

Liguori Publications Vacation Bible School

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Gospel Light Vacation Bible School

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Contents

Leader's Info

Course Overview	3
Course Description	4
Effective Teaching Tips	5
Decorating Your Center	6
Game Center Basics	8
Age-Level Characteristics	11

Sessions

Session 1 • God's Plan: 2 MAKE Us!	14
Session 2 • God's Plan: 2 BE WITH Us!	20
Session 3 • God's Plan: 4 Us 2 KNOW Him!	26
Session 4 • God's Plan: 2 SAVE Us!	32
Session 5 • God's Plan: 2 LOVE Us 4-Ever!	38


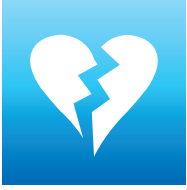



Reproducible Pages

Session 1	44
Session 2	46
Session 3	48
Session 4	52
Session 5	56



Course Overview

Purpose: Discovering **God's Plan 4 U = Jesus!**
Theme Verse: John 14:6-7

Session					
	1 God's Plan: 2 MAKE Us!	2 God's Plan: 2 BE WITH Us!	3 God's Plan: 4 Us 2 KNOW Him!	4 God's Plan: 2 SAVE Us!	5 God's Plan: 2 LOVE Us 4-Ever!
Bible Story	The Creation Formulation Genesis 1:1—2:2	The Sin Separation Genesis 2:8–9, 15–17; 3:1–24	The Personification Revelation John 1:1–2, 14; 5:1–9; 6:16–21; 11:57; 14:1–7	The Salvation Solution Luke 22—24:35	The Infinite Implementation Mark 16:15; Acts 1:1–11; 2:4, 41–47; 4:32–35
Q&A	Who made the world and who made me? God, who created the universe, made you and loves you. CCC* 295-297	What happens when I disobey God? Sin separates you from God. CCC 1849-1850	What is God like? When you read about Jesus in the Bible, you know more about God. CCC 131-133	Why did Jesus have to die? Jesus died and rose again so that you can live as a member of God's family. CCC 166	So . . . now what do I do? You can live as God's child and show His love to others. CCC 2044-2046
Spark Principle	Gravity When He made the world, God created all the scientific laws that govern it—laws like gravity.	Cause & Effect Whatever we do (a cause) has a result (an effect). Whenever we sin, the effect is separation from God.	Motion Objects at rest stay at rest until a force puts them in motion. People were stuck in sin until Jesus came and put God's plan in motion.	Transformation Transformations occur when something new is introduced to an existing object and changes the object. Jesus changes us.	Chain Reaction A series of events caused by the one before. Sharing God's love with others can start a chain reaction and go on and on and on!
Bible Verse	"In the beginning, when God created the heavens and the earth [...] God created mankind in his own image; in the image of God he created them; male and female he created them." Genesis 1:1,27	"[A]ll have sinned and are deprived of the glory of God." Romans 3:23	"Jesus said to him, 'I am the way and the truth and the life. No one comes to the Father except through me. If you know me, then you will also know my Father. From now on you do know him and have seen him.'" John 14:6–7	"For Christ also suffered for sins once, the righteous for the sake of the unrighteous, that he might lead you to God. Put to death in the flesh, he was brought to life in the spirit." 1 Peter 3:18	"[...] live in love, as Christ loved us and handed himself over for us as a sacrificial offering to God for a fragrant aroma." Ephesians 5:2

Course Description

Lasers! Gyroscopes! Telescopes! Fusion, fission and chemical reactions!

At SonSpark Labs, explorers of all ages will find their imaginations spark to life as they research answers to universal questions by delving into the shadows of the ancient past, exploring scientific wonders of the present and even searching beyond—to an infinite future! The fun begins as you step into this astonishing world of God's plan for the people of His planet!

Each session focuses on one aspect of God's Plan for You = Jesus!, or GP4U = J!, as revealed through God's Word. Young scientists will participate in experiments and hands-on activities that help them get to know Jesus and God's plan of salvation. Kids will explore the answers to universal questions such as the following:



Who made the world and who made me? Session 1 will take kids on a whirlwind trip through Genesis to observe God's incredible creation. Kids will discover **God's Plan: 2 MAKE Us!**



What happens when I disobey? In Session 2, kids will find out how the sins committed by Adam and Eve affected all of history—including each of us today. Kids will be encouraged to know **God's Plan: 2 BE WITH Us!**



What is God like? In Session 3, kids will hear about the life of Jesus, the One God sent to bridge the separation created by our sin. Kids will learn that because of Jesus, they can experience **God's Plan: 4 Us 2 KNOW Him!**



Why did Jesus have to die? In Session 4, kids will learn that Jesus loves each one of them so much that He died and rose again so that they could be forgiven. They'll be excited to discover the next part of **God's Plan: 2 SAVE Us!**



So . . . now what do I do? In Session 5, kids will learn what it means to live as a member of God's family—the expansion phase in **God's Plan: 2 LOVE Us 4-Ever!**

This summer, children will excitedly explore the amazing SonSpark Labs. They will trace God's life-changing plan as it's revealed from Creation to the present and on into the future. They'll find answers to life's most important questions. They will discover that God loves them and that through Jesus, at Bap-

tism, they can be members of God's family and personally experience God's plan for each of us—God's Plan for You is Jesus!

