

Camp VBS 2010 “The Truth Train”

“I am the way, the truth, and the life.”

Day 1 Lesson

Notes:

Bible Bop: “God saw everything that he had made and behold, it was very good.” Genesis 1:31

Destination (Objective): Students will learn that from the very beginning, the Bible is true. That means that everything in creation has its origin in God’s hand, made in six 24-hour days. But not only did God take great care in creating the world, He took great joy in it. Being God’s creation, especially being made in His image, means that God delights in us!

Coal for the Furnace (Lesson Materials): construction paper (a variety of colors), crayons or markers, tape, a blank space of wall or a board to tape pictures to, balloon, confetti, a pin to pop the balloon, 7 pieces of paper/posterboard (1 for God and 1 for each day of creation), baking soda, grape juice, paint brush, 6 boxes labeled Day 1-Day 6 filled with a flashlight (for day 1) and cut-out words/pictures (or other representations) of each day’s creation.

Packing your bags (Materials to prep): Before the lesson, fill the deflated balloon with the confetti. Make a mixture of baking soda and water with a high concentration of baking soda. On each piece of paper/posterboard use a paintbrush or cotton swab to write with the baking soda mixture: God (Father, Son, and Holy Spirit, if desired); Day 1 - Light and Dark/Day and Night; Day 2 - Heavens and Earth; Day 3 - Dry Land (and seas and plants); Day 4 - Sun, Moon, and Stars (Space); Day 5 - Fish, Birds, and Flying things (sea and sky animals); Day 6 - Land Animals and Man and Woman; Day 7 - God Rested (a Holy Day). When the mixture dries, it will become invisible, able only to reveal the words when painted over with grape juice. You may decide to use lemon juice for your invisible ink, and a heat source to reveal it, if you have time and cleanliness is an issue. Baking soda and grape juice have more immediate results. If your students are too young to read, you may decide to only do the God poster and forego the others, or actually draw a representation of the creation on the posterboard with the invisible ink instead.

Railroad Ties (Additional Scriptures): (Trinity) John 1:1-3, 14; Gen. 1:2, Acts 14:15, 17:24; Col 1:15-17

“In the Beginning” (Getting Started):

Say: Today we will be talking about how God created everything in only six days! The very first words of the Bible say, “In the beginning, God created the heavens and the earth” (Gen. 1:1). So “in the beginning” of our time together we will be doing some creating too.

Ask: When God made the earth, what did He use? Marshmallows and toothpicks? Playdough? Legos? *Read Genesis 1:3. Repeat, “And God said.”* God used His word to create.

Choo-Choo Choices:

Choice 1: Creation Collage

(Materials: construction paper, markers, tape)

Say: So, “Let there be pictures.” *Wait.* Did anything happen? No? Well, then let’s thank God that He has provided for us this paper and these crayons/markers. *Pass out paper and colors.* Now let’s take a few minutes to draw something, someone, or some place that we really love to see, or that we hope we get to see sometime in our life.

Give students a few minutes to create their pictures. When you can see things starting to wind down, let the students have another minute to finish up, then collect the markers/crayons and ask each student to share (if they are comfortable) what/whom/where they drew. Respond enthusiastically to each picture, being sure to tell them specifically that it is “good.”

After each “presentation” collect the student’s picture and tape it to a place on a wall or bulletin board for the class to see. Place each picture next to another until everyone is finished. Then look at the finished wall and declare it “*very good.*”

Discuss with the students how you responded to each of their pictures individually, and then as a whole. Did you like their pictures? How do they know? Discuss your enthusiasm as well as your specific words. Ask them how they react when they see something that is good. Are they deadpan or bored, or are they happy and excited? Model each, or have students model them.

Now discuss their pictures put together as a whole. Did you like that? How do they know? Have them once again highlight your enthusiasm, but also your words, “*very good.*” Ask them for any words that mean the same thing as “*very good.*” Words they would use. (Awesome, excellent, very cool, etc.) Why was your praise for the whole creation even bigger than your praise for the individual ones? Emphasize that each picture brought you joy, but seeing them all working together brought you even more joy because it showed you that in a way the students were all working together to make a beautiful masterpiece that everyone can see! And it also shows everyone that God has given us a lot of wonderful things, people, and places that we get to enjoy!

