.com). Note that these are available at the time of printing and may not be available later.

- Jesus Cares Heart-Shaped Christmas Ornament Craft Kit (Item: #14239404)—Manufacturer does not recommend for children under three years of age.

# DAY 4 CRAFT

## Thankube

### JUNIOR, PRIMARY & PRE-PRIMARY

#### Materials

- Gratitude Prompts Pattern
- 2 x 2 boards, cut in 1½-inch pieces, 1 per child
- Colored card stock, 1 sheet per 9 children

#### Tools and Basic Supplies

- Office paper cutter
- Optional: Fine sandpaper
- Tacky/craft glue
- Scissors
- Colored permanent markers

#### Prep

- Cut 2 x 2 boards into 1½-inch pieces.
- Print/copy the **GRATITUDE PROMPTS PATTERN** onto colored card stock. Then cut out one strip of prompts per child. The kids will cut out the individual squares.

#### Teaching Tie-In

Show the sample craft and say: *What's your favorite holiday? Take responses. One of my favorites is Thanksgiving. It's a great holiday that reminds us to be thankful. But we shouldn't just be thankful at Thanksgiving, right? The Bible tells us over and over to be thankful people—every day. God doesn't like grumbling, but he does love thanking!*

We're going to make a Thankube today as a fun way to think of things we can be thankful for. Use it around the table at dinner time by rolling it and then responding to what comes up. Let's work on it now!

#### Class Time Directions

- Color the wood cube with colored markers.
- Cut out the six prompt squares.
- Glue a prompt to each side of the cube.

#### Tip Corner

- You may need to lightly sand some edges with fine sandpaper.
- Kids can add a glossy finish at home by sealing their Thankube with a layer of Mod Podge, using a small paintbrush.

#### Super Simple Idea

Try the following Oriental Trading Company craft kit. Call (800) 875-8480 or visit [orientaltrading.com](http://orientaltrading.com). Note that this is available at the time of printing and may not be available later.

- Give Thanks Prayer Journal (Item: #13660024)—Manufacturer does not recommend for children under three years of age.



# DAY 4 CRAFT

# Gratitude Attitude Game

## JUNIOR & PRIMARY

### Materials

- Game Parts Pattern
- Game Cards Pattern
- White mailer (ULINE model #S-11232 4 x 4 x 1 inches), 1 per child
- White card stock, 1 sheet per 2 children
- Colored card stock, 1 sheet per child
- Rubber bands, 1 per child
- Game dice, 1 die per child

### Tools and Basic Supplies

- Office paper cutter
- Glue sticks
- Scissors
- Colored markers

### Prep

1. Assemble the mailer boxes for each child.
2. Print/copy the **GAME PARTS PATTERN** onto white card stock, then cut out 1 set per child.
3. Print/copy the **GAME CARDS PATTERN** onto colored card stock, then cut out 1 set per child and wrap with a rubber band.

### Teaching Tie-In

Show the sample craft and say: **What's your favorite holiday?** Take responses. **One of my favorites is Thanksgiving. It's a great holiday that reminds us to be thankful. But we shouldn't just be thankful at Thanksgiving, right? The Bible tells us over and over to be thankful people—every day. God doesn't like grumbling, but he does love thanking!**

We're going to make the Gratitude Attitude Game today to remind us of things we can be thankful for. It's a fun game to play with family or friends. Let's start working on it now.

### Class Time Directions

1. Color the Gratitude Attitude Game label with markers, then glue it to the top of the box lid.
2. Glue the game directions card to the underside of the box lid.
3. Color the triangles on the time card with markers, then glue the card to the inside bottom of the box.
4. Make sure you have a stack of cards and a die inside the box before you take it home.



## Tip Corner

- Kraft brown mailers (ULINE model S-18146) are slightly cheaper.

## Super Simple Idea

Try the following craft kit from Oriental Trading Company. Call (800) 875-8480 or visit [orientaltrading.com](http://orientaltrading.com).

Note that these are available at the time of printing and may not be available later.