GP4U = J!

Effective Teaching Tips

Preparation Is the Key

- Pray for God to prepare the hearts of your children—and yours, as well! Read the Heart Prep to prepare your heart and mind for the important work you will be doing.
- After each session, use the questions provided in the Daily Recap to carefully consider everything that took place during each session of VBS so that you will be better prepared for the next!
- Be prepared before each day begins. Have all materials ready for use so that you can focus your attention on the children, not on what you may have forgotten!
- Read through the entire session several times so that you know it well.
- Read the Bible Story Recap as written, and also in your own Bible.
- Memorize the Scripture verse. When kids see that YOU know the verse by heart, it makes verse memorization seem doable and valuable.
- Know the Daily Plan and the Q&A for each session, and use them to connect each activity to the session's Bible story and verse.



Conversation Is an Art

- Be prepared to make good use of informal conversation before and after the story. Suggestions are provided for each session to help you focus these moments toward the Session Goals.
- Review the conversation suggestions provided. Think of ways you might tailor or build on these ideas to meet the needs of the children in your class. Write down any other ideas or questions you might ask, and keep them with you during the session. Listening to children's responses to your open-ended questions will help you discover what they know (or don't know) about a particular topic.
- Plan to listen as much as you talk. Look directly at the child who is talking. Demonstrate your interest by responding to the specific ideas the child expressed.
- Know each child's name and use it in positive, loving, affirming ways throughout the session. Look for times to express praise and encouragement to each child.
- Be sensitive to the different family situations in which children may live or with which they may be acquainted, and plan your conversation to be inclusive of all family situations.
- Stay with your children as they complete activities. Whenever possible, sit at children's eye level. They need to know that you are there, ready to help and ready to listen.
- Most importantly, pray for God to guide all your discussions with the children placed in your care.
- If you have a child acting disruptively, move near the child as you speak. Asking the child to answer a question can also help get the child back on track.

Decorating Your Center

A few simple decorations can transform an ordinary room into part of SonSpark Labs! Complete decorating instructions and patterns are available in the *Lab Décor & More Theme Guide* and on Decorating & Crafts Resources in the Reproducible Power Pack.

Decorating Overview

First, review the decorating options available to you. The illustrations on the next page show you the different room décors for which we have provided instructions and patterns. But don't stop there. If you have a great decorating idea of your own, go for it!

Next, consider the physical space where you will be leading activities, and then choose the room décor that best suits your space, the activities you will be leading and the room you like the best!

Use a variety of real items, painted items or both! Along with backdrops, these items will create the atmosphere of your chosen room.

For examples of colors to use for painting patterns, refer to the photos. For additional information, see the decorating clips found at liguorivbs.org.

Decorating Tip

The *Lab Décor & More Theme Guide* contains many more ideas and patterns than most churches will need. Evaluate and choose the ideas that are most appealing and workable for your situation.

Decorating 1-2-3s

To make decorating for VBS even easier, we've organized all of our ideas according to ease of use. If you're short on time, the Level 1 and 2 ideas pack maximum fun into minimum effort. But if you're dreaming of transforming your room into a whole new world, Level 3 ideas will show you the way!

