

Tree-mendous



SCIENCE & CRAFTS

LEADER GUIDE





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AnswersVBS.com/junglecrafts**

COURSE OVERVIEW

Theme Verse: 1 Timothy 1:17

	Day 1	Day 2	Day 3	Day 4	Day 5
	Creation	Corruption and Catastrophe	Confusion	Christ and the Cross	Consummation
Title	All Is Good	All Sin	All in Confusion	Savior for All Who Believe	All Is Good Again
Bible Passages	Genesis 1	Genesis 3, Genesis 6–9	Genesis 11	Various Scriptures	Revelation 21–22
Lesson Focus	We cruise to our first C of history— Creation —and head back to the beginning of the universe.	Next come Corruption and Catastrophe as sin enters the world and affects everyone.	The fourth C— Confusion —checks out the world-altering events that began at the tower of Babel.	Christ and the Cross are the next stops. The gospel is shared today.	The last C— Consummation —shows that God wins and all goes back to very good again.
Apologetics Content	Examining how it all began—man’s ideas or God’s Word?	Examining the reality of a global flood	Examining where the people groups came from	Examining the need for a Savior	Examining how it turns out in the end
Memory Verses	Genesis 1:1	Psalms 14:3	Genesis 11:9	John 1:12	Revelation 21:4
Colors	Green	Dark and Blue	Gray	White and Red	Yellow
Animal Pals	Eden the Green Parrot	Tox the Blue Poison Dart Frog	Scatter the Silverback Gorilla	Rose the Pink River Dolphin	Bliss the Bird-Wing Butterfly
Tree-mendous Crafts	Face Planter My Bug Jar	Straw Serpent Rainy Day Rain Gauge	Tricky Triangle Game Toothpick Tower	Christmas Ornament Easter Diorama	7 C’s Bracelet or Necklace Beautiful Butterfly
Tree-mendous Science	Order and Disorder Stack the Layers	Fallen Foliage Catastrophic Eruption	Skin-Deep Tower Test	Don’t Eat Me Ring Around a Tree	Cycling in the Jungle Good Again
Rainforest Recreation	Jungle Obstacle Course Sea & Sky Tag	Rainy Relays Tox Tag	Confusing Competitions Babel Bricks	Capture the Gifts Cross Kickball	Seven C’s Splash Coconut Launch
Canopy Café Snacks	Dirt Dessert Forest Fruit	Serpent Snack Tree Treat	Shades of Pudding Parfaits Wacky Mixed-Up Trail Mix	Gospel Goodies Nativity Nibbles	7 C’s Boat Colorful Bites
Cool Contests	Guess the Beetle Bugs	Team Spirit Day	yaD sdrawkcaB	7 C’s Scavenger Hunt	Mission Money Mania



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Tree-mendous Science and Crafts

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HANDY HELPS

It's a Jungle Out There!

Listen! Can you hear a howler monkey screeching and insects buzzing? *Look!* Do you see a sloth hanging from a tree and a jaguar crouching, ready to pounce? *Smell!* Is that the aroma of tropical flowers wafting through the air? *Touch!* Do you feel soft grass under your feet and gentle rain on your skin? *Taste!* Is that delicious milk from a coconut and exotic spices from the rainforest?

Join us in a world of wonder that will delight our senses while captivating our hearts and minds at *The Great Jungle Journey: An Epic Cruise from Genesis to Revelation*. We will cruise through jungle rivers, making stops at seven ports of call along the way—each starting with a C. These represent seven key biblical events—the 7 C's of History.

Day 1: Creation—Our first C takes us back to the beginning of time and the creation of the universe when it was all good. Did the universe start with a big bang, or did God create it?

Day 2: Corruption and Catastrophe—Next, Adam sinned, which affected his descendants, who were so wicked that God sent a global flood as judgment for their sin.

Day 3: Confusion—The fourth C checks out the events that began at the tower of Babel. Can this be where all the people groups originated from?

Day 4: Christ and the Cross—At these stops, we realize once again that man is sinful and needs a Savior. Hallelujah, God provides one in his Son!

Day 5: Consummation—The last C shows the thrilling conclusion to history when all goes back to very good again, and—best news ever—God wins against sin and Satan.

Excitement and adventure await from the first minute of each day when kids meet in travel groups. The groups gather at the **Jungle Jam Assembly**, a high-energy beginning that includes wacky intros, lively songs, a Mission Moment, and prayer.

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

Rain or Shine Bible Time, where God's Word is taught in creative, hands-on ways.

Tree-mendous Science and Crafts, where kids make jazzy jungle crafts and explore God's amazing world with science experiments.

Canopy Café Snacks, where travelers go bananas, munching on tropical treats and eats.

Rainforest Recreation, where kids rumble in the jungle with some wet and wild games.

Travelers' Missions, Music, and Memory Verses, where kids sing songs, learn their memory verses with fun games,

or go in-depth with the Mission Moment featuring Children's Hunger Fund.

Finally, everyone heads back to the **Jungle Jam Assembly** for the closing, where there's more singing, contest results, and the highly anticipated daily drama. This follows a jungle river cruise that plans to make stops at different ports of call but faces a catastrophe that affects the plan, resulting in lots of unexpected rainforest adventures.

Prepare to swing into the fun as we head out on our jungle river cruise. See you in the rainforest!

Our Goal

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

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

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

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

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

Your Role

Your role 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 *The Great Jungle Journey* may be new to you. For a list of helpful articles on the topics covered in this VBS program, please visit AnswersVBS.com/junglefaq.

Terms to Know

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

Travel Groups/Travelers: Groups of children (individual classes) named after jungle animals, such as Bengal Tigers, Butterflies, Toucans, or Howler Monkeys.

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

Rain or Shine Bible Time: Bible and apologetics lesson time in the jungle.

River Guides: Teachers of the Rain or Shine Bible Time.

Tree-mendous Science and Crafts: Rotation site where crafts are made and science experiments are explored.

Canopy Café Snacks: Indoor or outdoor location where snacks are served.

Rainforest Recreation: Indoor or outdoor site (outdoor is preferred) for recreation time.

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

Memory Verse: Daily Bible verse to learn.

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

Toddlers: 2–4-year-olds.

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

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

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

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

Top 20 Tips for Tree-mendous 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 main craft and science experiment suggestions as well as ideas for extra crafts and craft kit options. Some are simple and quick, while others are more involved. There are also crafts for 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, cell 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 prep 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 get 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 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. Overhead projectors can be used to display craft and science experiment directions.
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 or science experiment. 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, if possible.
17. Give leftover craft supplies to sick children, another VBS, or your church's resource area.
18. Always, always, always put names on crafts and take-home science experiments! Strips of masking tape work well for name labels.
19. The test churches divided this rotation time by having 17 minutes in a science room, attempting one or two science experiments, and 17 minutes in a craft room, doing one or two crafts.
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.

DAY 1 EXPERIMENT

ORDER AND DISORDER

Materials

For Demo

- ❑ **LEGO Pictures**, one color copy of each
- ❑ LEGO bricks for demonstration:
 - » 12 small squares of same color
 - » 6 medium bricks of same color
 - » 6 large bricks of same color

Per Student, Small Group, or Table

- ❑ 6 small blocks per child
- ❑ 1 bin large enough to hold the blocks
- ❑ 1 bowl to hold the following:
 - » 1 AA battery
 - » 1 AA battery holder with wire leads
 - » 1 mini light bulb and socket

Prep

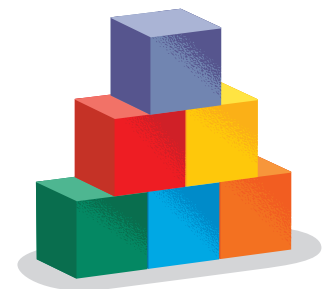
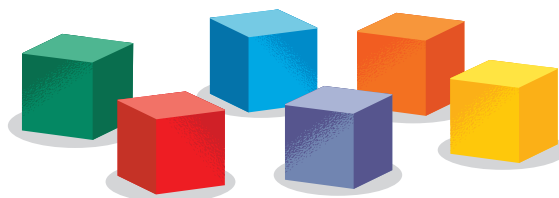
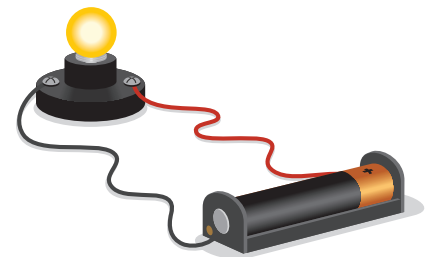
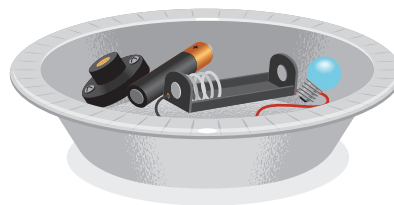
1. Print the **LEGO Pictures** from AnswersVBS.com/junglecrafts.
2. Decide if doing per child, small group, or table, then prepare bowls containing a battery, a battery holder, a light bulb, and a light bulb socket in each.
3. Place blocks in the bins.
4. Distribute one filled bin and one filled bowl to each student, group, or table.

Class Time Directions & Dialogue

Introduction

Where did the universe come from? Take answers. The Bible, God's Word, tells us God created the heavens and the earth. Scientists study what God has made. They've even made special equipment that allows them to look deep inside matter, which is the "stuff" that makes up the universe. They can actually see the very tiniest particles that make up matter. These tiny particles are called atoms.

God used different atoms to build everything in creation. Picture it like this: imagine each LEGO brick is an atom. Show one large LEGO brick. When different atoms mix, they form molecules. For instance, when one oxygen atom mixes with two hydrogen atoms, we get a water molecule. Connect two small, square bricks to the first brick. But if you have six oxygen atoms (add four more large bricks), 12 hydrogen atoms (add 10 small squares), and six carbon atoms (add 6 medium bricks) you would get sugar! However, there are different types of sugar that are made from the same kinds of



atoms. Move some bricks to make a new shape. Which sugar you wind up with depends on where each atom is placed.

God created everything. And each thing is made up of molecules put together in different ways, just as LEGO bricks can be put together to make different things. Look at some of these LEGO creations. Show color LEGO PICTURES. How do you think these artists made these pieces of art? Did they just toss the blocks on a table in a disorderly fashion and watch them assemble themselves into something orderly? Allow responses. Of course not! We know that an intelligent person took the pile of bricks and followed the instructions, which were written by intelligent people, putting each brick in order at just the right spot to make it turn out so great.

As cool as these are, putting toy bricks together is a pretty small thing when you think about the entire universe! To create that, someone had to have an infinite, or endless, amount of intelligence and power. Only God is all-powerful and all-knowing.

Directions

Each of you has a small bowl in front of you. What do you see in that bowl? Take answers. You have a battery, a battery holder with wires, a little light bulb, and a socket for the light bulb. These items are just mixed up in the bowl. You have everything necessary to make the light bulb light up. Is anybody's light bulb lit right now? Take answers. The items are not in the right order, are they?

Try this. Gently tip your bowl so your objects fall out onto the table. How about now? Is anybody's light bulb lit? Take answers. Let's try again. Put your pieces back into your bowl and gently spill them out again. Did it work? Did your light bulb turn on? Take answers.

Even though we have all the parts we need to make the light bulb light up, the parts are in disorder. And they can't just get in order on their own. The parts will not move to a more ordered state unless they're forced to do so by someone or something. There's a very specific way the pieces must be put together for the light

bulb to work. Building a working light requires intelligent input—someone to figure out what needs to be done and then to put all the parts together in the right order. So insert the battery into the holder with the negative end—with the little minus sign—pressing the spring. Notice that the negative end does not have the raised circle on it. Show the raised area of the positive end of a battery. Gently screw the little light bulb into the socket. With a wire from the battery holder in each hand, touch the wires to the two shiny, brass areas on the sides of the light bulb socket. Point to the brass areas. What happened? Take responses. It lit up! Your intelligent direction was required to take the disorderly parts and put them in order so they could light up the bulb. Now take the four pieces apart, put them back in the bowl, and move the bowl out of the way.

Now each of you take six blocks out of the bin on your table. Hold all six blocks in your hands and drop them onto the table in front of you. Did anyone's blocks stack perfectly in the shape of a pyramid? Take responses. That would mean it went from disordered to ordered without you having to do any work. A pyramid isn't going to form on its own. Have students stack the blocks into a pyramid and make other things with the blocks as time allows. Put the blocks back into the bin.

You may hear at school or see on TV or in a book that the universe expanded from a big bang or came about on its own through random processes. But, as we've seen today, this is scientifically impossible. These ideas go against the scientific laws that govern the universe—laws that were given by the Creator. Disorder, like a big bang, can't result in an orderly universe. True science supports what the Bible teaches—that God is the all-powerful and all-knowing Creator.

Tip Corner

- Bring in one or more LEGO builds made by a child in your class.
- If you have more LEGO blocks, give each child enough to build along with you during the beginning paragraphs of your teaching time.

DAY 1 EXPERIMENT

STACK THE LAYERS

Materials

Per Student

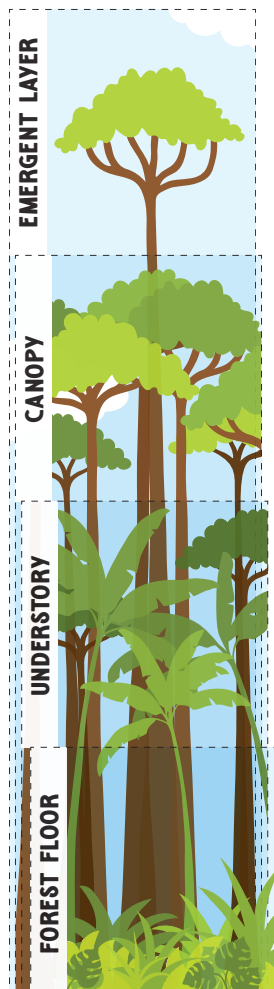
- Rainforest Layers Pattern**
- Envelope (see Prep #5)
- 8½ x 11 sheet of printable transparency film
- Small brass fastener
- Permanent marker
- Optional: small rainforest animal stickers

Teacher Use

- One set of the **Rainforest Animal Pictures**
- Scissors or paper cutter
- Small hole punch

Prep

- Print the **RAINFOREST LAYERS PATTERN** onto transparency film, one per student.
- Cut out the four pictures on each film sheet.
- Stack the pictures in order, aligning the bottom edges.
- Punch a small hole through all four layers in the bottom left corner.
- For older kids, place a set of pictures in an envelope for each student. They will stack and secure their pictures with a brass fastener during class. For younger students, secure the layers by punching a brass fastener through the holes ahead of time.



Class Time Directions & Dialogue

Introduction

What do you think the garden of Eden looked like when God first created it? *Take answers.* There were lots of plants and animals, right? *Acknowledge.* From the very beginning, God created plants as food for animals and people. In fact, before sin came into the world, even tyrannosaurs were vegetarians!

Optional Paragraph: God designed a unique system where plants get energy from the sun, and animals and people get energy from the plants they eat. There's a scientific law that describes this use of energy from one thing to another. It's called the law of conservation of energy. God created all the energy in the beginning, and it continues to this day. New energy can't be created. And the energy we have already can't be destroyed. It can only change from one form of energy to another, like the energy a plant uses is changed to the form an animal needs when it eats the plant.