- Grateful Heart Prayer Box Craft Kit (Item: #13820371)—Manufacturer does not recommend for children under three years of age.

# DAY 5 CRAFT

## Psalm Scroll

### JUNIOR & PRIMARY

#### Materials

- Psalm 23 Scroll Pattern
- Straight wood twigs (4 inches), 2 per child
- White copy paper, 1 sheet per 3 children
- Jute twine (15-inch pieces), 1 per child
- Tea bags, 1 per 2–3 children

#### Tools and Basic Supplies

- Office paper cutter
- Scissors
- Tacky/craft glue

#### Prep

1. Cut twigs into straight 4-inch pieces.
2. Print/copy the **PSALM 23 PATTERN** onto white copy paper, then use an office paper cutter to cut out 1 per child.
3. Cut the twine into 15-inch pieces.

#### Teaching Tie-In

Show the sample craft and say: **Do you have a favorite Bible verse? Take responses. Do you know it by heart? Take responses. One of my favorite passages is Psalm 23. These verses are good to say over and over and over to yourself your whole life.**

We're making a Psalm Scroll today so you can hang it up and continue to read Psalm 23 for yourself. Get in the habit of saying it out loud each day!

#### Class Time Directions

1. Attach a twig to each end of the Psalm 23 paper with a generous amount of glue.
2. Lay the twine evenly across the paper just below the top twig. Then press it up against the bottom of the twig into the glue so it's not so visible. If necessary, add more glue to hold the twine in place.
3. While the glue dries, take a damp tea bag and gently dab the paper here and there to give it an aged look.

4. To make a loop for hanging, gently tie the ends of the twine together, being careful not to disturb the twig and glue. Allow the glue to dry before picking up the scroll by the loop or hanging it.

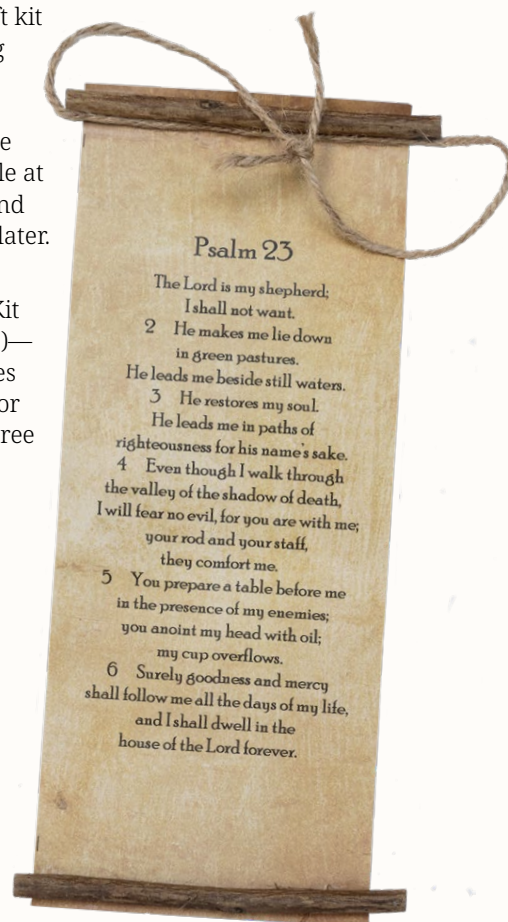
#### Tip Corner

- Faux wood sticks (4 inch) for crafts can be purchased online.
- Wood dowels (3/8 inch) can also be substituted for real wood twigs.

#### Super Simple Idea

Try the following craft kit from Oriental Trading Company. Call (800) 875-8480 or visit [orientaltrading.com](http://orientaltrading.com). Note that these are available at the time of printing and may not be available later.

- Jesus Rainbow Ornament Craft Kit (Item: #14148317)—Manufacturer does not recommend for children under three years of age.