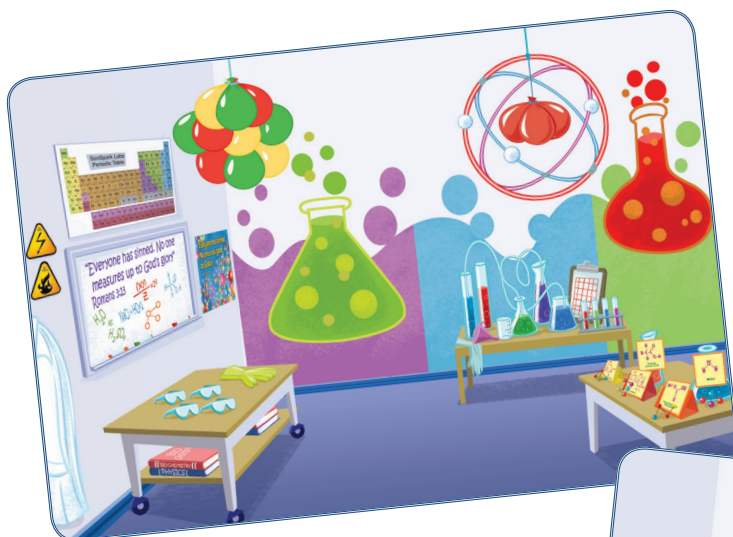
- 🕒 **Level 1** ideas include easy decorating options available from Liguori Publications. They're ready-made decorations that we've prepared especially for SonSpark Labs VBS, as well as a couple of easy prop additions.
- 🕒 **Level 2** ideas include anything that you can gather or borrow. Whether you "shop" in your own garage, borrow from a friend or put a notice in your church bulletin, these items are sure to give your rooms added pizzazz.
- 🕒 **Level 3** ideas include ways to take decorating to the max! These include colorful backdrops, fun three-dimensional props and terrific patterns. If you've got the paint and the passion, these ideas are sure to take your VBS to the next level.

Want more? Then move on to **Level 4**! The Liguori Publications VBS Facebook page is filled with posts from enthusiastic VBS directors and leaders just like you. They're always excited to share great decorating ideas they've come up with and eager to hear any ideas you'd like to contribute. And don't forget the decorating board for SonSpark Labs on Pinterest.



Dress the Part!

Make life in the lab come alive for your VBS kids! As leaders of the Games Center, take on new lab names: Beaker Ben, Laser Liz, Microscope Mindy, etc. Dress in brightly colored T-shirts with graphic designs or lab coats you decorated yourself, decorate your room and play songs from the *Music & More CD*. You'll have as much fun as the kids—maybe more!

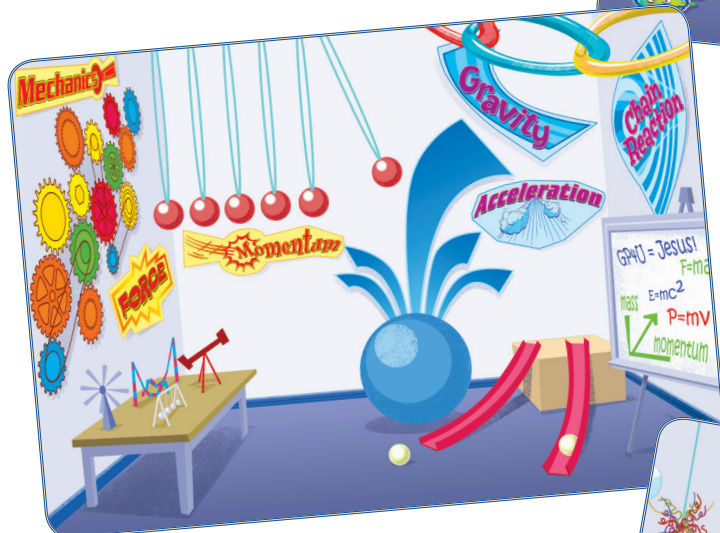
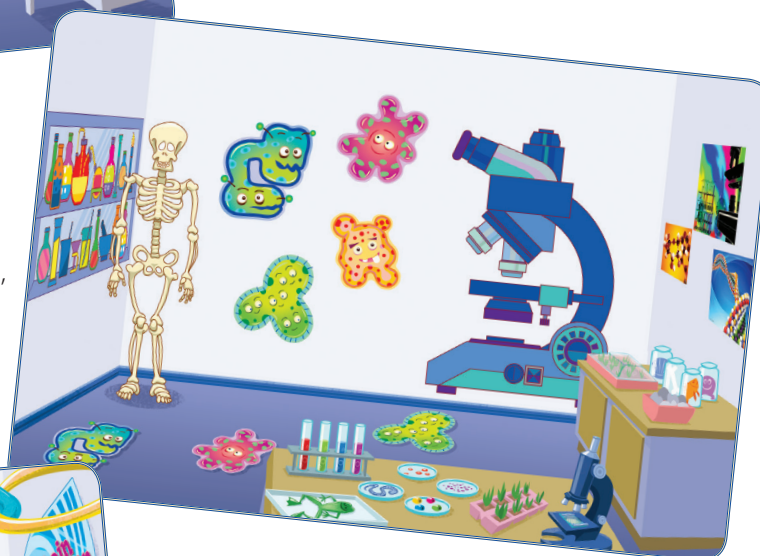


Kaboom! Chem Lab

A colorful chemistry lab is where kids can learn that God's Plan 4 U = Jesus creates the perfect solution for a great life!

Bio-Life Lab

Create a lab where God's living creations are investigated, examined and celebrated.