This week in VBS, we're journeying through the jungle, which is one part of a rainforest. Rainforests are typically very hot and humid, and the name *rainforest* gives away the fact that it rains a lot there!

Tell me some animals you would expect to find in a rainforest. *Take answers.* Yes, there are different kinds of birds, fish, amphibians, insects, mammals, and reptiles that make their homes in the rainforest. In fact, about half of the earth's animal and plant species live in rainforests. But animals need energy to live. And to have so many animals, there needs to be plenty of food for them, right? Rainforests are also home to over 40,000 species of plants! Wow! These plants grow in different layers—some grow on the ground, and some grow really tall. There are four different layers in the rainforest—forest floor, understory, canopy, and emergent layer. We'll take a look at these next.

Directions

Each of you has an envelope with four pictures, one for each plant layer of the rainforest. Let's start by looking at picture 1. It has the tallest plants. Do you all have it? *Acknowledge.* This is called the emergent layer, where the tallest trees grow. There's plenty of sunlight in this layer because these trees are not in the shadows of any others.

Note that the animals mentioned throughout this section are not all found in the same rainforest. Rainforests around the world have different animals that live in them. What kinds of animals do you think would live way up in the emergent layer? Show **RAINFOREST ANIMAL PICTURES—EMERGENT**. *Take answers:* flying animals like harpy eagles, scarlet macaws, pygmy gliders, and bats. You can use a marker to draw a bird high up on the treetop (or add stickers).

Find picture 2. Have older students stack each picture as you go. This shows the next layer down, which is called the canopy. It's very crowded with tree limbs and leaves that act like an umbrella, shielding the area below it from the sun. This causes everything below the treetops to stay wet. Show **RAINFOREST ANIMAL PICTURES—CANOPY**. The canopy has many different kinds of animals—spider monkeys, orangutans, toucans, sloths—and the list goes on. Draw one or two of those animals in the canopy (or add stickers).

Find picture 3. The next level down is the understory. This is the area just below the canopy but still above the ground. In addition to young trees, this level has plants with large leaves. Why do you think they have large leaves? *Take answers.* We just learned that the canopy shields the area below it from the sunlight, so the plants below the canopy need a good way to absorb any sunlight that makes it through to them. The larger the leaves, the more sunlight they can get. What animals would you find here? *Take answers.* Show **RAINFOREST ANIMAL PICTURES—UNDERSTORY**. There are geckos, boa constrictors, fruit bats, kinkajous, and

blue-tailed iguanas, along with many others. But animals in this layer often become lunch for the predators on the forest floor. Draw a boa constrictor (or add stickers).

Picture 4 is the forest floor. Getting enough sunlight can be a real challenge for the shrubs, grasses, mosses, and ferns that are found here. These plants don't grow very tall. The forest floor can also be thick with decaying (rotting) matter. What kinds of animals do you think would live on the dark and damp forest floor? *Take answers.* Show **RAINFOREST ANIMAL PICTURES—FLOOR**. There may be tapirs, striped okapis, and a large, heavy bird called a cassowary. The jungle cats like jaguars and tigers live here too, along with snakes, mice, pigs, anteaters, insects, spiders, and even crocodiles and fish.

Now, if you were a sloth, do you think you would be safer in the canopy or on the forest floor? *Take answers:* canopy. Why? *Take answers.* There are some big predators on the forest floor and sloths move so slowly they wouldn't be able to escape. Yikes! Draw a big cat on the forest floor (or add stickers).

For the older kids: To connect the layer pictures, make sure they're in order, then line up the small holes at the bottom. *Pass out one fastener to each student.* Insert a brass fastener through the holes and open the tabs on the back side of the fastener to hold it in place. You can take this home with you to remind you of the rainforest and how God designed a system of energy that's used by plants and animals.

Tip Corner

- Print **these items** from AnswersVBS.com/junglecrafts.
- Print additional pictures of the various animals mentioned to show as you talk about them. They are fascinating, and the kids may not be familiar with what many look like.

DAY 2 EXPERIMENT

FALLEN FOLIAGE

Materials

For Demo

- Gift box with separate lid
- Unsharpened pencil
- 18-inch piece of string
- Plastic drink bottle
- Empty cereal box
- 6-inch piece of string
- Small plastic animal
- Pair of scissors

Per Table

- Gift box with separate lid
- Unsharpened pencil
- 18-inch piece of string
- Plastic drink bottle

Per Student, Small Group, or Table

- Venus Flytrap Care Instructions**
- 1 Venus flytrap potted plant
- 1 plastic cup to hold the potted plant
- Distilled water or rainwater

Teacher Use

- One copy of the **Rainforest Traps Pictures**
- Trays for leaders to carry take-home plants until VBS dismissal

Prep

Prepare Teacher Demo

1. Detach the top flaps of the cereal box. (Discard small side flaps.) Tape the long flaps together as one piece. Trim down two adjacent edges of the flap piece by a

couple of millimeters so it will slide inside the box. Tape the 6-inch string across the center width of the flap piece. Cut one ¼-inch slit in the center of each long box edge. You will slide the string into the slits so the flap stays just inside the top of the box, creating a trapdoor.

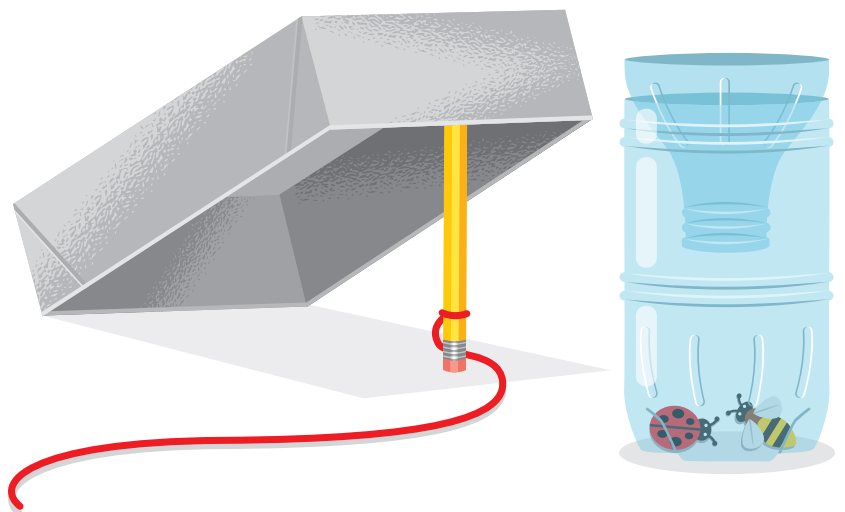
2. Set up a demonstration table for the teacher with one set of experiment objects, including the cereal box and string.

Prepare Experiment Objects for Each Table

1. Tie one end of the 18-inch piece of string to the eraser end of the unsharpened pencil and secure with tape.
2. Cut plastic drink bottle horizontally so the bottom portion is taller than the top portion.
3. Pass out one set of objects per table, including the following: gift box piece, unsharpened pencil with 18-inch string attached, plastic drink bottle pieces.

Prepare Venus Flytrap Plants

1. Decide if doing this per student, small group, or table.
2. Confirm that there are holes in the bottom of the plant pots. Add ¼ inch of distilled water or rainwater in the bottom of each plastic cup then add a potted plant to each cup to keep the soil moist.



3. Print the **Venus Flytrap Care Instructions** for each student if they will take a plant home.
4. Optional: Make one sample for demonstration purposes.

Class Time Directions & Dialogue

Introduction

Yesterday, we talked about God's creation. Everything was wonderful, but then what happened? *Take answers.* Yes, Adam and Eve ate the fruit from the tree of the knowledge of good and evil, even though God had told them not to. They disobeyed God's command, which is sin. As a result, God placed a curse on his creation, and the creation became corrupted (bad mixed with good). Before sin, there was no death, no killing of animals—God's creation was good and full of life and peace. The animals all got along and lived side by side. They all ate plants—even the big cats, crocodiles, and dinosaurs. *Read Genesis 1:29–30.* So in the beginning, people and animals ate plants for food. Could you go out into the forest and eat from all green plants now? *Take answers.* Absolutely not. Because of the curse, many plants are no longer safe to eat. Some are even poisonous!

What about the animals? Do they still only eat plants? *Take answers.* Well, some animals do, and we call them herbivores. Some eat both plants and animals and are called omnivores. But some of the animals, like the big cats, only eat other animals. We call them carnivores. What about spiders? They are carnivores too. How do they catch their prey? *Take answers.* Some can catch their food by building traps. **SHOW RAINFOREST TRAPS PICTURES.** Have you ever walked through a spider's web? The silk is really sticky so that when an insect flies into it, the insect can't get away, and the spider makes a meal of it. Some spiders actively hunt, while some wait in a burrow or on a bush ready to jump as prey comes by. Frogs tend to wait patiently too. When prey comes near, ZAP! That long sticky tongue snaps out and catches flying insects.

Since we are talking about waiting patiently, listen to this! There is an animal that will stay nearly motionless for several DAYS waiting for prey to come by. Does anyone have a guess what that is? *Take answers.* The Malabar pit viper. The pit viper uses small pits on the front of its face to detect the size and identity of possible prey, even in the dark!

Directions

What if we were some sort of animal here in our jungle and needed to catch some prey? We might want to make a trap, right? *Acknowledge.* There are several objects at your table. Take a few minutes to

experiment with these things and see what kind of traps you can come up with. Then we'll compare ideas. Give a few minutes for students to experiment.

So, how did it go? Were you able to set up a trap for your prey? *Acknowledge.* Did anyone try this? Use objects at the demonstration table to show trap examples. If I lift one edge of this gift box piece and prop it up with this pencil (put the string/eraser side on the table), my trap is set. I just have to wait until my prey crawls under the box and then pull the string like this. *Pull the string.*

Here's another example. *Show the bottle pieces.* This trap is great for catching flying prey. Place the top with the opening upside-down into the bottom of the bottle, like a funnel. When a small insect flies down through the small opening, it will have difficulty flying back out. I could even add a liquid to attract the prey, like apple cider vinegar. Has anyone made a trap like that before? *Acknowledge.* It's great for catching fruit flies.

I have one more trap to show you. If I slide these strings that are attached to this box top-down into these slots on the cereal box sides, I've made a swinging trapdoor. *Place plastic animal on top.* Now if something steps onto the box top, it will fall inside the box. You can use this idea with a bucket and a lid to make a great mouse catcher.

Here's a question to think about: Are animals the only carnivores, or are there plant carnivores too? *Take answers.* Yes, there are a few plant species that are classified as carnivorous. Does anyone know the name of a well-known carnivorous plant that traps its prey? *Take answers.* The Venus flytrap.

In nature, things that make, or produce, their own energy source are called producers. Since plants use sunlight to make their food through photosynthesis, plants are producers. Herbivores, omnivores, and carnivores get their energy by eating, or consuming, other things and are all classified as consumers.

So what about the Venus flytrap? Is it a producer or a consumer? *Take answers.* It seems like it's both. But if we go back to the definitions of producers and consumers, we see that the important issue is how they get their energy source. The Venus flytrap absorbs energy from the sun, like other plants do. However, the Venus flytrap needs certain nutrients that it can't absorb from the soil, such as nitrogen. But it can get nitrogen from digesting insects. So, now what do you think? Is it a producer or a consumer? *Take answers.* The Venus flytrap really is a producer. We can still call it a carnivorous plant even though we understand it really isn't "eating" to gain energy, but to gain the nutrients it needs to make energy.

The Venus flytrap is a reminder that we live in a world corrupted by sin. After all, there was no death before Adam and Eve disobeyed, so plants wouldn't have eaten insects either. But praise God, there are still some things that we can enjoy, like animals and plants.

Optional Paragraph: Each of you may take one of these plants home to enjoy. Have leaders take one Venus flytrap plant and a copy of the **VENUS FLYTRAP CARE INSTRUCTIONS** for each student and hand them out at VBS dismissal, along with a little distilled water. Your leader will give you a plant and growing instructions at dismissal. Happy growing!

Tip Corner

- Print **these items** from AnswersVBS.com/junglecrafts.
- Use just one Venus flytrap for demonstration purposes instead of giving one to each child if cost is an issue, or have one for demo and one per table.
- Dormant, bare-root flytraps are less expensive and are available at home supply stores.
- Show more pictures of the animals and traps they make.

DAY 2 EXPERIMENT

CATASTROPHIC ERUPTION

Materials

Per Student or Table

- 40 ml ketchup
- 40 ml vinegar
- 2 tsp. baking soda
- 25 ml water
- Liquid dish soap
- 1 paper towel
- 1 4-oz. empty bottle
- 1 6-oz. paper cone
- 1 disposable bowl
- 1 irrigation syringe with tip cap (≥ 50 ml)

Per Table

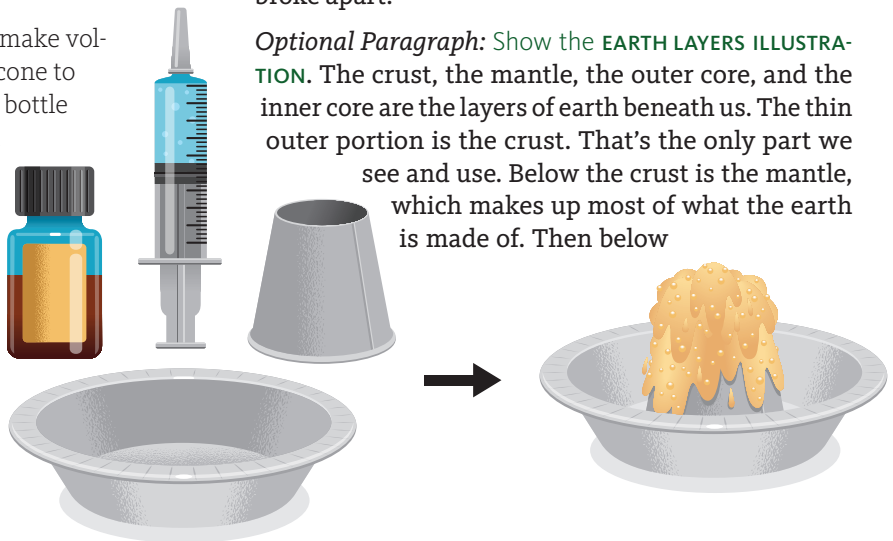
- 1 bucket for cleanup
- Extra paper towels for spills

Teacher Use

- One copy of the **Earth Layers Illustration**
- One copy of the **Volcanoes Illustration**

Prep

1. Decide if doing per student or table. To make volcano cones, cut the tip off each paper cone to make an opening the same size as the bottle mouth. If your bottle body is wide and the cone does not fit over the bottle, slice the cone open vertically so it can wrap around the bottle.
2. Put 40 ml each of ketchup and vinegar into the bottle, add lid, and shake well to mix.
3. For each syringe, mix 25 ml water and 2–3 drops of liquid dish soap in a small bowl or cup.



4. To ensure that you get all the baking soda, follow these steps: Remove the plunger from the syringe, use a funnel to pour 2 tsp. baking soda inside, replace the plunger, then draw up the water and soap solution. Draw in some air, cap the tip, and invert to mix.