# DAY 5 CRAFT

## Highland Cow

### JUNIOR & PRIMARY

#### Materials

- Tan terry washcloths (12 x 12 inches), 1 per child
- Tan long-hair faux fur (2 x 7 inches and 2 x 5 inches, see Prep for cutting details), 1 of each per child
- Tan felt (2 x 2 x 2-inch triangles), 2 per child
- Pink felt (1½ x 1½ x 1½-inch triangles), 2 per child
- Tan chenille stems, 2 per child
- Mini wood craft stick (2¾ x ¾ inches), 1 per child
- Rubber bands (#32), 4 per child
- Glue dots, 8 per child

#### Tools and Basic Supplies

- Black Sharpies
- Scissors/fabric scissors
- Quart-size zippered baggies

#### Prep

1. Cut fur into 2 x 7-inch pieces (fur flowing downward from the *short* edge) and 2 x 5-inch pieces (fur flowing downward from the *long* edge), one of each size per child. **IMPORTANT:** Make sure you are cutting through the backing only and not the fur pile. For help, look online for “How to cut faux fur.”
2. Cut tan felt into 2 x 2 x 2-inch triangle pieces, 2 per child.
3. Cut pink felt into 1½ x 1½ x 1½-inch triangle pieces, 2 per child.

#### Teaching Tie-In

Show the sample craft and say: **Have you ever walked through a valley?** Take responses. **How about up on a high place like a mountain?** Take responses. Today, we’ve been talking about a mountainous area in Northern Ireland called Slemish Mountain. This *higher land* reminds us of our animal pal, Shirley the *Highland cow*. The *higher lands* also remind us of heaven. Do you feel sure or shaky about whether you’ll go to heaven someday? Take responses. Talk to someone if you aren’t sure.

#### Class Time Directions

1. Lay the washcloth flat on the table. Roll the left side tightly to the middle, then the right side, until they meet. Then fold in half so the four rolled ends are together.
2. Wrap the bundle twice with a rubber band about 2 inches up from the bottom, creating the cow’s legs. Then adjust as necessary so it can stand on its own.
3. Grab the front of the bundle, just above the rubber band, and pinch down to create a nose. Then wrap twice with a rubber band to hold it in place.
4. Take the two chenille stems and twist together. Feed the twisted stems thru the head of the cow (behind the nose). Line up the twisted stems evenly on either side, then bend the right side in half and twist



- together making the right horn. Do the same for the left side.
- For the ears, take a pink felt triangle and place it evenly on top of a tan felt triangle. Then glue the pieces together with a glue dot. Do the same for the other ear.
  - Place one of the ears in front of you, pointing upward, pink side up. Then add a glue dot to the front and back of one end of the mini craft stick and press it onto the ear about  $\frac{1}{4}$ -inch from the bottom. Next, take the right corner and fold it over, pressing it onto the other glue dot. Finally, place another glue dot on top of the folded right corner and fold the left corner over, pressing it into place. Repeat these steps for the other ear.
  - Carefully slide the craft stick with ears through the head of the cow, just below the horns, and center so both ears are showing.
  - Take the smaller piece of fur and wrap it horizontally around the cow's body below the nose. The ends should meet at the back. Then tuck the top edge of the fur under the rubber band to hold it in place.
  - Take the larger piece of fur and lay it vertically over the head and down the back of the cow. Tuck one end under the nose rubber band. Then secure the other end with the last rubber band, wrapping it twice around the cow's neck. Fluff the fur as needed to cover the rubber bands.
  - Use a black Sharpie to draw two small black circles on the end of the nose for nostrils.

### Tip Corner

- To mark the fabric faster (for cutting), make cardboard templates with the proper dimensions.
- Watch the demo video of this craft at [YouTube.com/answersvbs](https://www.youtube.com/answersvbs).

### Super Simple Idea

Try the following craft kit from Oriental Trading Company. Call (800) 875-8480 or visit [orientaltrading.com](https://www.orientaltrading.com). Note that these are available at the time of printing and may not be available later.

- Fluffy Highland Clothespin Craft Kits (Item: #14473481)—Manufacturer does not recommend for children under three years of age.