Phenomenal Physics Lab

What goes up must come down! The physics lab is where kids can learn about cause and effect in our world and how God turned our upside-down world right side up by sending Jesus!

Inventor's Lab

In this crazy inventor's lab, kids can show off their creativity with ingenious activities!



Games Center Basics

Play and Learn!

The Games Center is often kids' favorite VBS center. Rarely are children aware of the direct learning value of a game, but they participate enthusiastically because they enjoy the game. The following games provide plenty of teamwork and fun while helping children memorize and review the session's Scripture verse or review the Bible story and apply Scripture truths to everyday life.

Remember, the goal is for everyone to have fun while learning, not to produce winners and losers. Before beginning each game, briefly discuss with your group the purpose of the game and the attitudes that help everyone have fun.

Note

The games in this book are written for children in grades 3 and 4. Adaptation ideas for children in grades 1 and 2 and grades 5 and 6 are also included. Look for age-appropriate sets of Bible story review questions that have been provided as needed. Please use the suggested adaptations and questions (or use your own) to keep games, questions and conversations age appropriate.



Games Center Basics

Either by yourself or with another leader or helper, complete the following steps:

1. Together with your VBS Director, determine whether you will use this center for Bible Story Review Games, Scripture Verse Games, Recreation Games or a combination of games.
2. If your VBS combines games and snack, coordinate with the Snack Leader to determine how time will be shared and how kids will move from one area to another.
3. Familiarize yourself with each day's lesson overview. Read the Bible story references, Bible Story Recap and Scripture Verse so that you can easily talk about them with the children. Memorize the Q&A and the Daily Plan so that you can guide conversation with your children toward these learning objectives.
4. For each session, review the Session Goals. These aims are primarily met in the Bible Story Center. One or more of these learning objectives will be met by each Bible game. (Note: Grades 3 and 4 goals have been included in this guide. Grades 1 and 2 and grades 5 and 6 goals differ slightly and can be found in *TruthLab Bible Stories* for those age levels.)
5. Read the game chosen for each session, and decide how to adapt it for each age level you will lead. These games are appropriate for third- and fourth-grade skill levels. However, adaptations are provided to simplify games as needed for use with first and second graders or to make them more challenging for fifth and sixth graders. Use the adaptations appropriate to the skill level of each group.
6. Collect supplies or submit a list to your VBS Director or Supply Coordinator. Group general supplies together and supplies specific to each day in a labeled box or bag. Prepare items as needed.
7. Shortly before VBS, decorate your assigned classroom or outdoor play area (see p. 6).
8. Lead children in the game as directed. Use

the conversation suggestions provided with each game. These questions are designed to help children understand the Scripture truths and discover how those truths apply to their everyday lives.

Tips for Leading Games

- **Explain the rules clearly and simply**, in step-by-step order.
- **Offer a practice round.** When playing a game for the first time with a group, play it a few times just for practice. Players will learn the rules best when they actually play the game.
- **Keep players hydrated.** Have plenty of water, paper cups and trash cans at hand.
- **Consider playing any or all of these games outdoors!** Use rope instead of masking tape to make starting and boundary lines, etc.
- **Vary the process** by which teams are formed. Randomly divide children into teams. Play the game once. Then announce that the person

on each team who is wearing the most red (or blue, or is the tallest or has the longest hair, etc.) should rotate to the team to the right. Then play the game again. As you repeat this rotation process, vary the method of rotation so that children play with several different teammates each time.

- **Look for reasons to thank players** for effort, teamwork, attitude and enthusiasm!
- **Give positive instructions:** “Hit the ball with your hands and head only” instead of “Don’t use your feet.” This gives kids a clearer picture of what to do.
- **Preview the Bible story.** If children are rotating through various activity centers, remember that some classes may not have heard the Bible story before coming to your center. If this is the case, there are several options: play the Scripture Verse Game instead of the Bible Story Review Game, play the previous day’s game as a review or briefly tell or read the session’s Bible story to kids before they play the game.



If the children attend an opening assembly, they may get the chance to see the Dr. Cool Bible story preview videos on the *ShowTime! Assemblies DVD*. Ask your VBS Director or Assembly Leader if children will see this preview of the session’s Bible story before rotations begin, or if this is something you could do at the beginning of your center time!

Tips for Using Teen Helpers

- Coordinate with the Youth Coordinator (see description under Job Descriptions in Folder C on the *Director's Planning Guide* CD-ROM). This person will help you choose the best teens to help in your center.
- Define requirements. Within the framework of your parish's youth programs and child-safety policies, set standards to follow. You may want to create a contract that outlines time commitments and responsibilities for teens and their parents to sign.
- Provide training. Describe the details of what you expect them to do. Provide each one with a copy of the *Volunteer Pocket Guide*, and help them become familiar with it. Give teens a vision for ministry; challenge them to go beyond playing with kids to talking with and praying with them.