Say: God responded this way when He saw all the things He created. Each day He looked at what He made and said it was “good.” It brought Him joy! Then, when He made His final creation, and saw everything working together in harmony, it brought Him even more joy! It was “*very good!*” (Or use one of the other words for “*very good*” that the students came up with.)

Choice 2: Human Sculpture

Say: Now let's use OUR words to create.

Take a few volunteers to stand in the middle of the room. Explain that these volunteers will be our sculpture and they will do whatever we tell them to do so that we can make a unique human sculpture. The volunteers should know that they are to do only what is told to them and nothing more or less, and to follow an instruction until they are told to stop. Invite the spectators to go ahead and shout out what they want the volunteers to do.

When there has been sufficient chaos, quiet them down and ask how effective they were. Would it be easier if just one person gave directions? Try it. Elect a child to give the orders and see how well the sculpture responds. It will respond much better, but still may not do exactly what they are asked, or exactly what the speaker has in mind.

After a little while, ask if it would be easier or harder if the speaker actually went up and physically moved the volunteers into the position they had in mind. Try it. Have the child physically put the volunteers into the positions

When the child is finished sculpting, or enough time has elapsed, have them sit down and assess their masterpiece. Was it okay, good, or very good? You may want to take a vote amongst the children. What would have made it better?

(If you have time, you may want to try this again with other volunteers.)

Explain that God made the whole world using His words, "let there be." But He was also physically involved with it. Especially when He made man and woman. He didn't just stand back and shout, but He carefully planned everything perfectly. Each thing He made, He said was "good."

Ask the kids if they had fun creating their sculpture. God enjoyed creating the world. In fact, He was so pleased with how everything turned out, that when it was all done and He saw everything working together in harmony He said it was "very good." What are some other ways to say something is very good? (Awesome, cool, rad, excellent, etc.)

Say: So, in other words, God thought it was _____. He loved it!

Picking Up Steam

Say: Now other people have ideas as to how the world was made. You might even hear ideas in school about how the world was made without God! There are only two ways to think about how the world was made. By God or without God. The Bible tells us the world was created by God, so what do we believe? (The Bible! It was created by God.)

Take a balloon with confetti inside it and place it behind your back so the kids can't see it.

Say: Some people think the world started with nothing.

Hold up the balloon. **Ask:** Is this balloon alive or dead? (Dead) **Say:** Now remember, according to some people this is still nothing. *Blow the balloon up a little.* It is still nothing. *Blow it up a little more.* Nothing. *Blow a little more.* Nothing. *When the balloon is blown to full capacity, pop it. The confetti will fly out everywhere.* Look at all that! *Pick up some of the confetti and show it to the kids.* What happened when I popped the balloon? There was a big bang! Some people believe that there was nothing at all anywhere and then suddenly there was a big bang and a bunch of little things like this confetti all joined together to become something living. Isn't that silly? Can all those things join together by themselves to make something living? No, it can't. What they believe is a lie.

(Other visuals: A monkey- people think we evolved from an ape-like creature; a concoction of sludgy-looking soup- people think we came from pond scum or primordial soup; rock candy or ice- people think the world started on the back of space ice crystals; an alien- people think the world started from beings in other galaxies.)

Say: We believe the Bible and the Bible is very specific about how the world was made. There wasn't a random big bang and chaos. Who made the world? God! Just God the Father? No, God the Father, Son, and Holy Spirit. The whole Trinity was there. (See Railroad ties) And who knows how many days it took to make the world? It took six, right. And on the seventh day God rested and enjoyed what He made. How long is a day? 24 hours, right! The Bible says it took 6 24-hour days to make the world.

Read Genesis 1:1.

Bring out sheets of paper with the days written invisibly on them. Place boxes for each day filled with words/pictures/other around the room.

Say: Now remember what I said some people believe? *Hold up "God" poster.* Some people believe the world started out with ... nothing. Right. Begin painting (or have child paint) over "God" with grape juice as you **say:** But the Bible just told us that the world actually started with... *children should be able to see and respond "God."*

Ask: Do you remember how long we said it took God to create the whole world? Six Days!