## DAY 5 CRAFT

# My Mini Psalm 23 Book

## PRE-PRIMARY

### Materials

- Cover Label Pattern
- Sensory Book Pages (verses 1–6) Patterns
- Pond and Tablecloth Tracing Pattern
- White copy paper, 1 sheet per 6 children (for cover label)
- White copy paper, 3 sheets per 2 children (for book pages)
- Green card stock, 1 sheet per 2 children
- Sensory materials (per child): Cotton ball, 2 x 4-inch piece of blue tissue paper, ¾-inch yellow felt circle, 8-inch piece of thin jute twine, 2 x 4-inch piece of lightweight cloth, 6–8 mini star stickers

### Tools and Basic Supplies

- Office paper cutter
- Scissors
- Glue sticks
- Tacky glue
- Cotton swabs
- Crayons or markers

### Prep

1. For book covers, use an office paper cutter to cut the green card stock in half lengthwise. Then fold each piece in half, 1 per child.
2. Print/copy the **COVER LABEL PATTERN** onto white copy paper and cut out 1 per child.
3. Print/copy the **BOOK PAGES PATTERNS**, then cut out 1 complete set per child.
4. To prepare the book pages, first, fold each of the pages so the verses are on the inside. Next, stack the three folded pages on top of each other so the verses (1–6) are in order. Then carefully glue stick the blank sides of verses 2 and 3 together and the blank sides of verses 4 and 5 together.
5. Glue stick the book pages to the inside of the folded green cover.

6. Use the tracing patterns to make a pond with blue tissue paper and a table covering with cloth, one of each per child.
7. Cut the jute twine into 4-inch and 2-inch pieces, one of each per child.
8. Gather the other sensory materials.

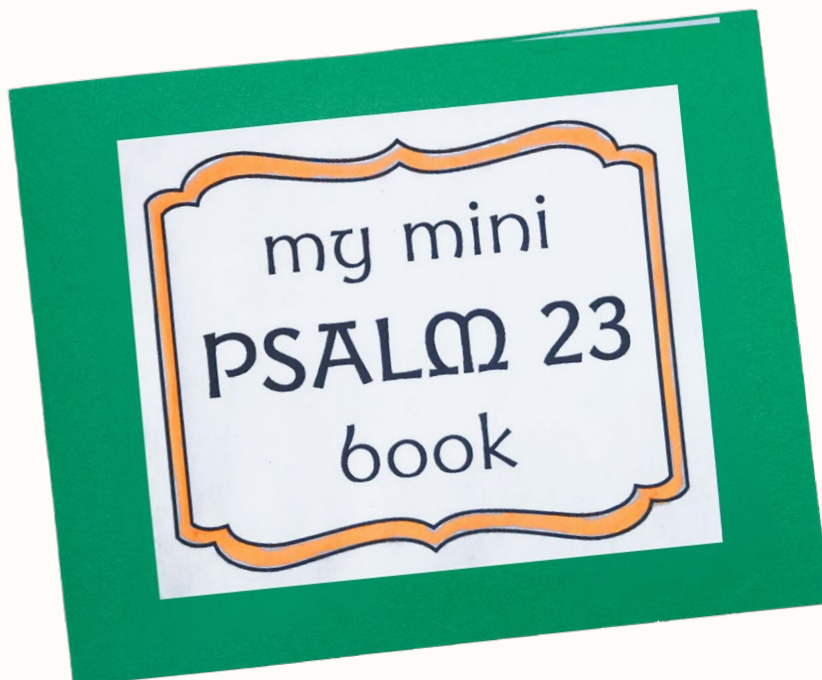
### Teaching Tie-In

Show the sample craft and say:

**We've been learning Psalm 23 all week. Can you say it with me? Do so. Wow, that's amazing! Today, you're making a special little book with all of Psalm 23 in it. Keep it out and have someone read it to you every day to remember this wonderful psalm! Or you may be able to "read" it yourself since you did such a great job memorizing it!**

### Class Time Directions

1. Glue stick the cover title to the front of the book.



2. Open your book and on the first page, glue stick a cotton ball (or piece of a cotton ball) to the sheep.
3. On the second page, glue stick the blue tissue paper oval to the pond.
4. On the third page, glue stick the round yellow felt circle to the sun.
5. On the fourth page, use glue stick or tacky glue to attach the longer piece of jute twine to the staff and the shorter piece to the rod.
6. On the fifth page, glue stick the piece of cloth to the table covering.
7. On the sixth page, use a crayon to add hair and a big smile. Then apply star stickers around the two big words, *Goodness* and *Mercy*.
8. Finish your mini Psalm 23 book by coloring the pages and writing your name on the back cover.