Memory Verse Contests

As a feature of their VBS programs, many parishes hold memory verse contests. But because individual memorization contests often discourage children for whom memorization is difficult, we recommend instead having contests in which each group works together to earn points all week long! For each session of VBS, create a new point goal with prizes for each team. Members of each team earn points toward their team's point goal through Scripture verse memorization, attendance, bringing a Bible or friend, etc. Make each point goal achievable by the next session. For example, if by the second session 25 points have been earned, a prize will be given to the team members. At each closing assembly, announce which teams achieved—or surpassed—their point goal.



Age-Level Characteristics

Primary (Grades 1 and 2)

Physical

The term “perpetual motion” may be used to describe children this age. Small-muscle coordination is still developing and improving. Girls are often ahead of boys at this stage of development.

Teaching Tip: Adjust the skills needed for playing games to accommodate children’s different physical abilities. For example, allow younger children to stand closer to a throwing target.

Social

Children are concerned with pleasing their leaders. Each child is also struggling to become socially acceptable to peers. The Golden Rule is a tough concept at this age. Being first and winning are very important. Taking turns is hard, but this skill improves by the end of the second grade. A child’s social process moves gradually from I to you and we.

Teaching Tips: Playing games provides good opportunities for children to practice taking turns. Help children accept the opinions and wishes of others and consider the welfare of the group as well as their own welfare. Call attention to times when the group members cooperated successfully and thank them.

Spiritual

Children can sense the greatness, wonder and love of God when they are helped with visual and specific examples. The nonphysical nature of God is baffling, but God’s presence in every area of life is generally accepted when parents and other adults communicate this belief by their attitudes and actions. Children can think of Jesus as a friend, but they need specific examples of how Jesus expresses love and care. Children can comprehend talking to God anywhere, anytime and in their own words, and they need regular opportunities to pray.

Teaching Tip: The gospel becomes real as children feel love from those who talk about God. Show your faith in a consistent, loving way to model the loving nature of God to children.

Emotional

Children are experiencing new and frequently intense feelings as they grow in independence. Sometimes children find it hard to control their behavior. There is still a deep need for approval from adults and a growing need for approval by peers.

Teaching Tips: Seek opportunities to help all children in your group KNOW that you love them. Show genuine interest in each child and the child’s activities and accomplishments. Learn children’s names and use them often, especially when you have something positive to say!

Cognitive

There is an intense eagerness to learn, and children of this age ask lots of questions. They like to repeat stories and activities. The concept of time is limited. Thinking is here and now, rather than in the past or future. Listening and speaking skills are developing rapidly; girls are often ahead of boys. Each child thinks everyone shares the same view. Children see parts, rather than how the parts make up the whole, and think very literally.

Teaching Tips: Talk simply and clearly, avoiding words the child may not understand. Use teams of mixed genders so that neither gender dominates physically or academically.



Middler (Grades 3 and 4)

Physical

Children at this level have good large- and small-muscle coordination. The girls are generally ahead of the boys. Children can work diligently for longer periods but can become impatient with delays or their own imperfect abilities.

Teaching Tip: When playing games that involve taking turns, keep teams small so that kids don't have to wait long to have a turn.

Social

Children's desire for status within the peer group becomes more intense. Most children remain shy with strangers and exhibit strong preferences for being with a few close friends. Some children still lack essential social skills needed to make and retain friendships.

Teaching Tip: Be aware of the child who needs a friend. Move near that child and offer to include the child in what you are doing. If the child needs a partner to play the game, be that partner!

Spiritual

Children are open to sensing the need for God's continuous help and guidance.

Teaching Tips: Give children opportunities to pray. Talk about the forgiving nature of God and the sacrament of Reconciliation as well as God's presence in the Eucharist.

Emotional

This is the age of teasing, nicknames, criticism and using increased verbal skills to vent anger. By eight years of age, children have developed a sense of fair play and a value system of right and wrong. At nine years of age, children are searching for their identity beyond membership in the family unit.

Teaching Tips: You have a great opportunity to be a Catholic example at a time when children are eagerly searching for models! Encourage children's creativity and boost their view of themselves. Let children know by your words and by your actions that "love is spoken here" and that you will not let others hurt them or let them hurt others.

Cognitive

Children are beginning to realize there may be valid opinions besides their own. They are becoming able to evaluate alternatives and are less likely than before to fasten on to one viewpoint as the only one possible. Children are also beginning to think in terms of "the whole." Children think more conceptually and have a high level of creativity. By this stage, however, many children have become self-conscious as their understanding has grown to exceed their abilities in some areas.