You may let the students pair up or split into six groups, or you may decide to do it yourself. You can then assign them a day, or let them pick which day they want to be. Have them sit with their groups.

Say: We are going to investigate what was created on each day. Each box around the room has clues in it to tell us what was created.

Have the Day 1 group run over to the Day 1 box and look at/pick up the items. Ask everyone (or just that group) what they think was created on Day 1. Then read Genesis 1:3-5. Ask students to repeat what was created as you (or helper for that group) paints over the day one poster with the grape juice. Have that group stand or sit together with their poster.

Repeat this with each day of the creation week. You may also want them to repeat together, "And there was evening and there was morning, the _____ day.

Day 2: Genesis 1:6-8

Day 3: Genesis 1: 9-13

Day 4: Genesis 1: 14-19

Day 5: Genesis 1:20-23

Day 6: Genesis 1:24-31

You may then pick a group to sit/stand while the others stand/sit. What would our world be like if God had not created those animals/things on that day? If the students in the class are familiar with each other already, you may want to have them also say one thing they would miss about each of the kids in that group if they weren't there for VBS.

Ask: And what did God do on the seventh day? (He rested.) So now you all may rest (in your seats.)

Say: The first two chapters of the Bible tells us that God made the world, but also that God made man most special of all. The people who don't believe the Bible don't know how special we are to God. Isn't that sad?

Say: The first two chapters of the Bible also tell us that God made everything very good. Is everything very good today? No. What makes the world a bad place today? *Sin, death, people get hurt, people hurt each other, people are mean, etc.* Do you think that if God saw all those bad things going on, that He would say it was very good? No, He wouldn't. When God created the world, there weren't all those bad things. People didn't hurt each other. Animals didn't hurt each other. No one died. Not even the animals. People didn't eat beef, or pork, or eggs, or any animals. Everyone ate vegetables (1:29-30).

Say: The first two chapters tell us a lot about how much God loves us. It tells us that He didn't want Adam to be lonely, so He made Him a helper, a wife. That's why mommies and daddies get married today. It also tells us that Adam named every kind of animal- that means that God made us smart, and when we listen to Him and stay close to His word, we only get smarter!

Application: For a more visual lesson, you may decide to draw pictures of the ideas the kids give on a giant poster or dry erase board. You may list things or have the kids draw their own pictures as well.

Say: Since God took great care in making everything, and He took great care in making you, do you think He is just going to throw the world away and forget about it? No! Everyday God gives us everything we need to take care of ourselves and other people and the world around us. What are some people and things God has given to take care of you?

Ask: Did you know He also gave you to other people? He gave you to your parents, grandparents, siblings. You are God's gift to them! That means that He wants you to take care of them too. How can you show God's love by taking care of others? (Mention specifically bringing people to VBS and telling people the truth of the Bible, so they don't believe silly and destructive lies.)

If your time is up you may pray here, or end with one of the additional activities first.

Prayer: Dear Father, just as You created the heavens and the earth, and everything in them, You created me. You created me and made me Your own. Thank You for loving me and everyone around me, and for showing us all Your love by the gifts You give us every day. We especially thank You for the Bible, where You tell us about Your greatest gift to us, Jesus, who died and rose so that we could be perfect again in Your sight. In Jesus' name we pray. Amen.

Additional activities:

Creation Chant: You may split the group into two, or play part one yourself:

Say: We stay close to God and His word because the Bible tells the truth.

Group one: The Bible tells...

Group two: the truth!

The chant can be repeated in a variety of ways. Have them say it as much as they want. You can switch group one and group two. You can have group 2 go first. The groups may mimic each other in silly, loud, quiet, ways. They may use motions. These two simple lines can be said very creatively based on the class, but in every way it will reinforce the truth- the Bible.

Creation Choo-Choo Cha-cha:

Give each child (or group of children) a piece of paper containing one word from the Bible Bop:

God saw everything that he had made and behold, it was very good - Genesis 1:31.

Give them the words out of order and have them try and get into the right order. Have them choo choo parade around, each saying the word on their sheet in order or have some students stand still and say the words as the others parade the verse in front of them. Have one group/student put their word down and have them all fill in the blank when it comes. Gradually take words away until they are saying the whole thing by memory.