## Tip Corner

- For more fun, add a couple sheep stickers to the cover and mini wiggle eyes to your person on the last page.
- Do just one page each day instead of the whole thing at once and finish on the last day.

## Super Simple Idea

Try the following craft kit from Oriental Trading Company. Call (800) 875-8480 or visit [orientaltrading.com](http://orientaltrading.com). Note that these are available at the time of printing and may not be available later.

- God Keeps His Promises Rainbow Magnet Craft Kit (Item: #13785981)—Manufacturer does not recommend for children under three years of age.

# More Crafts

FOR ALL AGES

## Letter Stamping & Calligraphy

### Materials

- Calligraphy-style Alphabet Pattern
- Rubber letter and number stamps
- Washable stamp pads
- White copy paper
- Pens

### Tools and Basic Supplies

- Markers
- Wet wipes for cleanup

### Prep

Make some calligraphy samples by printing the **CALLIGRAPHY-STYLE ALPHABET PATTERN** onto white copy paper.

### Class Time Directions

1. Children have fun stamping and writing letters.
2. Explain that we can be thankful we have letters because letters make words and God used words to talk to us in the Bible.

### Tip Corner

Use this area as a fun place for the kids to go after they've finished their main craft or science experiment.

## Concentration

### Materials

- Concentration Cards Pattern
- White or yellow card stock, 2 sheets per child
- Snack-size zippered baggie, 1 per child

### Tools and Basic Supplies

- Office paper cutter
- Crayons or colored pencils

### Prep

1. Print the **CONCENTRATION CARDS PATTERN** onto card stock, 2 sheets per child.

2. Cut out the squares with the paper cutter.
3. Place the squares into zippered baggies. You should have 12 sets of pictures (24 squares) per baggie.

### Class Time Directions

1. Color the pictures with light-colored crayons or colored pencils, being careful not to press too hard so an impression isn't made on the blank side.
2. To play, lay the squares out on a table with the pictures facing down.
3. Take turns flipping cards over two at a time, trying to find a match. If a match is found, the player keeps those cards. If a match is not found, flip them back over.
4. Continue playing until all matches have been found. The player with the most matches wins.

### Tip Corner

- Use fewer sets of pictures for younger children.
- This game can also be played by one person, finding all matches in a designated time period.

## Memory Verse Posters

### Materials

- Daily Memory Verses
- White card stock

### Tools and Basic Supplies

- Markers

### Prep

1. Print a reference sheet of the **DAILY MEMORY VERSES**.
2. Make one or more sample posters as examples of incorporating a memory verse into a design.

### Class Time Directions

Design and color your own posters. The more creative, the better!

## Tip Corner

- Place these in a prominent location during the week for all to enjoy. Send them home on the last day of VBS or after the closing program.
- Use these posters to reinforce the memory verse of the day.

## Step-by-Step Drawings

### Materials

- [Step-by-Step Drawings Pattern](#)
- White copy paper

### Tools and Basic Supplies

- Markers, crayons, or colored pencils

### Prep

Print the **STEP-BY-STEP DRAWINGS PATTERN** onto white copy paper.

### Class Time Directions

Provide extra copy paper for kids to practice drawing when they have extra time.

### Tip Corner

The finished drawings can be cut out and added to the Wall Mural. (See next listing.)

## Wall Mural

### Materials

- Blue roll paper for a sky background
- Variety of colored copy paper
- Optional: A variety of [Clip Art Images](#)

### Tools and Basic Supplies

- Markers, scissors, glue sticks

### Prep

1. Hang a large piece of roll paper on an empty wall.
2. Print a variety of **CLIP ART IMAGES** and place at this station.