Class Time Directions & Dialogue

Introduction

We've been learning about the time when God sent his judgment for sin in the form of a global catastrophe. What kind of catastrophe was it? *Take answers: a global flood.* All people, land animals, and birds were destroyed by water except those that were on the ark. Right? *Acknowledge.* It took a lot of water to flood the entire earth. So where did all that water come from? *Take answers.*

Read Genesis 7:11. What do you think the windows of heaven opening means? *Take answers.* It rained. But this wasn't a normal rainfall like we experience now. This was a continuous torrential downpour that lasted forty days. What about "all the fountains of the great deep" that broke and burst? What is that referring to? *Take answers.* Most likely, these fountains were waters hidden underground and beneath the ocean floor. They were released as the earth's crust broke apart.

Optional Paragraph: Show the **EARTH LAYERS ILLUSTRATION**. The crust, the mantle, the outer core, and the inner core are the layers of earth beneath us. The thin outer portion is the crust. That's the only part we see and use. Below the crust is the mantle, which makes up most of what the earth is made of. Then below

the mantle is the liquid outer core, and finally in the center, the solid inner core. The upper part of the mantle is attached to the crust, and together, they make what we call plates. Have you all heard of plate tectonics? *Acknowledge*. It refers to the movement of these plates as they sit or float on a layer of hot melted rock.

Have you ever looked at a globe or a map and noticed that the continents look like they would fit together? Many scientists that study the earth believe there used to be one big continent. Some scientists would say the continents separated over a very, very long time—about one hundred million years.

But when we study the Genesis account in the Bible, we learn that just 4,300 years ago, God sent the catastrophe of Noah's flood. During this global flood, massive earthquakes and underwater volcanoes opened the great deep, and huge amounts of water, steam, and lava were released. The original continent broke apart, and pieces were moved thousands of miles away. One hundred fifty days after the flood began, floodwaters drained away as mountains rose and newly formed ocean basins settled down into the earth. But volcanic activity continued, even after Noah came off the ark.

Raise your hand if you have seen a volcano in real life. Who can tell me the difference between magma and lava? *Take answers*. Magma is hot melted rock, called molten rock, that is still underground. Lava is that same molten rock that has broken through the earth's surface. Why does it look red? *Take answers*. Because it is super hot! Do all volcanoes spew their lava high up into the air like a geyser? *Take answers*. No, they don't. *Show VOLCANOES illustration*. The ones with steep sides tend to send out their lava with the most force and are called cone volcanoes. Shield volcanoes have a more gradual slope to their sides, and their lava doesn't usually shoot up very far.

Directions

Since they were so active during the flood, let's experiment with volcanoes. We're going to make a model of a shield volcano that "erupts" due to a reaction between an acid and a base. You should have a bottle with some reddish liquid inside. This is the acid part. It's a mixture of ketchup and vinegar. The syringe has baking soda, which is the base, and water. You also have a paper cone, a bowl, and a paper towel.

Put your bowl on the table in front of you. Now, make sure your lid is still tight on your bottle and then shake it to mix the ketchup and vinegar. *Pause*

for mixing. Once you are done mixing, remove the lid and set the bottle upright in the bowl. Be careful not to spill it. Once your bottle is sitting in the bowl, place the cone around the bottle to make it look more like a volcano.

Next, we need to gently mix the baking soda and water in the syringe. We can do this by turning the syringe upside down several times. Go ahead and do that. *Pause for mixing*.

Ready for the fun part? We are all going to do this together when I say, but just listen first. What you're going to do is hold the syringe in your non-dominant hand—the one you don't usually write with. Remove the tip cap, and when I tell you to, you'll hold the syringe with the tip over the bottle opening. Use your other hand to press down on the plunger to make the baking soda water go into your bottle. Then watch your volcano erupt. Is everyone ready? *Acknowledge*. Here we go! Pick up the syringe, remove the cap, hold your syringe over the mouth of your bottle, and push the plunger in. *Let volcanoes erupt for 30 seconds to 1 minute*. So, how was your eruption? Did your lava ooze over the sides like a shield volcano?

To clean up, carefully place your bowl, bottle, cone, and syringe into the bucket on your table. Use your paper towel to clean up any spills.

There are still volcanoes that erupt today. Where can we find volcanoes? *Take answers*. Most volcanoes form where plates come together or move apart, where magma is most able to rise to the surface. They can also occur within a single plate if there is a hot spot under the plate, as in Hawaii. Although volcanoes are very powerful, it's comforting to remember that God is even more powerful than they are. God was in control of everything that happened during the catastrophe of Noah's flood. And that same God is still in control of our world today.

Tip Corner

- Print [these items](#) from AnswersVBS.com /junglecrafts.
- Have just one volcano per small group or table rather than one per student if cost is an issue.
- A more simplified volcano involves putting some baking soda in a clean, dry, empty plastic bottle then putting that in a paper bowl. Mix together some red food coloring and vinegar and pour the mixture into the bottle. Watch it erupt!

DAY 3 EXPERIMENT

SKIN-DEEP

Materials

Per Student

- Cellophane (or other transparent material) in a variety of colors
- 1 envelope (larger than 3 x 5)

Teacher Use

- Optional: world map

Prep

1. Layer one of each color of cellophane. Place each layer 1 mm in from the previous layer's edge. (This enables peeling apart the layers later.) Cut cellophane into 3 x 5-inch rectangles.
2. Place one rectangle of each color into each envelope.

Class Time Directions & Dialogue

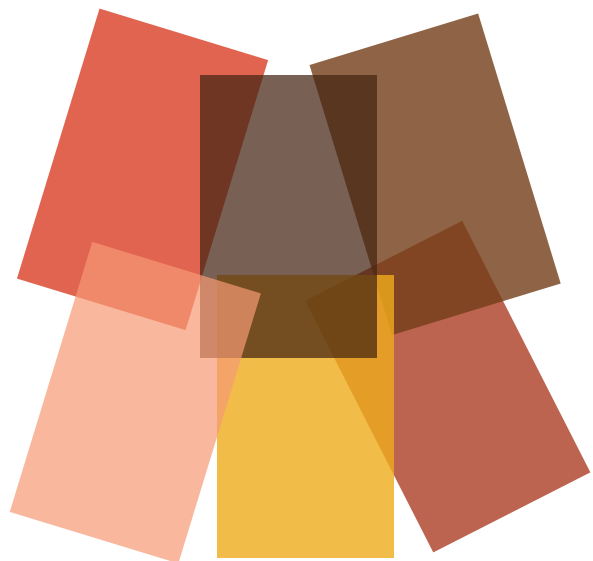
Introduction

Yesterday, we learned about a global catastrophe. Who remembers what that was? *Acknowledge.* Yes, the global flood. After the water receded, were there a lot of people on the earth? *Take answers.* No, the only people were the eight people who had been in the ark. After they got off, Noah's family grew with grandkids and great-grandkids. God wanted them to keep growing their families, and he commanded them to move all over the earth and fill it with people. Were Noah's descendants obedient? *Take answers.* No. They wanted to stay together. They built a city and were working on a tall tower. What was this tower called? *Take answers.* Yes, the tower of Babel. Do you think this was a long time after the flood, like thousands of years? *Take answers.* The people were building this tower just a little over 100 years after the flood. Think about that. Just a hundred years had passed. Noah was even still alive! But the people were already doing what they wanted to do instead of what God commanded them to do.

To cause the people to scatter, God confused the language. Instead of everyone speaking the same way and being able to work together, different families suddenly spoke different languages. Because they couldn't understand each other anymore, the people moved apart. They scattered and filled the earth, like they should have done in the first place.

Show a world map if available. Some went toward Europe, some toward Africa, and some toward Asia. Some family groups eventually traveled to North America by going across the Bering Strait. From there, they spread across the continent and down into Central and South America. During the ice age, the ocean levels were much lower than today and land was exposed between Asia and Alaska—called a land bridge. The distance from southeast Asia to Australia was also shorter because of lower ocean levels.

Because the groups of people went in different directions and couldn't communicate with each other, they most likely would marry someone within their group. Over the years, many of the same physical characteristics were passed down from parents to their children. That's why today many people groups have certain types of hair, eye shape, or skin tone that are different than those of other nations.



Directions

So, if we all are descendants of Noah's family, and Adam before that, why are there different skin shades? *Take answers.* Actually, we all have the same basic skin coloring pigments—just more or less of them. A pigment is something that provides color. Markers, for example, have a variety of different pigments—red, orange, yellow. And those pigments can combine in different ways to produce even more colors.

Open your envelope and take out the cellophane pieces. We're going to experiment with developing different colors by combining them. Hold each colored piece up to the light to see it well. Then stack different combinations to see what new colors you can make.

You can combine with your neighbor's colors too if you want. *Allow several minutes to experiment.*

There are so many color combinations in creation. But in our bodies, God has given us two main pigments called melanin—one is brownish, and the other is reddish. More of the brownish pigment in our skin produces a darker skin shade. Less of it produces a lighter skin shade. We can see all the amazing combinations of these pigments in the beautiful variety of skin shades around the world.

Tip Corner

- To be more realistic to skin tones, choose cellophane colors of brown, light brown, yellow, red, and pink.

DAY 3 EXPERIMENT

TOWER TEST

Materials

Per Student or Small Group

- At least 55 small, 1- or 2-inch building blocks
- One paper plate

Teacher Use

- One copy of the **Ziggurat Pictures**
- Clock, watch, or timer

Prep

Decide if doing per student or small group. Place one or more paper plates at each table. Fill each plate with at least 55 blocks.

Class Time Directions & Dialogue

Directions

Today we're going to start with an experiment, and then we'll discuss it when we finish. Are you ready? *Acknowledge.*

Your task is to build a tower right in front of you on the table in 90 seconds. You need to be careful not to bump the table or lean against it as you build. Ready? **Begin!** *Time 90 seconds.* Stop! Everyone, take one step back from your table, and let's have a look around the room. What do you all think? Which tower is tallest? *Take answers.* This experiment is called "Tower Test" not "Tallest Tower." I'm going to test your towers to see which one remains after I give your table a little bump like this. Walk by all the tables and give them each a bump with the same amount of force. Now which tower do you think is the tallest? *Take answers.* Now that you know what the test is, you're going to quietly build another tower while I share some interesting facts. Ready? Let's do it! They build while you talk.

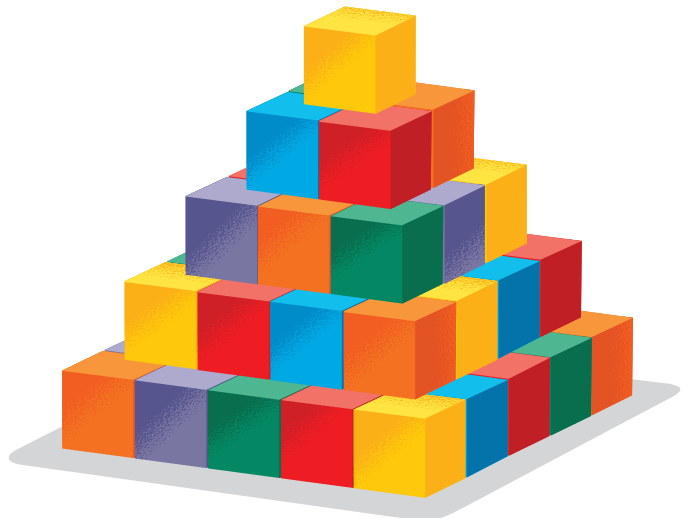
Discussion

What do you think the tower of Babel looked like? *Take answers.* We know from the Bible that God stopped

construction of the tower by confusing the language, but the Bible never tells us what the tower looked like. What does a ziggurat look like? *Take answers.* Each time the makers of a ziggurat added another level to their tower, it would have been smaller than the level below it, resulting in a structure that looked like this. *Show ZIGGURAT PICTURE.* Think about that as you build your tower.

We don't know this for sure, but there is good reason to believe that the tower of Babel was a ziggurat. First of all, in 1899, archaeologists excavated the city of Babel, which is in modern-day Iraq, and in 1913 remains were found of what appears to be the base of a tower. Secondly, there is an ancient tablet called the Esagila tablet that talks about the ziggurat of Babylon, which is believed to be the tower of Babel. Finally, there are other ancient writings that describe this tower as a seven-story ziggurat with a square base of 90 meters on each side. All this matches up with what archaeologists found in 1913, so it's logical that all these sources are indeed referring to the tower of Babel.

Optional Paragraph: Do you think this ziggurat they discovered was in perfect condition, or do you think it had decayed? *Take answers.* Yes, it had seriously decayed over the thousands of years since it was built.



It was found in a much more disordered state than when it was new. In a closed system, things always move toward a more disordered state—order to disorder. This is called entropy. Remember, atoms, molecules, and other materials cannot combine on their own to build an object. They can't put themselves together, right? Where did this ziggurat come from? *Take answers.* People used their intelligence to design and build it.

Raise your hand if you built your new tower like a ziggurat with a wide base and each level smaller than the one below it. *Acknowledge.* I'm going to test your towers again and see if they are more stable than before. Walk by all the tables and give them each a bump with the same amount of force. Did the ziggurat-shaped tower survive better than the tall tower of single blocks? *Take answers.* Why? *Take answers.*

Show **ZIGGURAT PICTURE** again. Did you know that there are ziggurats in several places around the world? They

are all similar to the tower that was discovered near Babel. These ziggurats and pyramids have been found in Mexico, Central America, Peru, China, and even the United States. How did people from vastly different areas know how to build the same kind of structure? *Take answers.* The people that scattered from the tower of Babel carried their knowledge of tower building with them and likely passed on their construction skills to their children and grandchildren who then built these towers in their new homelands.

Tip Corner

- Print **this item** from AnswersVBS.com/junglecrafts.
- Any size blocks can be used. Even sugar cubes can work.
- This can also be done with kids working together in groups of 2–3.

DAY 4 EXPERIMENT

DON'T EAT ME

Materials

Per Student

- 20–40 dry brown beans
- 2 brown M&M's (same color as the beans)
- 2 brightly colored M&M's
- Camphor essential oil
- Cotton ball or swab
- Bite-size scoop of passion fruit
- 1 unsweetened 100% cacao chocolate chip
- Plastic spoon
- 2 small sample cups with lids
- 2 zippered snack-size baggies

Teacher Use

- One set of the **Defense Mechanisms Pictures**

Prep

1. Combine beans and M&M's in a zippered baggie.
2. Put a 100% cacao chip in a sample cup and seal with a lid.
3. No more than 2 days in advance: Put 2 drops of camphor oil on a cotton ball or swab and seal it in a zippered baggie.
4. No more than 2 days in advance: Put a small scoop of passion fruit in a sample cup and seal with a lid. Refrigerate.

Class Time Directions & Dialogue

Introduction

This week, we've learned Adam and Eve's sin affected the whole world. What kinds of things do we see in the world around us that are results of sin? *Take answers.* There are many dangers

here on earth—accidents, tornadoes, fire, poison, sharp objects, and the list goes on. In this fallen world, we use our God-given five basic senses that alert us of danger, so we can respond with appropriate action that removes us from the danger. Let's imagine we're in the jungle right now. Can you think of any dangers that we should be aware of? *Take answers.* Don't you think our senses would be heightened so we could hopefully avoid running into any big cats or crocodiles?