Teaching Tips: As you play Scripture Verse Games, ask questions to help children understand the meaning of the words. To check understanding, invite children to say the verse in their own words.



Preteen (Grades 5 and 6)

Physical

Children have mastered most basic physical skills, are active and curious and seek a variety of new experiences. Rapid growth can cause some preteens to tire easily.

Teaching Tip: Be sure to have both male and female teen helpers who participate enthusiastically in the games. Seeing older kids enjoying the games will encourage preteens who might otherwise worry about being “too cool” to play the games.

Social

Friendships and activities with peers flourish. Children draw together and away from adults in the desire for independence. The child wants to be a part of a same-gender group and doesn't want to stand alone in competition.

Teaching Tip: When you play games that require scorekeeping, move on to the next round or activity without announcing the score or winner. If the activity is fun and compelling, most kids will never notice!

Spiritual

Children can have deep feelings of love for God and are capable of involvement in outreach and service projects. The child may seek guidance from God to make everyday and long-range decisions.

Teaching Tips: Provide opportunities for children to make choices and decisions based on biblical concepts. Encourage children to use these concepts as they play games together.

Emotional

Children are usually cooperative, easygoing, content, friendly and agreeable. Be aware that some

preteens experience unsteady emotions and can quickly shift from one mood to another.

Teaching Tips: Be patient with changes of feelings. Give many opportunities to make choices with only a few necessary limits. Take time to listen as children share their experiences and problems with you.

Cognitive

Children of this age are verbal! They are able to express ideas and feelings in a creative way. By 11 years of age, most children have begun to reason abstractly. Making ethical decisions becomes a challenging task. They begin to think of themselves as grown up and at the same time question adult concepts. Hero worship is strong.

Teaching Tips: Include lots of opportunities for talking, questioning and discussing in a safe, accepting environment. Ask children for their ideas of how the games could be played better.



Session 1 Question Sheet

Bible Story Review Questions

- What did God create before He made Earth? (Light and darkness.)
- What is something God made when He created the world? (Land. Water. Plants. Animals.)
- What were the first animals God created? (Fish.)
- What were the names of the first man and woman? (Adam and Eve.)
- What job did God give Adam to do? (Rule over His creation. Take care of everything.)
- How did God feel about Adam and Eve? (God loved them.)
- What was the name of the place where Adam and Eve lived? (The Garden of Eden.)
- What did God think about His creation? (That it was good.)
- Why do you think God made light? Plants? Birds? (Light is needed for there to be life. Plants are eaten by animals and people for nourishment. Birds help plants grow. All these things are enjoyable to people.)
- Why do you think God created Adam and Eve? (God wanted someone to talk to. He wanted someone to love who would love Him. God planned for men and women to be His friends.)

Younger Elementary Questions











- Before He made the earth, God created day-time and nighttime. True or False? (True.)
- God put clouds in the sky. True or False? (True.)
- God was surprised when plants started to grow on the land He'd made. True or False? (False. God made the plants.)

- God created land, water and plants, but not animals. True or False? (False. God created animals. God created everything.)
- Before He made the animals, God created people. True or False? (False. God made the animals before He made people.)
- The names of the first man and woman were Adam and Eve. True or False? (True.)
- God made Adam and Eve so that they would be His special friends. True or False? (True.)
- God didn't care about Adam and Eve. True or False? (False. God loved them.)
- Adam and Eve were the same as all the other creatures God had created. True or False? (False. God made them in His image.)
- After God made His creation, He rested. True or False? (True.)

Older Elementary Questions

- What is one of your favorite things that God created? Your favorite plant? Favorite animal? Favorite food? Why do you like that thing?
- What do you like about the way God made you?
- What are some things people need to live? (Food. Air. Water. Friends. Warmth.) Why do you think God made the world to have the things that we need? (God loves and takes care of us.)
- How did God show His love for us when He created the earth, the animals and you? (He made the sun so that we have heat and light. He gave animals ways to protect themselves. He made our bodies in amazing ways.)
- What are some ways we can show God that we are grateful for His creation? (Take care of plants and animals. Give thanks to God in prayer. Sing songs of praise to God.)