### Class Time Directions

1. Use your imagination or the clip art images to draw and color an image that matches the theme for the day.
2. Cut out the artwork and glue it to the roll paper.

### Tip Corner

Hang the completed mural in a prominent location on the last day of VBS or show it during the closing program for all to see.

# Experiments Supply List

## Day 1

### SINK OR FLOAT

#### FOR DEMONSTRATION

- Sheep Family Pictures
- Shearing Pictures

#### PER TABLE

- Plastic tablecloth
- Clear, large bin, bucket, or bowl at least twice as high as the largest test item
- Water
- Items to test (e.g., pencil, coin, golf ball, ping-pong ball, plastic and metal spoon, cork, crayon, orange, stone, plastic Easter egg, apple, avocado)
- Towels for drying spills

### WET WOOLLY

#### FOR DEMONSTRATION

- Sheep Family Pictures
- Shearing Pictures

#### PER STUDENT

- 3 x ½-inch strip of 100% wool fabric
- 3 x ½-inch strip of 100% polyester fleece
- 3 x ½-inch strip of synthetic craft felt
- 3 one-ounce portion cups
- Water
- 2 paper towels

## Day 2

### GENETICALLY YOU

#### FOR DEMONSTRATION

- Double Helix Illustration or model of DNA double helix
- 2 six-foot pieces of yarn

#### PER TABLE

- 1 paper plate

#### PER STUDENT

- 1 PTC paper strip
- 1 tissue, napkin, or paper towel

### SLING FLING

#### FOR DEMONSTRATION

- Two 4 x ½-inch suede or leather straps

- One 30-inch piece of paracord, leather cording, or other thick string
- One or more foam golf balls
- Hole punch or drill for leather (diameter similar to cord)

#### PER STUDENT—MARSHMALLOW

#### SLING OPTION (SEE WRITE-UP

#### FOR LEATHER SLING OPTION

#### PER STUDENT)

- Sling Pattern
- Completed sling for example
- Felt sheets (9 x 12 inch), 1 sheet per 6 students
- Leather or suede string (24-inch lengths), 2 per student
- Scissors
- Bag(s) of large marshmallows

## Day 3

### SHADOW PLAY

#### PER TABLE

- Flashlights, 1 per student or pair of students
- 1 big box covered in white OR 8 white shirt boxes
- Small animals, shapes, or other objects for making shadows (e.g., little plastic animals, paper clips, feathers, leaves, toy cars, etc.)

### FEAR NOT

#### PER TABLE

- 1 opaque sack or bag
- Several items that can be identified by touch
- Nail, screw, toothpick, or other pointy (but not sharp or dangerous) item

## Day 4

### STICKY STUFF

#### PER STUDENT

- Velcro (or similar brand) hook/loop fastener strips

#### PER TABLE

- Items to test (e.g., thread, crayons, yarn, crushed leaves, dryer towel lint, small twigs, marbles, cotton balls, thin pieces of

fabric, pom-pom balls, feathers, plastic toys)

- Paper plates or bowls
- Optional: Timer for teacher (just one)

### OVERFLOW YOUR CUP

#### FOR DEMONSTRATION

- Water Molecule Chart
- Marker
- 20–50 large sticky notes or 3 x 5-inch cards and painter's tape
- Pencil
- 1 large piece of paper

#### PER STUDENT

- 1-ounce plastic portion cup with water
- Plastic pipette

#### PER TABLE

- Bowl of water
- Paper towels

## Day 5

### FIRM FOUNDATIONS

#### PER TABLE

- 2 paper plates
- 2 bowls
- 1 sheet of card stock (8½ x 11 inch) and tape
- 4–6 building blocks
- 2–3 flat rocks (painting rocks, river rocks)
- 1 cup of dry sand in a bowl with a couple spoons

### REAL RAINBOWS

#### FOR DEMONSTRATION

- Rainbow Circle Picture
- Refraction Chart
- Rainbow Colors Illustration
- 1 prism

#### PER TABLE

- 1 flashlight
- Bottom 4 inches of a milk jug or other similar sized container
- 1 small, flat mirror that can fit into the container
- Water
- Several sheets of white paper
- 1 fine-mist sprayer
- Several unprinted CDs or DVDs

# Leading a Child to Christ

AnswersVBS presents many opportunities to share the gospel, and every teacher should be ready to explain how to be saved, whether it's one-on-one or with a small group. Use the following steps as a guide to explain salvation, ask questions, read Scripture, and pray with and for students.