The jungle is full of dangerous predators that hunt their prey. What is a predator? *Take answers.* A predator hunts other animals for food. What is prey? *Take answers.* The prey are the animals being hunted. Most predators are called carnivores, which means they eat meat. Some predators can be omnivores, which means they eat animals and plants.

Optional Paragraph: Predators and prey play an important part in keeping the jungle ecosystem balanced. What do you think would happen if all of a certain type of prey were eaten? *Take answers.* There would be none left to reproduce (have babies), and it could become extinct, or die off. What if that extinct animal was the only predator of another animal? *Take answers.* The affected area would be overrun with the prey of the extinct animal because nothing would be



hunting it anymore. And then the increased number of those critters would eat up some other animal's food source. The balance of the entire ecosystem would be messed up.

Directions

Can you think of some protective characteristics that might help jungle creatures protect and defend themselves from predators? *Take answers.* Escaping with wings, good climbing skills, or running fast are helpful.

Let's look at some other defense mechanisms. Look at this picture. *Hold up picture 1.* What do you see? *Take answers.* What type of defense is this frog using? *Camouflage.* His camouflage may help save his life in the jungle. *Hold up picture 2.* What about this one? *Take answers.* Its wings blend in really well. Does anyone not see it? *Take answers and point out the moth.* Now, pick up your baggie that contains beans. What do you see in there? Do you see anything else mixed in with the beans? *Take answers.* How many M&M's do you see? *Take answers.* There are four M&M's in each bag. Which ones are camouflaged? *The brown ones.*

Another protective characteristic some animals may have is mimicry. What does it mean to mimic? *Take answers.* Mimicry can help save an animal's life if it is mimicking something that its predators already know to avoid. Look at these butterflies. *Hold up picture 3.* What animals do you think are predators of butterflies? *Take answers.* If a bird ate one of these butterflies and discovered that it tasted terrible or even made him sick, do you think the bird would want to eat any butterflies that look like this in the future? *Acknowledge.* These three butterflies are different species, and maybe only one of them causes the bad experience for the bird. Since the other two are mimicking the one that the bird doesn't like, the bird may never experience their tastiness because he looks at them and thinks they must be yucky too.

Yes or no: Have you ever looked at food and thought, "Yuck!?" *Acknowledge.* Open your two little cups. When you look at the food in the cups, do they look

good or bad to you? *Take answers.* I'd like you to try both, even if it's just a tiny taste. *Wait until students have tried both.* What did you think about the chocolate? *Take answers.* Were you expecting that? *Acknowledge.* What about the other item? What did you think of that one? *Take answers.* Aha! It tasted a lot better than it looked, didn't it? *Take answers.* It's called passion fruit.

Hold up picture 4. You can guess what kind of defense this creature uses. If you saw this guy coming your way, would you try to avoid him? *Acknowledge.* Even if he did taste good, the smell would ruin it for me. Speaking of smelly things, when I tell you to, you're going to open your baggie with the cotton ball, quickly smell what's inside, and close it back up as fast as you can. Ready? Go. *Wait until students have closed their baggies.* How many of you would eat your favorite snack if it smelled like that? *Acknowledge.* Giving off a bad odor is another defense that keeps predators away.

What about this guy? *Hold up picture 5.* What is his defense characteristic? *Take answers.* He can't shoot his quills like some people say, but he can back up and jab them into a predator's skin, causing it to think twice before ever attacking again!

Hold up picture 6. Then there's armor like this armadillo. If a predator approaches, he can roll himself into an armor-plated ball. Can you think of other animals that wear armor? *Take answers.* Turtles, beetles, and others.

Although the world is affected by sin, and animals hunt and eat each other, God is still in control. One way God keeps things balanced is by providing defense mechanisms so animals can protect themselves from becoming a predator's lunch.

Tip Corner

- Print **this item** from AnswersVBS.com/junglecrafts.
- To cut down on prep, put cacao chips and passion fruit in bowls with a spoon in each and have kids spoon out one of each to themselves.

DAY 4 EXPERIMENT

RING AROUND A TREE

Materials

Per Student

- Plastic drinking straw
- Small cup of water
- Small wood slice (cross section)

Teacher Use

- One copy of the **Tree Diagram**

Prep

Fill each cup half full with water for each student.

Class Time Directions & Dialogue

Introduction

Today, we're going to think about trees. We've learned that God created trees on day three of creation week. Then we heard about corruption. What happened then? *Take answers.* Adam and Eve were in the garden of Eden, and they ate the fruit from the tree of the knowledge of good and evil. And right then, sin entered the world. There's not one of us that hasn't sinned, but there's a big problem with that. Does anyone know what it is? *Take answers.* God's character is perfect, so he can't tolerate any sin. In fact the penalty, or punishment, for sin is death. Jesus came to earth to pay our penalty, right? *Acknowledge.* But it wasn't enough

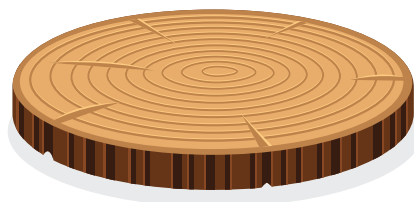
for Jesus to just come to earth; he had to die to pay for our sin.

Jesus died on a cross, and what was the cross made of? *Wood.* Right, and that brings us back to trees. The jungle is full of trees. Trees are plants.

Optional Paragraph: Does anyone know what the study of plants is called? *Take answers.* Botany is the study of plants. Botanists study both the anatomy and the physiology of trees. Does anyone know what anatomy means? *Take answers.* Yes, anatomy refers to the parts of a tree. There are three main parts. What are they? *Take answers.* The roots, the stem (which is the trunk and branches), and leaves. What about physiology? What does that mean? *Take answers.* Physiology is how it all works. Let's take a closer look.

Directions

Each of you has a cross section of a tree in front of you. Tell me some observations about your sample; what do you see? *Take answers.* Look at the rings. Trees grow each year. They tend to grow faster in the spring and slower in the summer. In which season do you think the lighter rings are made? And when are the darker rings made? *Take answers.* Spring rings are lighter because growth is faster, and summer rings are darker because growth is slower. The ring becomes denser, or more crowded, the slower the tree grows. To figure out the number of years your tree has been growing, count a light and dark ring together as one year. Go ahead and count to see how many years your tree has been growing. *Give students a minute or two to count their rings.*



The rings are formed by a type of tree tissue called xylem. Show the TREE DIAGRAM. Xylem and phloem make up a network of tiny tubes that move materials through the tree, kind of like veins in our bodies. Xylem brings water and nutrients up from the roots to the leaves, and phloem moves the sugars produced in the leaves down to all the living cells of the tree. Since we know that all matter is pulled down toward the earth by gravity, it isn't hard to imagine molecules "flowing" through the phloem to the rest of the plant. But how would water and nutrients get from the roots all the way up to the leaves at the top? Think about the trees in the emergent layer of the rainforest jungle. The leaves are way up there! Well, what happens is that there are small gates on the underside of leaves called stomata. Guard cells can open and close these gates for different reasons. For instance, they can let carbon dioxide into the leaf and let oxygen out. They can also let water go out of the leaves' stomata as a vapor, or by evaporation. When that happens, more water is drawn up through the xylem just like liquid

being drawn up when we drink through a straw. Let's see how this works.

You each have a cup of water and a straw. Your fingers will act as guard cells around the stomata. Pinch the straw closed and see if you can make any water come up when you try to drink. Pause. What happened? Take answers. If your fingers were pinching the straw completely shut, no water should have moved in the straw, just as no water goes up the xylem when the stomata are closed. Now repeat this without pinching off your straw as if your stomata were open. Pause. What happened this time? Take answers. Water went up! This is just another amazing part of God's design that we can see in the jungle.

Tip Corner

- Print **this item** from AnswersVBS.com/junglecrafts.
- Wood slices can be bought online or cut ahead of time from a fallen tree.
- Students can share wood slices and work together, if desired.

DAY 5 EXPERIMENT

CYCLING IN THE JUNGLE

Materials

Per Student

- 4 gray, 6 white, 3 red pony beads in a zippered baggie
- 10-inch length of pony-bead lacing cord or Rexlace
- 5 x 5-inch piece of foil
- Paper towel
- 2 plastic cups
- Plastic spoon
- Water

Per Table

- Bucket for waste water

Teacher Use

- Optional: **Tree Bark Pattern**
- 1 sheet of 8½ x 11-inch water-soluble label stock per 10 students or water-soluble canning labels

Prep

Per Student

- Optional: print the **Tree Bark Pattern** onto water-soluble label stock.
- Make 10 log stickers per label sheet by cutting label stock in half lengthwise to make two 4½ x 11-inch lengths, then cutting each half into five 2 x 4¼-inch rectangles.
- Count out 4 gray beads, 6 white beads, and 3 red beads per student and place in a baggie.
- For each log, peel the backing off one sticker, gently bend the sticker into a long, curved trough, and pour the beads into it, avoiding the edges.
- Pinch the edges of the sticker together to seal the beads inside.
- Cut foil into 5 x 5-inch pieces (large enough to cover the top of the plastic cup).

- Fill one plastic cup halfway with water.

Class Time Directions & Dialogue

Introduction

In the beginning, God created everything, and at the end of the sixth day, he said that it was very good. But it didn't stay perfect for long because something happened. What was that? *Take answers.* Right, Adam sinned and the whole creation was corrupted. Years later, God judged the wickedness of man. How did he do that? *Take answers.* God sent a catastrophic global flood to destroy all but eight people and two of each animal kind (seven of some). About 100 years later, Noah's family had grown greatly with grandchildren and great-grandchildren. But instead of scattering and filling the whole earth like God commanded, they stayed together in a group at Babel. What did God do? *Take answers.* He confused the language to make the people spread out across the earth. Eventually, God sent Jesus to die on the cross and pay the penalty for our sin.



That covers the first six C's of history. Who knows what the seventh C is? [Take answers](#). At some point, the consummation will come. The word *consummation* means “the end” or “it’s finished.” God will destroy this earth and create a new heaven and earth. Everything will be perfect again.

Directions

We see through the 7 C's of History how God's creation comes full circle from very good, to corrupt, and back to very good again. Can you think of some things here on earth that go through a cycle from one thing to another and back to where it began? [Take answers](#). Yes, there are many cycles in the jungle that we can talk about, and today we're going to do an experiment to help us see how this works. To get started, put your log (water-soluble sticker with beads inside) into your cup of water and leave it there while we talk about some different cycles.

Raise your hand if you've heard of the water cycle. [Acknowledge](#). Water goes into the atmosphere as vapor by evaporation, condenses into droplets in the clouds, and falls back to earth as precipitation—such as rain or snow—and then the cycle starts again.

What about this cycle? Consumers (animals and people) breathe in oxygen and breathe out carbon dioxide, while producers (plants) take in carbon dioxide and give off what? [Take answers](#). Oxygen, right! See how they're designed to work together to make sure we don't use up a needed resource?

Raise your hand if you've heard of the circle of life. [Acknowledge](#). This refers to the fact that some biological resources come full circle, basically back to where they started. For example, let's say there is a nutrient in the ground that gets absorbed through the roots of a plant. Then a butterfly comes along and eats the plant.

Now the butterfly can use the nutrient. But the next day, the butterfly is breakfast for a macaw. Where is the nutrient now? [Take answers](#). Yes, it's being used by the macaw. Then, the macaw becomes a snack for a leopard. Now our nutrient is in and being used by the leopard. It may stay there for a while, but that leopard eventually dies. So, what now? Is our nutrient stuck in the dead leopard forever? [Take answers](#). Thankfully, God made decomposers, such as mushrooms and bacteria, that break down the dead matter on the forest floor. Where is our nutrient now? [Take answers](#). Back in the ground where it started.

Let's get back to our log in the water cup. Does it still look the same as when you put it in there? [Take answers](#). Stir the water in your cup until your log has decomposed and the beads are all free. Then place the piece of foil over the top of your water cup and press it down around the edges. Use the end of your spoon handle to poke a small hole in the foil, then pour your log water into the other cup. Now remove the foil and gather your beads onto your paper towel and dry them off.

The beads stand for the nutrients that were in your decomposing log. In chemistry, the gray beads stand for carbon atoms. The white beads are hydrogen atoms, and the red beads are oxygen atoms. String your beads onto the lacing cord and tie the ends together. Now you have a reminder of the cycles that God has wisely designed in creation and the promise of a new and perfect earth in the future.

Tip Corner

- Print [this item](#) from AnswersVBS.com/junglecrafts.
- In place of the foil, use a colander, screen, or strainer per table.

DAY 5 EXPERIMENT

GOOD AGAIN

THIS EXPERIMENT IS ONLY FOR JUNIORS AND OLDER AND SHOULD BE MONITORED CLOSELY. IT CAN ALSO BE DONE JUST AS A TEACHER-LED DEMONSTRATION.

Materials

For Demo

- 15 ml disposable centrifuge tube with lid
- Disposable pipette
- Paper towel
- Portion cup with water

Per Student

- Distilled water
- Sodium carbonate (washing powder, soda ash, pH plus)
- Phenolphthalein indicator
- Vinegar
- 15 ml disposable centrifuge tube with lid
- 2 disposable pipettes
- 2 portion cups with lids
- Paper towel

Per Table

- Bucket for cleanup

Teacher Use

- Permanent marker
- Container for mixing
- Large spoon for mixing

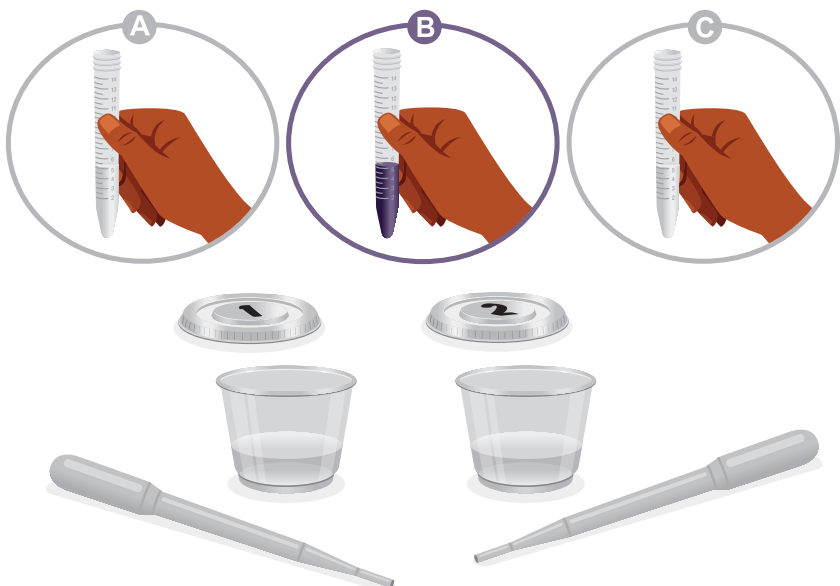
Prep

1. Add 1 teaspoon of sodium carbonate for every 1 cup of distilled water in a clean container and stir until dissolved. One cup makes enough for 16 students.
2. Place 2 drops of phenolphthalein into each 15 ml centrifuge tube and secure lids.
3. With a permanent marker, write the numeral 1 on a portion cup lid, add ½ fluid ounce of the sodium carbonate solution to the cup and secure the lid.
4. Write the numeral 2 on a portion cup lid, add ¼ fluid ounce of white vinegar to the cup and secure the lid.
5. Prepare a demo kit with a clean, dry tube, a pipette, a paper towel, and a portion cup with water in it.