Body Parts Cards (Session 1)

 <i>Legs</i>	 <i>Hands</i>
 <i>Eyes</i>	 <i>Head</i>
 <i>Body</i>	 <i>Mouth</i>
 <i>Ears</i>	 <i>Nose</i>
 <i>Feet</i>	 <i>Arms</i>

Session 2 Question Sheet

- ⦿ God created Adam and Eve to know Him and to love Him. True or False? (True.)
- ⦿ God told Adam and Eve they could eat ANYTHING from any tree in the Garden of Eden. True or False? (False. They were told not to eat from the tree of the knowledge of good and evil.)
- ⦿ God said that if they ate from the tree of the knowledge of good and evil, they would fall into a deep, deep sleep. True or False? (False. God said that they would die.)
- ⦿ The serpent, Satan, told Eve that she wouldn't die if she ate the fruit from the tree of the knowledge of good and evil. True or False? (True.)
- ⦿ One result of Adam and Eve's disobedience to God is that now sin is in the world. True or False? (True.)
- ⦿ The only people who sin are criminals. True or False? (False. All people sin.)
- ⦿ Even though Eve sinned and ate the fruit of the tree of the knowledge of good and evil, Adam didn't eat the fruit. True or False? (False. Adam also ate the fruit.)
- ⦿ According to our verse, no one measures up to God's glory. True or False? (True.)
- ⦿ When we say that something or someone doesn't measure up, it means that the person or thing is too short. True or False? (False. It means that we aren't good enough.)
- ⦿ When our verse says that we don't measure up to God's glory, it means that we aren't as good and perfect as God is. True or False? (True.)
- ⦿ "Sin" is a Bible word for the times we disobey God. True or False? (True.)
- ⦿ Even though kids sometimes disobey God, it doesn't count, because they're just kids. True or False? (False. It doesn't matter if you are a kid or a grown-up. Sinning separates you from God.)
- ⦿ As a result of sinning, a kid could get in trouble at school, not be able to play with friends, get grounded or have a time-out. True or False? (True.)
- ⦿ Most people feel really good because of the wrong things they've done. True or False? (False. Most people feel bad. The separation from God makes them feel sad.)
- ⦿ When we sin, we are not close to God anymore. True or False? (True.)
- ⦿ God promised to make a way to be close to us again. True or False? (True.)
- ⦿ God did something to end the separation caused by our sin because He loves us and wants to be close to us. True or False? (True.)

True and False Cards (Session 2)

True



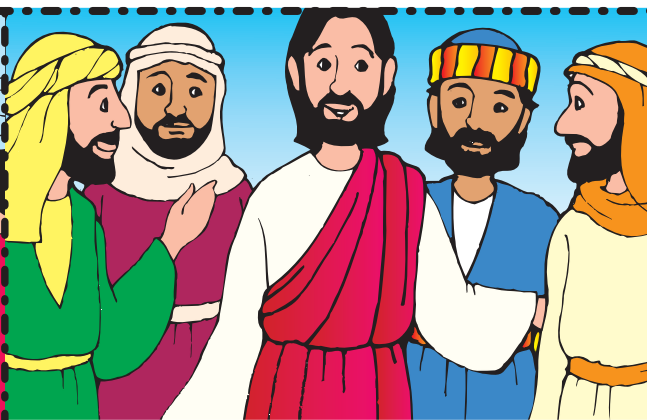
False



Bible Story Cards (Session 3)



Jesus was born. We celebrate
His birthday at Christmas.



Jesus grew up and chose
12 friends to be His apostles.



Jesus traveled from town to
town, telling people about God.



Jesus healed people. He healed
a man who couldn't walk.



Jesus did amazing things like
walking on water! He also helped
His friends when they were afraid.



Jesus loved everyone.
He still does. Jesus loves you!

Bible Story Cards (Younger Elementary, Session 3)



Jesus was born.

Jesus grew up.
His friends helped Him.



Jesus walked to towns.
He talked about God.



Jesus helped a man
who couldn't walk.



Jesus helped His friends
when they were afraid.

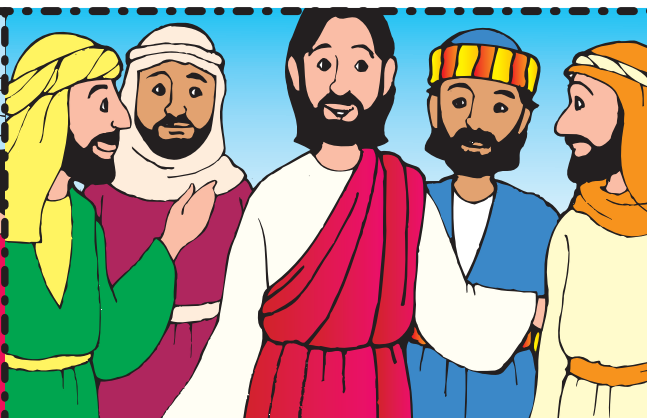


Jesus loves everyone.
Jesus loves you!

Bible Story Cards (Older Elementary, Session 3)



John 1:14



John 1:35–37, 40–43



John 4:40–41



John 5:8–9



John 6:18–19



John 14:2–3

Bible Verse Cards (Session 3)

"Jesus said to him,

'I am the way

and the truth

and the life.