**Pray.** Salvation is God's work, not ours. We cannot bring about salvation for anyone, but we can ask God to prepare a child's heart to receive the truth.

**Explain.** Prepare a clear presentation of the gospel. Avoid abstract phrases like "asking Jesus into your heart" and instead use clear biblical language, such as "becoming a child of God." You may want to use the following three key words to share how to receive eternal life:

- » **Admit** you have sinned (disobeyed God's commands). Ask God to forgive you of your sins. The penalty for sin is death (Romans 6:23).
- » **Believe** Jesus, God's Son, died in your place and rose again, paying the penalty for your sins (John 3:16; Romans 10:9-10).
- » **Receive** the gift of eternal life by telling God you want to be his child (John 1:12).

**Ask.** To encourage discussion and to gauge understanding, ask open-ended questions, such as the following:

- » What is sin?
- » Can you think of specific sins you have done?
- » Are you bothered by your sin?
- » Who is Jesus?
- » Why did Jesus have to die?
- » Why did Jesus rise from the dead?
- » When you receive the gift of eternal life, is there anything else you have to do? Emphasize that salvation is not based on what we do but is a gift from God through faith (Ephesians 2:8-9).

**Respond.** When children demonstrate a basic understanding of salvation, encourage them to talk with their parents about what it means to become a child of God (if parents are believers). If they come from a non-Christian home, encourage them to express belief in Jesus through prayer, confessing sin and asking Jesus to save them.

Some children may not be ready to make a decision. For children who have previously made a decision, they may need reassurance or want to confess sin.

- » Read Romans 10:9-10 and John 10:28-29 with those who need assurance, encouraging them to trust in God's promises.
- » For those wanting to confess sin, read 1 John 1:9 and remind them that God forgives when they repent (turn from sin).

**Celebrate.** Rejoice together! Read Luke 15:10.

**Grow.** Explain that children of God receive the Holy Spirit, who helps them understand and obey the Bible. Share practical ways for them to grow in faith and follow Jesus:

- » Read the Bible and obey what it says. (Provide a Bible.)
- » Pray every day. Prayer is talking to God.
- » Attend a church that teaches that the Bible is God's true Word.
- » Tell others about Jesus.

As you faithfully teach and guide children in the gospel, trust God to work in their hearts. Continue to pray for them and encourage them as they grow in their understanding of what it means to follow Christ.

# Craft Supply List

## Day 1 Craft

### Baa-loved Sheep

- White air-dry modeling compound, ¼ oz. per child
- Black air-dry modeling compound, ½ oz. per child
- Cotton swabs, 20 per child
- Wiggle eyes (7 mm), 2 per child
- Black coffee stirring straw (5 inch), 1 per child

### Keepsake Ornament

- [Ornament Tag Pattern](#)
- Brown chenille stem, 1 per child
- Brown yarn, 40 inches per child
- Glitter gold chenille stems, 1 for every 2 children
- White card stock, 1 sheet per 18 children

## Day 2 Craft

### S.O.A.P. Bible

- [Bible Study Method Pattern\\*](#)
- Mini travel bar soap, 1 per child
- Faux black leather, amount varies\*
- Gold foil sheets, amount varies\*
- Red ribbon (¾ inch), 2 inches per child
- Small gold cross stickers, 1 per child, or gold metallic marker
- Glue dots, 2 per child
- Colored card stock, 1 sheet per 15 children

\*Mini bar soaps come in various sizes. As a result, amounts of faux leather and gold foil will need to be calculated on a case-by-case basis as well as the size of the pattern cutout.