Class Time Directions & Dialogue

Introduction

Let's review the Seven C's of History. In the beginning, what did God do? *Created everything*. And he said that it was very what? *Good*. But it didn't stay perfect for long. What entered the world? *Sin*. What did sin do



to the whole creation? *Corrupted it.* Years later, God judged the wickedness of man. How did he do that? *God sent a global flood.* What do we call this third C? *Catastrophe.* All but eight people and two of each animal kind (seven pairs of some) were destroyed. About 100 years later, Noah's family had grown greatly with grandchildren and great-grandchildren. But instead of scattering and filling the whole earth like God commanded, they stayed together in a group at Babel. What did God do to their language? *He confused the language.* That made the people spread out across the earth. Eventually, God sent Jesus Christ to die and pay the penalty for our sin. How did Jesus die—on a what? *On a cross.*

That covers the first six C's of history. Who knows what the seventh C is? *Take answers.* At some point, the consummation will come. The word *consummation* means "the end" or "it's finished." God will destroy this earth and create a new heaven and earth. Everything will be perfect again.

Let's say the 7 C's together—Creation, Corruption, Catastrophe, Confusion, Christ, Cross, Consummation.

Directions

Today's experiment will remind us of one of these C's. I want you to be thinking about which C that could be. Since we're working with real chemicals, I need you all to be careful not to spill any of your samples. I also want you to pay extra attention to the instructions and to not touch anything that I haven't told you to touch. Does everyone understand? *Acknowledge.* Show your demo items as you explain. Everyone should have a tube, a cup labeled "1," a cup labeled "2," a paper towel, and 2 pipettes.

Set the cup labeled "1" on your paper towel and remove its lid. Place one of the pipettes beside it. Has everyone done that? *Acknowledge.* Now, pick up your tube and hold it in your non-dominant hand. That's the hand you don't normally write with. If you look closely, you should be able to see that there are a couple drops of liquid inside. What color is that liquid? *Colorless.* What color is the liquid in the cup that you opened? *Colorless.* While we're at it, what do you think is the color of the liquid in the cup we haven't touched yet—cup 2? *Take answers.* It's colorless too. So, we'll

say that colorless is very good, like in the beginning before the world was corrupted by sin.

All right, make sure you're holding your tube upright, with the cap at the top, and carefully remove the cap. Set your cap on the paper towel. Now, everyone listen really well and watch this next part before you do anything.

Demonstrate as you give the instructions. Be sure to use a clean tube with no trace of phenolphthalein. When I tell you to, you will pick up a pipette, squeeze the bulb, put the tip into the liquid that's in cup 1, and release your squeeze so liquid goes up into the pipette. Then carefully put the tip of the pipette into your tube and squeeze out the liquid. You're going to repeat this a few times until your tube is about half full. Then you're going to put your cap back on your tube, make sure it's secure, and flip your tube upside down a few times to mix it.

Okay, go ahead and do it now. You are transferring liquid from cup 1 into your tube. Make sure your cap is on securely before you mix it. *Wait for students to finish.* What happened? *Take answers.* Oh my! Our sample that was "very good" has now become corrupted! But there is a way to restore our sample to colorless, and we'll do that here in a minute. Go ahead and put the lid back on cup 1 and put that cup and the pipette you used into the bucket at your table.

Now put cup 2 and the other pipette on your paper towel. Repeat the same thing you did before: move the liquid from cup 2 into your tube, cap it, and mix it. Go ahead and do that. *Wait for students to finish.* What happened this time? *Take answers.* The corruption has disappeared, and our liquid is back to its original, colorless, "very good" state. Put your lid back on cup 2 and place everything you used into the bucket.

Which of the 7 C's did we just illustrate with this experiment? *Take answers.* Sin corrupted God's "very good" creation, but God has promised that one day, he will make everything "very good" again at the consummation.

Tip Corner

- Provide a tall cup for kids to rest their tube in between steps.

TODDLER CRAFTS

Day 1

Session 1—My Bug Jar

Follow the directions in the Craft Guide for the My Bug Jar craft.

TEACHING TIE-IN

Have you seen any bugs lately? *Take responses.* Bugs are amazing creations of God! It will be fun to catch some and care for them with our bug jars. When you see a firefly or an ant or a beetle, think about our wonderful God who made them.

Session 2—Eden the Parrot Coloring Sheet

Gather the following: **Parrot Coloring Sheets** and crayons. Optional: feathers, wiggle eyes, and glue sticks.

You'll also need the [Day 1 Animal Pal Poster](#).

Ahead of time, print one coloring sheet for each child.

During class, children will color the coloring sheet.

Optional: Spread glue on the wings and tail and attach feathers. Then add wiggle eyes.

TEACHING TIE-IN

Refer to the [Day 1 Animal Pal Poster](#). **What's the name of our animal pal today?** *Take responses.* Continue discussion about the pal and its significance.

Bonus Idea for Day 1—Creation Sensory Box

Gather sensory items to put in a box that kids can make and play with. Possibilities can include large craft sticks they color for people, good size animal stickers they stick on card stock, brown or green crinkle shred paper for dirt/grass, cut-up blue- or aqua-colored netting for water, plastic dinosaurs and other animals, a plastic tealight candle, etc. Make sure all items are safe and not choking hazards.

Day 2

Session 1—Straw Serpent

Follow the directions in the Craft Guide for the Straw Serpent craft.

TEACHING TIE-IN

Have you ever seen a snake in the grass or in a zoo? *Take responses.* Our Bible account today talks about an animal that sounds like a snake—but in this case, it was a snake that could talk! What did the snake want Eve to do? *Take responses.* Did Eve listen to the snake? *Take responses.* She should have trusted God, not the snake. We can always trust God!

Session 2—Tox the Dart Frog Coloring Sheet

Gather the following: **Frog Coloring Sheets** and crayons.

Optional: blue cellophane, wiggle eyes, and glue sticks.

You'll also need the [Day 2 Animal Pal Poster](#).

Ahead of time, print one coloring sheet for each child.

Optional: Cut pieces of blue cellophane to fit the frog's body on the coloring sheet.

During class, children will color their coloring sheet.

Optional: Spread glue on the frog's body and attach the blue cellophane. Then glue on the wiggle eyes.

TEACHING TIE-IN

Refer to the [Day 2 Animal Pal Poster](#). **What's the name of our animal pal today?** *Take responses.* Continue discussion about the pal and its significance.

Bonus Idea for Day 2—Ocean in a Bottle

Gather the following: Water bottles, blue food coloring, cooking oil, small plastic cups, funnels, heavy duct tape, glitter, sequins, and any other small, flashy items desired.

Ahead of time, unscrew the lids and pour about half the water out. Determine how much oil you need to fill up the bottle to about 1–2 inches from the top, *but don't put oil in each bottle yet.* Tightly screw the lids back on.

During class, take the lids back off and put in a funnel. Let kids add in fun items like the glitter or sequins and a

few drops of food coloring. Then give them a small pre-determined amount of oil in a cup to pour in through the funnel. Remember to leave at least 1–2 inches of free space at the top. An adult should then screw the lid on tightly and tape it well with the heavy duct tape.

Turn the bottle sideways and upside down to watch the ocean in a bottle!

Day 3

Session 1—World Map Place Mat

Gather the following: **World Map Pattern**, crayons or markers, 11 x 17-inch white card stock, and clear contact paper or lamination. Optional: stickers of children from around the world.

Ahead of time, print a map pattern for each child on the white card stock.

During class, have kids color the map and add stickers if you have them. Before they take the place mats home, run them through a laminator or cover them with clear contact paper.

TEACHING TIE-IN

What's this a picture of? *Take responses.* Right, the world! Did people live all over the world before the tower of Babel event? No! God scattered them from the tower of Babel, and now people live all over the place and do things many different ways.

Session 2—Scatter the Gorilla Coloring Sheet

Gather the following: **Gorilla Coloring Sheets** and crayons. Optional: silver/gray faux fur for the gorilla's back, wiggle eyes, and glue sticks. You'll also need the **Day 3 Animal Pal Poster**.

Ahead of time, print one coloring sheet for each child. Optional: Cut pieces of faux fur to fit the shape of the gorilla's back on the coloring sheet.

During class, children will color their coloring sheet. Optional: Spread glue on the gorilla's back and attach the faux fur. Then glue on the wiggle eyes.

TEACHING TIE-IN

Refer to the **Day 3 Animal Pal Poster**. What's the name of our animal pal today? *Take responses.* Continue discussion about the pal and its significance.

Bonus Idea for Day 3—Tower Building

Gather the following: Brown construction paper or card stock, plain white copy paper, glue sticks, and crayons or markers.

Ahead of time, cut the brown paper into strips of decreasing length—some strips should be 1 x 6 inches, some 1 x 5, 1 x 4, 1 x 3, and 1 x 2. Each child will get one of each.

During class, have the kids glue the longest strip along the bottom of their white paper to be the base of their ziggurat tower. Then glue the 1 x 5 strip just above the 1 x 6 strip, then continue up the tower in decreasing lengths to make a ziggurat. Color people, grass, and sky around the tower.

Day 4

Session 1—Easter Scene

Follow the directions in the Craft Guide for the Easter Diorama (v.2) craft.

TEACHING TIE-IN

Who is God's Son who came to earth at Christmas? *Take responses.* Did he ever do anything wrong? *Take responses.* Why is there a cross on your Easter scene? *Take responses and summarize why Jesus came.*

Session 2—Rose the Dolphin Coloring Sheet

Gather the following: **Dolphin Coloring Sheets** and crayons. Optional: blue-colored cellophane and glue sticks. You'll also need the **Day 4 Animal Pal Poster**.

Ahead of time, print one coloring sheet for each child. Optional: Cut the cellophane into small pieces.

During class, children will color their coloring sheet. Optional: Spread glue on the water area and attach pieces of blue cellophane.

TEACHING TIE-IN

Refer to the **Day 4 Animal Pal Poster**. What's the name of our animal pal today? *Take responses.* Continue discussion about the pal and its significance.

Bonus Idea for Day 4—Christmas Ornament

Gather the following: Either 1 x 3-inch blocks of wood (sanded smooth) or small, non-glossy white or kraft gift boxes. Also gather markers, glue sticks, mini screw eyes, narrow ribbon, mini Christmas gift bows, and the **Jesus Gift Tag 2 Pattern**.

Ahead of time, screw the screw eye into the box or wood block and print and cut out a gift tag pattern for each student.

During class, kids can color their boxes and put the mini bow on, then glue on the Jesus gift tag. Tie ribbon through the eye to make a loop for hanging.

Day 5

Session 1—Beautiful Butterfly Hat

Gather the following supplies: Stapler, tape, marker, yellow corrugated bulletin board border, 4–6 pipe cleaners per child, 4–6 butterflies per child from the **Butterfly Pattern**, and items for decorating the butterflies—markers, dot art markers, small stickers, etc.

Ahead of time, cut the bulletin board border into 20-inch strips, one per child. Print and cut out the butterflies from the butterfly pattern. Twist the pipe cleaners around a marker several times to make a corkscrew shape.

During class, the children will decorate their butterflies. As each child finishes, tape each butterfly to one end of a twisted pipe cleaner then insert the other end into the corrugated border, spacing them out. Fit the border strip around the child's head and staple or tape the two ends together to form a crown-style hat. (Tape over staples to cover any sharp edges.)

TEACHING TIE-IN

Have you seen a butterfly flying around outside? Aren't you glad God made butterflies? Someday, just as a caterpillar becomes a beautiful butterfly, God's people will have beautiful new bodies too.

Session 2—Bliss the Butterfly Coloring Sheet

Gather the following: **Butterfly Coloring Sheets** and crayons. Optional: tissue paper squares, wiggle eyes, and glue sticks. You'll also need the [Day 5 Animal Pal Poster](#).

Ahead of time, print one coloring sheet for each child. Cut colored tissue paper into small squares.

During class, children will color the coloring sheet. Optional: Spread glue on the wings and add the tissue paper squares. Then glue on the wiggle eyes.

TEACHING TIE-IN

Refer to the [Day 5 Animal Pal Poster](#). **What's the name of our animal pal today?** Take responses. Continue discussion about the pal and its significance.

Bonus Idea for Day 5—Coffee Filter Butterfly

Gather the following supplies: 2 coffee filters, a paper plate, and washable markers for each child, along with a spring-style clothespin, and a 4-inch piece of pipe cleaner (any color) folded into a V.

Ahead of time, fill either a spray bottle with water for teacher use or a spray bottle or dropper with water refills for each child. Flatten the coffee filters.

During class, place one flattened coffee filter on each paper plate. Have kids color it with markers, then mist it with a water bottle or put drops of water on it. Repeat with the other coffee filter and let them dry. When they are dry, teachers can accordion-fold both of them and stack them on top of each other. Put the V pipe cleaner in the clothespin for antennae, and help kids attach the clothespin in the middle of the coffee filters. (They can color the clothespin first if you have time.) Fluff out the coffee filters on both sides of the clothespin, and you have an awesome butterfly!

DAY 1 CRAFT

FACE PLANTER

JUNIOR, PRIMARY & PRE-PRIMARY

Materials

- Shoes Pattern**
- Genesis 1:1 Verse Pattern**
- Take Home Instructions Pattern**
- 4 oz. soufflé cups with lids, 1 per child
- Potting soil, approx. ½ cup per child
- Grass or cress seed, ¼ tsp. per child
- Wiggle eyes, 2 per child
- Mini pom-poms, 1 per child
- Red chenille stems, 1-inch piece per child
- Glue dots, 4–5 per child
- Snack-size zippered baggies, 1 per child
- Light-colored card stock, 1 sheet for every 9 children
- Light-colored card stock, 1 sheet for every 28 children
- Light-colored card stock, 1 sheet for every 10 children

Tools and Basic Supplies

- ½ cup measuring cups
- 1 tsp. measuring spoons
- Large bowls
- Office paper cutter
- Scissors
- Glue sticks
- Colored markers

Prep

1. Photocopy the **Shoes Pattern**, the **Genesis 1:1 Verse Pattern**, and the **Take Home Instructions Pattern** onto light-colored card stock and cut out one of each per child.

2. Cut the chenille stems into 1-inch pieces.
3. Place ¼ tsp. of seeds into zipper baggies for each child to take home.
4. Before class, put potting soil into large bowls, making sure there's enough for each child to have approximately ½ cup of soil. Add a ½ cup measuring cup. Place bowls on craft tables.

Teaching Tie-In

Show the sample craft and say:

Today, you're going to make a Face Planter that will grow cress (or grass) seeds. Before we get started, let's remind ourselves that God the Creator made the world



and everything in it in six days. And what an amazing world it is, filled with beautiful plants and animals and people. None of these things could have just happened on their own—God made them!

A good habit to get into is to notice beautiful things God has made. When you're out today, see if you can praise God for something in his amazing world, and remember to praise him for being the One to create all of nature, including cress seeds and soil and plants!