No one comes

to the Father

except through me.

If you











know me then

you will also









know my Father."

John 14:6—7





Question Cards (Session 4)

	What happened on the Mount of Olives where Jesus went to pray?		Why didn't Jesus stop the people who lied about Him and hurt Him?
	How did Jesus' friends feel when He died?		How and why did the feelings of Jesus' friends change?
	What is a reason to be glad that Jesus is alive?		When Jesus lived on Earth, what is something He did to show God's love?
	How does Jesus show His love for us today?		What can we do to thank Jesus for laying down His life for us?
	What happens when we accept Jesus' forgiveness?		Who is someone you would like to tell about Jesus' death and resurrection?

Younger Elementary Question Cards (Session 4)

	Jesus was arrested. True or False?		Jesus tried to stop the people who lied about Him and hurt Him. True or False?
	Jesus didn't die. True or False?		Jesus' friends were sad and afraid when Jesus died. True or False?
	Jesus' friends were never happy again. True or False?		Because Jesus listens to our prayers, we can be glad that Jesus is alive. True or False?
	Jesus doesn't show His love for us today. True or False?		We become members of God's family at Baptism

Older Elementary Question Cards (Session 4)

	What might your (brother) do to you that YOU would need to forgive? How would you show that you forgave (him)?		How does knowing that Jesus died so that your sins could be forgiven change the way you feel about forgiving others?
	God's plan is to save us from our sin. But that doesn't mean we won't sometimes do wrong things! What should members of God's family do when they sin?		Because Jesus was willing to die and rise again, according to God's plan, so that we could become members of God's family, what are ways you can respond?

Bible Verse Cards (Session 4)

Photocopy the cards in the left
column below on green paper.

Photocopy the cards in the right
column below on blue paper.

2

2

God.

bring

1 Peter 3:18

you

More Bible Verse Cards (Session 4)

Photocopy the cards below on purple paper.

Christ

died

4

sins

1 (once)

4

all

time.

Session 5 Question Sheet

Bible Story Review Questions

- ⦿ **Before He went to heaven, what did Jesus tell His friends to do?** (Share what they had heard and seen with others so that they would follow Jesus.)
- ⦿ **What promise did Jesus give to His friends?** (That He would always be with them. To always love and help them. To prepare a place for them to meet with Him again.)
- ⦿ **What are some things Jesus' friends did to obey Him?** (They waited for the Holy Spirit. They told others about Him.)
- ⦿ **What do you think Jesus' friends told people about Him?** (Jesus is alive. Jesus died so your sins could be forgiven.)
- ⦿ **What was church like for Jesus' followers?** (Met in one another's homes. Ate together. Prayed together. Shared everything they had.)
- ⦿ **What happened when Jesus' followers had to leave Jerusalem?** (They went all over the world, sharing God's love and telling others about Jesus.)
- ⦿ **How does it make you feel when someone shows God's love to you?**
- ⦿ **What are some of the ways Jesus showed love to others?** (Died on the cross and rose again so that our sins could be forgiven. Healed people who were sick. Taught people about God.)

Younger Elementary Questions

- ⦿ **Jesus told His friends to go home and forget everything they'd learned from Him. True or False?** (False. Jesus said they should tell others what He had done and said.)

- ⦿ **Jesus promised His friends that He would always be with them. True or False?** (True.)
- ⦿ **Jesus' friends were too excited to wait for the Holy Spirit in Jerusalem. True or False?** (False. They obeyed Jesus and waited for the Holy Spirit.)
- ⦿ **Jesus' friends told people that Jesus died and rose again. True or False?** (True.)
- ⦿ **Church for Jesus' followers was just as it is today. True or False?** (False. They met in one another's homes.)
- ⦿ **Jesus' followers stayed in Jerusalem. True or False?** (False. They went all over the world.)
- ⦿ **When someone shows God's love to you, it feels GREAT! True or False?** (True.)
- ⦿ **Jesus showed love to others when He healed people who were sick. True or False?** (True.)

Older Elementary Questions

- ⦿ **What are some ways Jesus' friends showed God's love to each other?** (They shared food and clothes with each other. They ate together. They prayed together.)
- ⦿ **How has someone shown God's love to you or to the members of your family?**
- ⦿ **What are some ways kids your age can show that they love others? When are times it can be hard to show love to others? How does this show we are followers of God?** (We can say things to encourage others or compliment them. We can pray for others. We can help them when they need it. When we show love to others, we do what Jesus did.)
- ⦿ **What are some ways you can show God's love to someone today?** (Let someone else have the first turn playing games. Share toys with brothers and sisters. Help set the table for dinner.)