### Puffball Zipper Pull

- Plastic fork, 1 per child
- Green yarn, 48 inches per child
- Orange yarn, 40 inches per child
- Split key rings (¾ inch), 1 per child

### Shamrock Crown

- Corrugated gold bulletin board border, approximately 22 inches per child
- Glitter gold chenille stems, 4 per child
- Glitter green chenille stems, 4 per child
- Glitter shamrock foam stickers, 8 large and 8 small per child

## Day 3 Craft

### Don't Worry, Just Pray Magnet

- [Words and Sky Patterns](#)
- [Psalm 23:4 Pattern](#)
- Corrugated cardboard (3 x 5 inches), 1 piece per child
- Goldenrod card stock, 1 piece per 12 children
- Purple card stock, 1 piece per 12 children
- Tan card stock, 1 piece per 12 children
- Adhesive disk magnet (1 inch), 1 per child

### Night-Light in the Darkness

- [Psalm 23:4 Verse Pattern](#)
- Clear plastic jar with black lid (4 oz.) ULINE model #S-9934B-BL, 1 per child
- Yellow, pink, and blue tissue paper, amount varies
- Black construction paper, 1 sheet per 8 children
- Avery 2-inch circle labels 94501 or 22807, 1 sheet per 12 children
- Flameless tea lights, 1 per child

## Day 4 Craft

### Thankube

- [Gratitude Prompts Pattern](#)
- 2 x 2 boards, cut in ½-inch pieces, 1 per child
- Colored card stock, 1 piece per 9 children

### Gratitude Attitude Game

- [Game Parts Pattern](#)
- [Game Cards Pattern](#)
- White mailer (ULINE model #S-11232 4 x 4 x 1 inches), 1 per child
- White card stock, 1 sheet per 2 children
- Colored card stock, 1 sheet per child
- Rubber bands, 1 per child
- Game dice, 1 die per child

## Day 5 Craft

### Psalm Scroll

- [Psalm 23 Scroll Pattern](#)
- Straight wood twigs (4 inch), 2 per child
- White copy paper, 1 sheet per 3 children
- Jute twine (15-inch pieces), 1 per child
- Tea bags, 1 per 2–3 children

## Highland Cow

- Tan terry washcloths (12 x 12 inches), 1 per child
- Tan long hair faux fur, 2 x 7 inches and 2 x 5 inches, 1 of each per child
- Tan felt (2 x 2 x 2-inch triangles), 2 per child
- Pink felt (1½ x 1½ x 1½-inch triangles), 2 per child
- Tan chenille stems, 2 per child
- Mini wood craft stick (2½ x ¾ inches), 1 per child
- Rubber bands (#32), 4 per child
- Glue dots, 8 per child

## My Mini Psalm 23 Sensory Book

- [Cover Label Pattern](#)
- [Sensory Book Pages \(verses 1–6\) Patterns](#)
- [Pond and Tablecloth Tracing Pattern](#)
- White copy paper, 1 sheet per 6 children (for cover label)
- White copy paper, 3 sheets per 2 children (for book pages)
- Green card stock, 1 sheet per 2 children
- Sensory materials (per child): Cotton ball, 2 x 4-inch piece of blue tissue paper, ¾-inch yellow felt circle, 8-inch piece of thin jute twine, 2 x 4-inch piece of lightweight cloth, 6–8 mini star stickers

## Tools & Basic Supplies

- Kitchen or postal scale
- Plastic wrap and sealed container
- Ruler
- Scissors and fabric scissors
- Office paper cutter
- Hole punch (¼ inch)
- Colored highlighters
- Glue sticks
- Transparent tape
- Stapler
- Tacky/craft glue
- Optional: Fine sandpaper
- Colored permanent markers
- Black Sharpies
- Quart-size zippered baggies
- Cotton swabs
- Crayons or markers

Check inside for supplies needed for the extra craft ideas.

Look for **these items** in the Craft Pattern.pdf on [AnswersVBS.com/emeraldresources](http://AnswersVBS.com/emeraldresources).

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