Class Time Directions

1. Color the shoes with colored markers, then attach to the bottom of the plastic cup with 1-2 glue dots.
2. Attach the wiggle eyes to the front of the cup with glue dots.
3. Attach the pom-pom nose just below the eyes with a glue dot.
4. Form the red chenille stem piece into a smile and attach with glue stick.
5. Glue stick the Genesis 1:1 verse oval to the back of the cup.
6. Measure ½ cup of potting soil into the cup and snap the lid on.

7. Take your planter home with a bag of seeds and instructions for growing the “hair” for your Face Planter.

Tip Corner

- Download all **patterns** from AnswersVBS.com /junglecrafts.
- Don't plant the seeds during craft time as they could get jostled and mixed into the soil during the ride home. (After planting, the seeds need to stay near the surface.) Put them in a baggie to go home instead.

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 1 (800) 875-8480 or visit 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.

- DIY Ceramic Mini Flowerpots (Item: #56/9292)—Manufacturer does not recommend for children under three years of age.

DAY 1 CRAFT

MY BUG JAR

JUNIOR, PRIMARY & PRE-PRIMARY

Materials

- ❑ **Genesis 1:1 Verse Pattern**
- ❑ Clear plastic jars with screw-on lids, 1 per child
- ❑ Colored chenille stems, 2 per child
- ❑ Small bug stickers, 5–7 per child
- ❑ Pine needles, small pine cones, small sticks
- ❑ Colored card stock, 1 sheet for every 28 children

Tools and Basic Supplies

- ❑ Glue sticks
- ❑ Black permanent markers
- ❑ Hand drill with $\frac{1}{64}$ -inch drill bit
- ❑ Scissors

Prep

1. Drill several air holes in the lids of each jar, including two opposite each other for the chenille-stem handle.
2. Quick-cut the verses, one per child. The kids will do the finish cutting.

Teaching Tie-In

Show the sample craft and say:

Anybody seen any bugs today? *Take responses.* What's your favorite? *Take responses.* Did you know bugs include beetles, ladybugs, fireflies, ants, dragonflies, butterflies, and bees, among many others? Even though some people don't like bugs, if you learn more about them, you'll find God, in his creativity, made a lot of them—all incredibly interesting and useful. Let's make bug jars so you can care for and study some bugs for yourself!

Class Time Directions

1. Choose two complimentary colored chenille stems.
2. With the stems side-by-side and the ends even with each other, twist together tightly from top to bottom to form a single unit.

3. To make a handle for the jar, thread one end of the twisted stems through a near side hole in the lid and the other end through a far side hole. Then, on the underside of the lid, twist the two ends together and gently pull on the loop from the top side until it's snug against the underside of the lid.
4. Cut out the Genesis 1:1 verse oval and glue to the top of the lid or the side of the jar.
5. Put 5–7 bug stickers on the outside of the jar (but not too many).
6. Put a few pine needles, a small pine cone, and/or a small stick inside the jar.
7. Take a black permanent marker and write, "My Bug Jar" and your name on the lid.
8. Go find some bugs to put in your bug jar!

Tip Corner

- Ask the people of your church to save their plastic mayonnaise jars, large jelly jars, etc. (including the lids!) for this craft.
- 24–32 oz. deli containers can also work, but the chenille-stem handle would need to connect to the sides instead of the lid.

Super Simple Idea

Try the following craft kit from Oriental Trading Company. (Call 1 (800) 875-8480 or visit OrientalTrading.com.) Note that this is available at the time of printing and may not be available later.

- My Bug Jar Craft Kit (Item: #48/5625)—Manufacturer does not recommend for children under three years of age.



DAY 2 CRAFT

STRAW SERPENT

JUNIOR, PRIMARY & PRE-PRIMARY

Materials

- Snake Head Pattern**
- Black chenille stems, 1 per child
- Red chenille stems, 1 per child
- Colored boba straws or paper straws, 2 per child
- Wiggle eyes, 2 per child
- Glue dots, 2 per child
- Colored card stock

Tools and Basic Supplies

- Scissors
- Transparent tape

Prep

1. Photocopy the **Snake Head Pattern** onto colored card stock, then quick-cut the squares, one per child. The kids can do the finish cutting.
2. Cut the straws into 4 equal pieces, about 2 inches each in length.

Teaching Tie-In

Show the sample craft and say:

How would you like it if an animal talked to you?

Take responses. What if that animal were a snake?

That's what happened to Eve in the garden, and it seems like she wasn't even fazed by the fact that it was talking. Who was Eve really talking to?

Take responses. Yes, Satan. He's our enemy, and we shouldn't listen to him. Eve should have trusted and obeyed God, and so should we!

Class Time Directions

1. Take the red and black chenille stems and overlap the ends about half an inch. Then twist the ends together to make one long stem.

2. Bend the last inch of the black stem so the straw pieces will not fall off as you're threading them on.
3. Thread the straw pieces onto the red end of the stem, one by one, alternating colors all the way down until there's about 3 inches of red stem left.
4. Cut out the snake head.
5. Attach eyes to the snake head with glue dots.
6. Tape the head to the remaining portion of the stem, leaving about an inch sticking out for the tongue.
7. Check the tail to make sure it is bent securely enough to keep the straw pieces from falling off.

Tip Corner

- For younger children, pre-cut the snake heads.

Super Simple Idea

Try the following craft kit from Oriental Trading Company. (Call 1 (800) 875-8480 or visit OrientalTrading.com.) Note that these are available at the time of printing and may not be available later.

- Paracord Snake Craft Kit (Item: #13970792)—Manufacturer does not recommend for children under three years of age.



DAY 2 CRAFT

RAINY DAY RAIN GAUGE

JUNIOR, PRIMARY & PRE-PRIMARY

Materials

- Paint sticks, 1 per child
- Empty clear plastic drink bottles (16 oz.), 1 per child
- 4-inch clear zip ties, 1 per child
- Green acrylic paint
- Sponges, 2-in. squares per child
- Clear label sheets, 1 label per child

Tools and Basic Supplies

- Scissors
- ¼-inch hole punch
- Hand drill and a ⅛-inch drill bit
- Rulers
- Fine-point black permanent markers
- Styrofoam plates
- Paper towels

Prep

1. Cut the top off each bottle, leaving the bottom 4 inches (at least) for the rain gauge.
2. Punch one hole about ¼ inch from the top rim of each rain gauge.
3. Drill a ⅛-inch hole half an inch from the square end of each paint stick.
4. Cut sponges into 2-inch cubes.
5. Type verse and print onto clear label sheets.
6. Just before class, pour green paint onto Styrofoam plates.



Teaching Tie-In

Hold up the sample craft and say:

Today you're going to make a Rainy Day Rain Gauge. Stick it in the ground when you get home, and check it after it rains. It's able to measure three or more inches of rain, which is a lot! But that's a drop in the bucket compared to what happened with the enormous flood during Noah's time. That flood covered the whole world—even the mountain-tops! In fact, fossils of clams and other sea creatures have been found on the tops of mountains, letting us know they were underwater at one time. This is another evidence of the global flood of Noah's day.

Sometimes it may rain a lot where you live. Rivers may even flood. But God has promised he will never again send a flood that covers the whole world. Whenever you see a rainbow, remember God keeps every one of his promises.

Class Time Directions

1. Lightly press a sponge cube into the green paint, then apply the paint to the paint stick. Use a small amount of paint so it will dry quickly. Dab excess with a paper towel, if necessary.
2. Use a ruler and a fine-point permanent marker to mark the rain gauge every ½ inch, starting from the bottom. Mark from ½ inch to 3 inches, using a small line for the ½-inch markings and a longer line for the inch markings. Be sure to make the markings on the front (the side opposite from the hole).
3. Line up the hole in the paint stick with the hole on the side of the rain gauge and attach with the zip tie. Pull tight and cut off any excess.
4. Apply the verse sticker to the rain gauge near the top.

Tip Corner

- Pre-mark the measuring lines for the younger children.

- Color the paint stick with brightly colored permanent markers instead of paint.
- Bottles with flat sides (and bottom) are preferred for this craft, such as Vitamin Water bottles.
- As an alternative to collecting drink bottles, 2½ x 4 inch clear round containers can be purchased from Paper Mart (www.PaperMart.com Item #8302304).
- Add ¼-inch markings if desired. Make the ¼-inch lines small, the ½-inch lines medium, and the 1-inch lines long.

Super Simple Idea

Try the following Oriental Trading Company craft kit. (Call 1 (800) 875-8480 or visit 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.

DAY 3 CRAFT

TRICKY TRIANGLE GAME

JUNIOR, PRIMARY & PRE-PRIMARY

Materials

- Tricky Triangle Pattern**
- Uline 4 x 4 x 1-inch White Mailer boxes (Model #S-11232), 1 per child
- Bright yellow card stock, 1 sheet for every 4 children
- Golf tees, 14 per child
- Zippered baggies, 1 per child
- Optional: one copy of **Ziggurat Pictures**

Tools and Basic Supplies

- Office paper cutter
- Glue sticks
- Small (fist-size) rocks
- Common nails
- Optional: old magazines or corrugated cardboard

Prep

1. Photocopy the **Tricky Triangle Pattern** onto bright yellow card stock and use an office paper cutter to cut out one per child.
2. Divide the golf tees into sets of 14 and place in zippered baggies, 1 per child.
3. Do not assemble the boxes. The kids will do that during craft time.

Teaching Tie-In

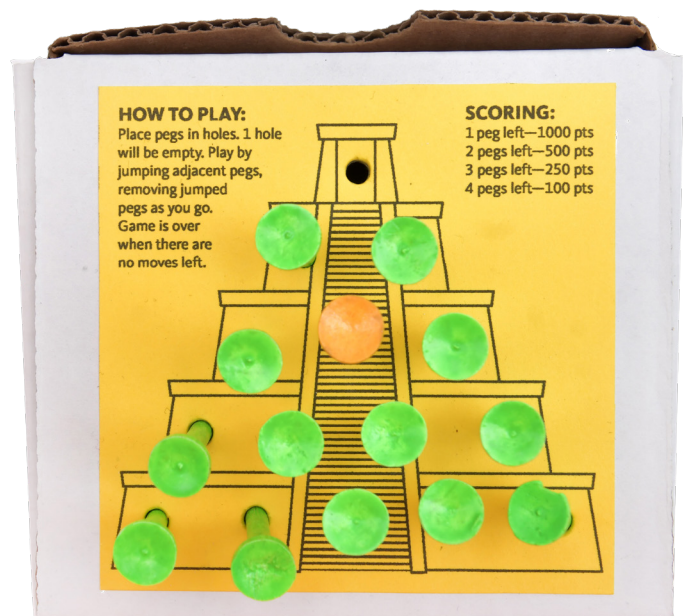
Show the sample craft and say:

Do you know what type of tower is pictured on your yellow square? Take responses. It's called a ziggurat. These can be found all over the world. Show ZIGGURAT PICTURES if available. Why do you think so many of these ancient towers are found all over the world? Take responses. The tower of Babel was most likely in the shape of a ziggurat, so when the people scattered and spread out from Babel, they would have taken that knowledge of how to build the

tower with them, right? So it's not surprising that we now find similar towers in many places around the world. It's just one more evidence that the events we read about in the Bible really happened. We can always, always, always trust God's Word!

Class Time Directions

1. Follow along to assemble your box. Teacher should demonstrate the following steps:
 - » STEP 1—Fold all scored lines.
 - » STEP 2—Bring the 2 side panels in, then insert the 2 narrow end flaps along the inside of the 2 side panels.
 - » STEP 3—Fold the 2 side panel flaps over and "lock" them in place.
 - » STEP 4—Close the lid.
2. Glue the yellow square onto the box lid.
3. Use a nail and rock to "hammer" a small hole through each black dot. (You may want to open the lid and lay it flat on top of a magazine or piece of cardboard to do this.) When you're done, there should be 15 holes.



4. Gently work your golf tees into the holes, being careful not to bend the box lid.
5. If there is time, allow students to play a round of the game.
6. Before leaving, put all your golf tees in a zippered baggie and place them inside the box to take home.

Tip Corner

- Download **these items** from AnswersVBS.com/junglecrafts.
- Craft teachers and leaders should practice folding the boxes ahead of time and be prepared to offer assistance to the kids.
- If time is an issue, preassemble the boxes.

Super Simple Idea

Try the following Oriental Trading Company craft kit. (Call 1 (800) 875-8480 or visit OrientalTrading.com.) Note that this is available at the time of printing and may not be available later.

- Globe Suncatchers (Item: #13797818)—Manufacturer does not recommend for children under three years of age.

DAY 3 CRAFT

TOOTHPICK TOWER

JUNIOR, PRIMARY & PRE-PRIMARY

Materials

- Tower of Babel Circle Pattern**
- Toothpicks, amounts vary (see Prep)
- Mini marshmallows, amounts vary (see Prep)
- Bowls or baggies
- 9-inch paper plates, 1 per child
- White card stock, 1 sheet per child

Tools and Basic Supplies

- Scissors
- Glue sticks
- Crayons, highlighters, markers, or colored pencils

Prep

1. Print the **Tower of Babel Circle Pattern** onto white card stock then cut out one per child.
2. Open the marshmallow bags the day before so the marshmallows will lose some of their softness and stickiness.
3. Plan to put out bowls of toothpicks and bowls of mini marshmallows for every 2 or 3 kids to share, or put some in individual baggies for each child. Amounts will vary because they are making unique creations, but allow for at least 40 toothpicks and 20 marshmallows per child.

Teaching Tie-In

Show the sample craft and say:

Have you ever been goofing off with someone in school, and the teacher separated you? Well, just as kids need to be separated when they aren't obeying, God (in his kindness) separated the people on the earth because they weren't obeying him. They were staying together and building a tall tower, even though God had told

Noah and his descendants to scatter and fill the earth. God knew they would think up sinful ideas together. So he did what was for their good and confused the people's language. Because they could no longer understand each other, the people separated and scattered all over the earth, resulting in the people groups that make up our world today. God always knows what's best!

Class Time Directions

1. Color the Tower of Babel Circle, then glue it to the plate.
2. Build a tower using toothpicks and marshmallows.
3. Place the finished tower on the plate.



Tip Corner

- To save time, omit coloring the Tower of Babel Circle and use colored card stock instead of white.
- Provide extra marshmallows for munching. However, mini marshmallows can be a choking hazard for young children, so this craft is not recommended for toddlers.
- Be aware of anyone with a corn allergy when using marshmallows.

Super Simple Idea

Try the following Oriental Trading Company craft kit. (Call 1 (800) 875-8480 or visit OrientalTrading.com.) Note that these are available at the time of printing and may not be available later.

- DIY Unfinished Wood Look It's Me Craft Sticks (Item: #57/1031)—Manufacturer does not recommend for children under three years of age.

DAY 4 CRAFT

CHRISTMAS ORNAMENT

JUNIOR, PRIMARY & PRE-PRIMARY

Materials

- Jesus Gift Tag Pattern**
- 1 x 2 boards, 2½-inch length per child
- Aluminum foil, one 4 x 5-inch piece per child
- Red ribbon (¼ inch wide), 12-inch length per child
- Red card stock, 1 sheet for every 60 children
- Glue dots, 1 per child
- Mini screw eyes, 1 per child

Tools and Basic Supplies

- Power saw
- Sandpaper
- Glue sticks
- Scissors

Prep

1. Use a power saw to cut the 1 x 2 boards into 2½-inch lengths, one per child. Lightly sand the edges and corners.
2. Cut the red ribbon into 5-inch and 7-inch lengths, one of each size per child.
3. Cut the aluminum foil into 4 x 5-inch pieces, one per child.
4. Print the **Jesus Gift Tag Pattern** onto red card stock and quick-cut one per child. Students can finish cutting in class.

Teaching Tie-In

Show the sample craft and say:

What's your favorite holiday? *Take responses.* We love Christmas for many reasons. But the most important reason to love it is because we celebrate the time that Jesus came to earth as a baby. It really is true, as the old saying goes, that Jesus is the reason for the season! Christmas is meant to remind us of the gift that Jesus

is to earth and to each of us who belong to him. Let's make this keepsake ornament to hang on the tree year after year, reminding us that Jesus is the greatest gift!

Class Time Directions

1. Position the foil piece horizontally in front of you and place the wood block vertically in the center of the foil. Then wrap the block as you would a present, bringing the sides in and then folding the top and bottom.
2. Apply glue stick to one side of each piece of ribbon. Then wrap the longer piece around the foil-covered block, top to bottom, and the shorter piece around the middle.
3. Use a glue dot to attach the Jesus gift tag to the front of the ornament in the middle of the ribbon.



4. Screw the mini screw eye into the top of the ornament for hanging, being very careful not to tear the foil.

Tip Corner

- Print the **pattern** from AnswersVBS.com/junglecrafts.
- If the wood is hard, use an awl to start holes for the screw eyes.
- You may want to add a piece of transparent tape to the back side of the ornament to hold the foil and ribbon in place.

- You may want to provide red, gold, or green ribbon or yarn to tie through the eye for hanging.

Super Simple Idea

Try the following Oriental Trading Company craft kit. (Call 1 (800) 875-8480 or visit OrientalTrading.com.) Note that this is available at the time of printing and may not be available later.

- Jesus Is the Reason Ornament Craft Kit (Item: #13613483)—Manufacturer does not recommend for children under three years of age.

DAY 4 CRAFT

EASTER DIORAMA (V.1)

JUNIOR & PRIMARY

Materials

- Risen Sign Pattern**
- White air-dry modeling compound, ½ oz. per child
- Plastic wrap, amount varies
- Small zippered baggies, 1 per child
- Mini crosses, 1 per child
- Brown craft foam, one 3 x 3-inch piece per child
- Glue dots, 4 per child
- Bright yellow card stock, 1 sheet for every 30 children

Tools and Basic Supplies

- Office paper cutter
- Yellow, orange, and green watercolor markers

Prep

1. Separate modeling compound into ½-oz. balls and wrap tightly in plastic wrap. Then place in tightly sealed zippered baggies with as much air removed as possible. (NOTE: Because modeling compound dries quickly when exposed to air, DO NOT prep it until just before VBS.)
2. Print the **Risen Sign Pattern** onto bright yellow card stock, then use an office paper cutter to cut out the labels, one per child.
3. Cut the craft foam into 3 x 3-inch squares, one per child.

Teaching Tie-In

Show the sample craft and say:

Would you like to live in a jungle? *Pause.* On a riverboat? *Pause.* On a mountain? *Pause.* God knows where every person is on this planet—even those who live in the deepest jungle or out at sea—and he loves every one. God is with you wherever you are.

Have you ever given serious thought about how Jesus came to earth to die on the cross and rise from the dead so that you can be forgiven of your sins? *Pause.* May this craft be a reminder of his deep, deep love for you. Jesus loves you so much he died and rose from the grave to pay the penalty for your sin!

Class Time Directions

1. Unwrap the ball of modeling compound. Then change its color to an “earthy” tone by dabbing it with yellow and orange markers and kneading it with your fingers to thoroughly mix the colors. Keep adding color and kneading it until you achieve a tone you like.
2. Pinch off a small “pea-size” amount of the colored compound, roll it into a little ball, flatten it a bit with your finger, and set aside. This will be the “stone” that covered Jesus’ tomb.



3. With the rest of the compound, form a “hill” for the cross. Then press the cross into the top right side of the hill.
4. Next, take your pinky finger or the end of a marker and press it into the front of the hill (at the bottom left), creating an opening for Jesus’ tomb.
5. Use a green marker to color “grass” around the base of the hill.
6. Use 2 glue dots to attach the hill to the back half of the square piece of foam.
7. Use 2 glue dots to attach the “Risen” sign to the foam, in front of the hill.
8. Place the stone next to the opening of the tomb.

Tip Corner

- Print the **pattern** from AnswersVBS.com/junglecrafts.
- No-bake salt dough can be used as an alternative to white modeling compound; however, it will develop cracks over time. There are many simple recipes online. Use gluten-free flour for kids with a gluten allergy.

Super Simple Idea

Try the following Oriental Trading Company craft kit. (Call 1 (800) 875-8480 or visit OrientalTrading.com.) Note that these are available at the time of printing and may not be available later.

- 3D Jesus Is Not Here Sign Craft Kit (Item: #14097270)—Manufacturer does not recommend for children under three years of age.

DAY 4 CRAFT

EASTER DIORAMA (V.2)

PRE-PRIMARY

Materials

- Risen Sign Pattern**
 - No-bake salt dough, 2-inch ball per child*
 - Mini crosses, 1 per child
 - Bright yellow card stock, 1 sheet for every 30 children
 - Green crinkle cut shred, amount varies
 - 7-inch paper dessert plates, 1 per child
- *There are many recipes for no-bake salt dough online.

Tools and Basic Supplies

- Office paper cutter
- Glue sticks
- Red and yellow food coloring
- Plastic wrap
- Zippered baggies

Prep

1. Prepare no-bake salt dough according to your preferred recipe then add yellow and red food coloring to achieve an “earthy” tone. Next, separate into 2-inch balls and wrap tightly in plastic wrap. Place the wrapped balls into tightly sealed zippered baggies with as much air removed as possible. (NOTE: Because salt dough dries out when exposed to air, DO NOT prep it until just before VBS.)
2. Photocopy the **Risen Sign Pattern** onto bright yellow card stock, then use an office paper cutter to cut out the labels, one per child.

Teaching Tie-In

Show the sample craft and say:

Would you like to live in a jungle? *Pause.* On a river-boat? *Pause.* On a mountain? *Pause.* God knows where every person is on this planet, and he loves every one so much that he sent his Son, Jesus, as our Rescuer.

Have you ever given serious thought about how Jesus came to earth to die on the cross and rise from the dead so that you can be forgiven of your sins? *Pause.* May this craft be a reminder of his deep, deep love for you. Jesus loves you so much he died and rose from the grave to pay the penalty for your sin!

Class Time Directions

1. Unwrap the ball of dough. Then pinch off a small marble-size amount, roll it into a ball, flatten it a bit with your finger, and set aside. This will be the “stone” that covered Jesus’ tomb.



2. With the rest of the dough, form a “hill” for the cross. Then press the cross into the top right side of the hill.
3. Next, use your finger to press into the front of the hill (at the bottom left) making an opening for Jesus’ tomb.
4. Place the hill in the center of the plate. Then glue the “Risen” sign to the plate in front of the hill.
5. Spread glue on the plate behind the hill and on both sides of the hill. Then press some green crinkle shred into it.
6. Place the stone next to the opening of the tomb.

Tip Corner

- Print the **pattern** from AnswersVBS.com/junglecrafts.

- If you haven’t made salt dough before, be sure to test your recipe before VBS.
- Make a batch of gluten-free salt dough (using gluten-free flour) for kids with a gluten allergy.

Super Simple Idea

Try the following Oriental Trading Company craft kit. (Call 1 (800) 875-8480 or visit OrientalTrading.com.) Note that these are available at the time of printing and may not be available later.

- 3D Jesus Is Not Here Sign Craft Kit (Item: #14097270)—Manufacturer does not recommend for children under three years of age.

DAY 5 CRAFT

7 C'S BRACELET

JUNIOR & PRIMARY

Materials

- Black waxed cotton cording, 18 inches per child
- Pony beads, 1 of each color per child (green, dark, blue, gray, white, red, and yellow)

Tools and Basic Supplies

- 7 small plastic bowls per table
- Scissors
- Ruler

Prep

1. Cut black cording into 18-inch lengths, one per child.
2. Put bowls of beads at each table, one color per bowl.

Teaching Tie-In

Show the sample craft and say:

Today, you're going to make a 7 C's bracelet to wear. While we're making it, let's see if we can remember what each color stands for. Let's say the 7 C's together.

Review together. The order and colors are: green—Creation; dark—Corruption; blue—Catastrophe; gray—Confusion; white—Christ; red—Cross; yellow—Consummation.

What is something you learned today about the last C, Consummation? Take responses.

Class Time Directions

1. Take the black cord and lay it in front of you.
2. Thread the beads onto the cord, one at a time, in the following order: green, dark, blue, gray, white, red, yellow.
3. Center the group of beads on the cord, then tie a knot on each side to keep the beads together.
4. Bring the two ends toward each other and overlap them by a couple inches.
5. Tie two sliding knots to make the bracelet adjustable. Demonstrate tying these knots.

Tip Corner

- Make craft kits by placing a piece of cord and the 7 colored beads in a zippered baggie for each person.

Super Simple Idea

Try the following Oriental Trading Company craft kit. (Call 1 (800) 875-8480 or visit OrientalTrading.com.) Note that these are available at the time of printing and may not be available later.

- Life of Christ Banner Craft Kit (Item: #13629196)—Manufacturer does not recommend for children under three years of age.



DAY 5 CRAFT

7 C'S NECKLACE

PRE-PRIMARY

Materials

- Black elastic cording, 27 inches per child
- Pony beads, 1 of each color per child (green, dark, blue, gray, white, red, and yellow)

Tools and Basic Supplies

- 7 small plastic bowls per table
- Scissors
- Ruler

Prep

1. Cut black cording into 27-inch lengths, one per child.
2. Put bowls of beads at each table, one color per bowl

Teaching Tie-In

Show the sample craft and say:

Today, you're going to make a 7 C's necklace to wear. While we're making it, let's see if we can remember what each color stands for. Let's say the 7 C's together.

Review together. The order and colors are: green—Creation; dark—Corruption; blue—Catastrophe; gray—Confusion; white—Christ; red—Cross; yellow—Consummation.

What is something you learned today about the last C, Consummation? Take responses.

Class Time Directions

1. Lay the black cord in front of you.
2. Thread the beads onto the cord, one at a time, in the following order: green, dark, blue, gray, white, red, yellow.
3. Tie the ends of the cording together. Demonstrate tying this knot. Make sure the loop is large enough to stretch over your head, then cut off any excess on the end.

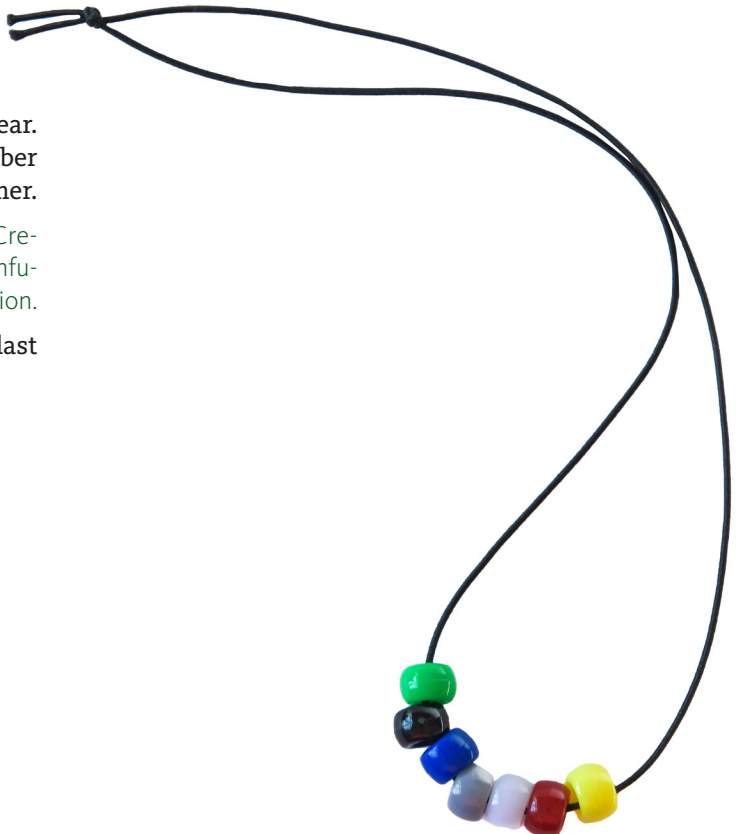
Tip Corner

- Prep by placing a piece of cord and one of each color bead into a zippered baggie for each child.

Super Simple Idea

Try the following Oriental Trading Company craft kit. (Call 1 (800) 875-8480 or visit OrientalTrading.com.) Note that these are available at the time of printing and may not be available later.

- Life of Christ Banner Craft Kit (Item: #13629196)—Manufacturer does not recommend for children under three years of age.



DAY 5 CRAFT

BEAUTIFUL BUTTERFLY

JUNIOR, PRIMARY & PRE-PRIMARY

Materials

- Bright-colored chenille stems, 1 for every 3 children (For Pre-Primary, 1 for every 2 children)
- Bright- or pastel-colored copy paper, ½ sheet per child (For Pre-Primary, 1 sheet per child)

Tools and Basic Supplies

- Office paper cutter
- Scissors
- Rulers
- Colored markers

Prep

NOTE: The Prep and Class Time Directions are the same for all ages, except that the Pre-Primary material sizes are larger.

1. Cut the chenille stems into 4-inch lengths, one per child. (For Pre-Primary, cut each one in half.)
2. Cut each sheet of copy paper into quarters—top to bottom and across the middle. (For Pre-Primary, cut each sheet in half across the middle only.) Each child will need two of the pieces to make one butterfly.

Teaching Tie-In

Show the sample craft and say:

Have any of you seen a butterfly outside this summer? Take responses. They're a great reminder to praise God for his awesome creation. And they also remind us of how all of God's people will someday get a new body. Just like people still recognized Jesus when he appeared in his new body after he had died and come back to life, we'll recognize each other too when we're in our new bodies. But we won't be sinful anymore, and our bodies will never wear out or get sick, or age. They'll be forever perfect and beautiful. Won't that be amazing? So when you see a butterfly, remember what God has in store for all his children someday.

Class Time Directions

1. Decorate the pieces of paper with markers.
2. Take one piece of paper and turn it vertically (the long way). Beginning at the bottom, do accordion folds from bottom to top as if making a paper fan. For best results, the folds should be the same size.
3. Take the second piece of paper and turn it the long way. Fold the top two corners in (at 45-degree angles) until they touch each other then press and crease. Do the same with the bottom two corners.
4. Turn the second piece of paper horizontally (side-ways). Keeping the corners folded, begin at the bottom and do accordion folds horizontally from bottom to top that are approximately the same as the ones you made for the first piece of paper.
5. Flip the second piece of paper over so the corner folds are on the back.



6. Place the second piece above the first piece (with the accordion folds going the same direction) and cinch together in the center using the chenille stem. Twist the stem tightly and curl the ends to make antennae.
7. Gently fan out all four sections to shape your beautiful butterfly wings!

Tip Corner

- Have extra supplies on hand for kids to make more butterflies.

Super Simple Idea

Try the following Oriental Trading Company craft kit. (Call 1 (800) 875-8480 or visit OrientalTrading.com.) Note that these are available at the time of printing and may not be available later.

- Life of Christ Banner Craft Kit (Item: #13629196)—Manufacturer does not recommend for children under three years of age.

MORE CRAFTS

FOR ALL AGES

Tissue Paper Flowers

Materials

- Tissue paper in a variety of colors
- Chenille stems in any color

Tools and Basic Supplies

- Office paper cutter
- Scissors

Prep

Cut the tissue paper into 8½ x 11 sheets and cut the chenille stems in half. Make a sample flower.

Class Time Directions

1. Stack several layers of tissue paper in front of you.
2. Starting at the small end of the tissue paper, do accordion folds from bottom to top (about 1-inch folds).
3. Clip ends to round corners.
4. Secure the center with a chenille stem.
5. Fluff out each tissue paper layer to form petals!

Tip Corner

- Use this area as a fun place for the kids to go after they've finished their main craft or science experiment.
- Make different size tissue paper flowers by starting with smaller stacks of paper (4¼ x 5½) or larger stacks (11 x 17).

Concentration Game

Materials

- Concentration Cards Pattern**
- White or yellow card stock, 2 sheets per child
- Snack-size zippered baggies, 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 copies per child.
2. Cut out the cards with the paper cutter.
3. Place the cards into zippered baggies. You should have 2 sets of picture cards (24 total) 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 cards 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 the cards match, the player keeps those cards. If they do not match, flip them back over.
4. Continue playing until all matching cards have been found. The player with the most matches wins.

Tip Corner

- Print the **pattern** from AnswersVBS.com/junglecrafts.
- 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

- White card stock
- Daily Memory Verses**

Tools and Basic Supplies

- Markers

Prep

1. Print a reference sheet of the daily memory verses from AnswersVBS.com/junglecrafts.
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

Photocopy the **Step-by-Step Drawings Pattern** onto white copy paper.

Class Time Directions

When the kids have extra time, they can work on the Step-by-Step Drawings.

Tip Corner

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

Wall Mural

Materials

- Roll paper for a background (e.g., green for a jungle)
- Variety of colored copy paper

Tools and Basic Supplies

- Markers, scissors, glue sticks

Prep

- Hang a large piece of roll paper on an empty wall.

Class Time Directions

1. Use your imagination to draw and color an image that matches the theme for the day or week.
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

Order and Disorder

FOR DEMO

- LEGO Pictures**
- LEGO bricks:
 - 12 small squares of same color
 - 6 medium bricks of same color
 - 6 large bricks of same color

PER STUDENT, SMALL GROUP, OR TABLE

- 6 small blocks per child
- 1 bin to hold the blocks
- 1 bowl to hold the following:
 - 1 AA battery
 - 1 AA battery holder with wire leads
 - 1 mini light bulb and socket

Stack the Layers

PER STUDENT

- Rainforest Layers Pattern**
- Envelope
- 8½ x 11 sheet of printable transparency film
- Small brass fastener
- Permanent marker
- Optional: small rainforest animal stickers

TEACHER USE

- Rainforest Animal Pictures**
- Scissors or paper cutter
- Small hole punch

Day 2

Fallen Foliage

FOR DEMO

- Gift box with separate lid
- Unsharpened pencil
- 18-inch piece of string
- Plastic drink bottle
- Empty cereal box
- 6-inch piece of string
- Small plastic animal
- Pair of scissors

PER TABLE

- Gift box with separate lid
- Unsharpened pencil
- 18-inch piece of string
- Plastic drink bottle

PER STUDENT, SMALL GROUP, OR TABLE

- Venus Flytrap Care Instructions**
- 1 Venus flytrap potted plant
- 1 plastic cup to hold the potted plant
- Distilled water or rainwater

TEACHER USE

- Rainforest Traps Pictures**
- Trays for leaders to carry plants

Catastrophic Eruption

PER STUDENT OR TABLE

- 40 ml ketchup
- 40 ml vinegar
- 2 tsp. baking soda
- 25 ml water
- Liquid dish soap
- 1 paper towel
- 1 4-oz. empty bottle
- 1 6-oz. paper cone
- 1 disposable bowl
- 1 irrigation syringe with tip cap (≥ 50 ml)

PER TABLE

- 1 bucket for cleanup
- Extra paper towels for spills

TEACHER USE

- Earth Layers Illustration**
- Volcanoes Illustration**

Day 3

Skin-Deep

PER STUDENT

- Cellophane (or other transparent material) in a variety of colors
- One envelope (larger than 3 x 5)

TEACHER USE

- Optional: world map

Tower Test

PER STUDENT OR SMALL GROUP

- At least 55 small, 1- or 2-inch building blocks
- One paper plate

TEACHER USE

- Ziggurat Picture**
- Clock, watch, or timer

Day 4

Don't Eat Me

PER STUDENT

- 20–40 dry brown beans
- 2 brown M&M's (same color as the beans)
- 2 brightly colored M&M's
- Camphor essential oil
- Cotton ball or swab
- Bite-size scoop of passion fruit
- 1 unsweetened 100% cacao chocolate chip
- Plastic spoon
- 2 small sample cups with lids
- 2 zippered snack bags

TEACHER USE

- Defense Mechanisms Pictures**

Ring Around a Tree

PER STUDENT

- Plastic drinking straw
- Small cup of water
- Small wood slice (cross section)

TEACHER USE

- Tree Diagram**

Day 5

Cycling in the Jungle

PER STUDENT

- 4 gray, 6 white, 3 red pony beads in a zippered baggie
- 10-inch length of pony-bead lacing cord or Rexlace
- 5 x 5-inch piece of foil
- Paper towel
- 2 plastic cups
- Plastic spoon
- Water

PER TABLE

- Bucket for waste water

TEACHER USE

- Optional: **Tree Bark Pattern**
- 1 sheet of 8½ x 11-inch water-soluble label stock per 10 students or water-soluble canning labels

Good Again

FOR DEMO

- 15 ml disposable centrifuge tube with lid
- Disposable pipette
- Paper towel
- Portion cup with water

PER STUDENT

- Distilled water
- Sodium carbonate (washing powder, soda ash, pH plus)
- Phenolphthalein indicator
- Vinegar
- 15 ml disposable centrifuge tube with lid
- 2 disposable pipettes
- 2 portion cups with lids
- Paper towel

PER TABLE

- Bucket for cleanup

TEACHER USE

- Permanent marker
- Container for mixing
- Large spoon for mixing

Leading a Child to Christ

“For I am not ashamed of the gospel, for it is the power of God for salvation to everyone who believes.” Romans 1:16

VBS presents an ideal opportunity to share the life-changing gospel of Jesus Christ with all attending. Every leader and team member should be ready to clearly present the gospel and counsel those wanting to learn more. Children are usually soft-hearted toward things of the Lord, and some will be interested in becoming a follower of Christ. Be ready, because eternal matters matter most!

Before

- **Pray.** Salvation is God’s work, not ours. We cannot bring about salvation for anyone. We need to ask God to prepare the children and open their hearts to him.
- **Be prepared.** Learn more about presenting the gospel and counseling a child about salvation.

During

The gospel will be presented during the lesson time. Opportunities may arise, however, to share with a child one-on-one or with a small group of children. If so, keep the following in mind:

- Becoming a child of God involves repenting of one’s sin and having faith in the death and resurrection of Jesus Christ. Repentance involves understanding what sin is (disobeying God’s commands) and desiring to turn from that sin.
- You can use the booklet *How Can I Become a Child of God?* along with your Bible to explain the plan of salvation. Children need to see and hear God’s Word, so have your Bible opened and marked ahead of time with the appropriate scriptures.
- Avoid abstract phrases like “asking Jesus into your heart.” Instead, use terminology like “becoming a child of God.” Most children still think in concrete terms and need examples that are easy to understand.
- If a child indicates an interest to know more after hearing the gospel presentation, ask questions (such as the following) that require more than a “yes” or “no” answer:
 - » What do you want to talk to me about?
 - » Do you know what sin is?
 - » Can you think of a specific sin (wrong) you have done?
 - » Are you bothered by your sin?

These questions are important. A child who cannot verbalize a sin or does not seem to be repentant about being a sinner may not fully understand his need for a Savior. In this situation, you might list some child-oriented examples of sin and ask him to notice any time he catches himself sinning over the next few days. Give him the *How Can I Become a Child of God?* booklet. Pray with him, then send him on his way. Check back a day or two later, if possible.

- If the child does seem to be sincerely sorry for his sins, you can proceed with more questions like the following:
 - » Why did Jesus come to earth? Why did Jesus need to die? Why did Jesus rise again?

- » Why do you want Jesus to be your Savior?
- » Why should God let you into his family? (Make sure the child understands that salvation is not based on what he does but is a gracious gift of God through faith in the death and resurrection of Jesus.)
- Pray for discernment while listening to a child’s answers.
- When a child seems to have a basic understanding of salvation (belief in Jesus’ death and resurrection, admission of and repentance from sin, and a desire to follow the Lord), encourage him to talk to his parents about what it means to become a child of God (if they are followers of Christ). Encourage a child who comes from a non-Christian home to verbalize his understanding to the Lord through prayer. There is no one prayer that should be prayed. Encourage him to ask the Lord to forgive him and help him know he is a child of God.
- Let him see in your words and your face that you are excited that he wants to become a child of God! Read Luke 15:10 to him.
- Some children may not want to make decisions but may want to learn more, to be assured of salvation, or to confess sin. Read Romans 10:9–10 and John 10:28–29 with children who are seeking assurance of their salvation. Encourage them to ask the Lord to help them know they are his children. If a child wants to confess sin, read 1 John 1:9 with him and encourage him to ask the Lord to help him know he is forgiven when he repents.

After

- Review what it means to be a child of God.
 - » How long does God keep his children? (Hebrews 13:5; John 10:28–29)
 - » Can anything separate God from his children? (Romans 8:38–39)
 - » What happens when God’s children sin? (1 John 1:9)
 - » What do children of God believe? (Romans 10:9)
- Explain that Jesus loves his children and wants to spend time with them. Discuss practical ways to grow as a child of God. Provide him with the *Growing Up in God’s Family* booklet and share the following:
 - » Read your Bible and obey what you read. You can start your Bible reading with the short Bible study book you will receive the last day of VBS. (Provide a Bible if he doesn’t have one. Be sure to fill out the presentation page.)
 - » Pray every day. Prayer is talking to God.
 - » Go to a church that believes and teaches the Bible as the Word of God.
 - » Tell others about Jesus. Tell your friends, family, and neighbors how they can become children of God.
- Fill out a Decision Card and turn it in to the VBS director.
- Stay in touch with the child through postcards, visits, or phone calls. Invite him to upcoming church events.

CRAFT SUPPLY LIST

Day 1

Face Planter

- Shoes Pattern
- Genesis 1:1 Verse Pattern
- Take Home Instructions Pattern
- 4 oz. soufflé cups with lids, 1 per child
- Potting soil, approx. ½ cup per child
- Grass or cress seed, ¼ tsp. per child
- Wiggle eyes, 2 per child
- Mini pom-poms, 1 per child
- Red chenille stems, 1-in. piece per child
- Light-colored card stock, 1 sheet for every 9 children
- Light-colored card stock, 1 sheet for every 28 children
- Light-colored card stock, 1 sheet for every 10 children
- Glue dots, 4–5 per child
- Snack-size zippered baggies, 1 per child

My Bug Jar

- Genesis 1:1 Verse Pattern
- Clear plastic jars with screw-on lids, 1 per child
- Colored chenille stems, 2 per child
- Small bug stickers, 5–7 per child
- Pine needles, small pine cones, small sticks
- Colored card stock, 1 sheet for every 28 children

Day 2

Straw Serpent

- Snake Head Pattern
- Black chenille stems, 1 per child
- Red chenille stems, 1 per child
- Colored boba straws or paper straws, 2 per child
- Wiggle eyes, 2 per child
- Glue dots, 2 per child
- Colored card stock

Rainy Day Rain Gauge

- Paint sticks, 1 per child
- Empty clear plastic drink bottles (16 oz.), 1 per child
- 4-in. clear zip ties, 1 per child
- Green acrylic paint
- Sponges, 2-in. square per child
- Clear label sheets, 1 label per child

Day 3

Tricky Triangle Game

- Tricky Triangle Pattern
- Uline 4 x 4 x 1 White Mailer (Model #S-11232), 1 per child
- Bright yellow card stock, 1 sheet for every 4 children
- Golf tees, 14 per child
- Zippered baggies, 1 per child
- Optional: Ziggurat Pictures

Toothpick Tower

- Tower of Babel Circle Pattern
- Toothpicks, amounts vary (see Prep)
- Mini marshmallows, amounts vary (see Prep)
- Bowls or baggies for toothpicks and marshmallows (see Prep)
- 9-in. paper plates, 1 per child
- White card stock, 1 sheet per child

Day 4

Christmas Ornament

- Jesus Gift Tag Pattern
- 1 x 2 boards, 2½ in. per child
- Aluminum foil, one 4 x 5-in. piece per child
- ¼-in. red ribbon, 12 in. per child
- Red card stock, 1 sheet for every 60 children
- Glue dots, 1 per child
- Tiny screw eyes, 1 per child

Easter Diorama (U.1)

- Risen Sign Pattern
- White air-dry modeling compound, ½ oz. per child
- Plastic wrap, amount varies
- Small zippered baggies, 1 per child
- Mini crosses, 1 per child
- Brown craft foam, one 3 x 3 in. piece per child
- Bright yellow card stock, 1 sheet for every 30 children
- Glue dots, 4 per child

Easter Diorama (U.2)

- Risen Sign Pattern
- No-bake salt dough, 2-in. ball per child
- Mini crosses, 1 per child
- Bright yellow card stock, 1 sheet for every 30 children

- Green crinkle cut shred, amount varies
- 7-in. paper dessert plates, 1 per child

Day 5

7 C's Bracelet or Necklace

- Black waxed cotton cording, 18 in. per child (V.1)
- Black elastic cording, 27 in. per child (V.2)
- Green, dark, blue, gray, white, red, and yellow pony beads, 1 of each color per child

Beautiful Butterfly

- Bright-colored chenille stems, 1 for every 3 children (for Pre-Primary, 1 for every 2 children)
- Bright- or pastel-colored copy paper, ½ sheet per child (for Pre-Primary, 1 sheet per child)

Tools and Basic Supplies

- Measuring cups and spoons
- Large bowls
- Office paper cutter
- Rulers
- Scissors
- Glue sticks
- Colored markers
- Hand drill with ¼-in. drill bit
- Transparent tape
- ¼-in. hole punch
- Hand drill and a ½-in. drill bit
- Fine-point black permanent markers
- Styrofoam plates
- Paper towels
- Small (fist-size) rocks
- Common nails
- Optional: old magazines
- Crayons, markers, highlighters, or colored pencils
- Power saw
- Sandpaper
- Yellow, orange, and green watercolor markers
- Red and yellow food coloring
- Plastic wrap
- Zippered baggies
- Plastic bowls and spoons, 7 of each per table

Check inside for supplies needed for the extra craft ideas.

Print these items from AnswersVBS.com/junglecrafts.