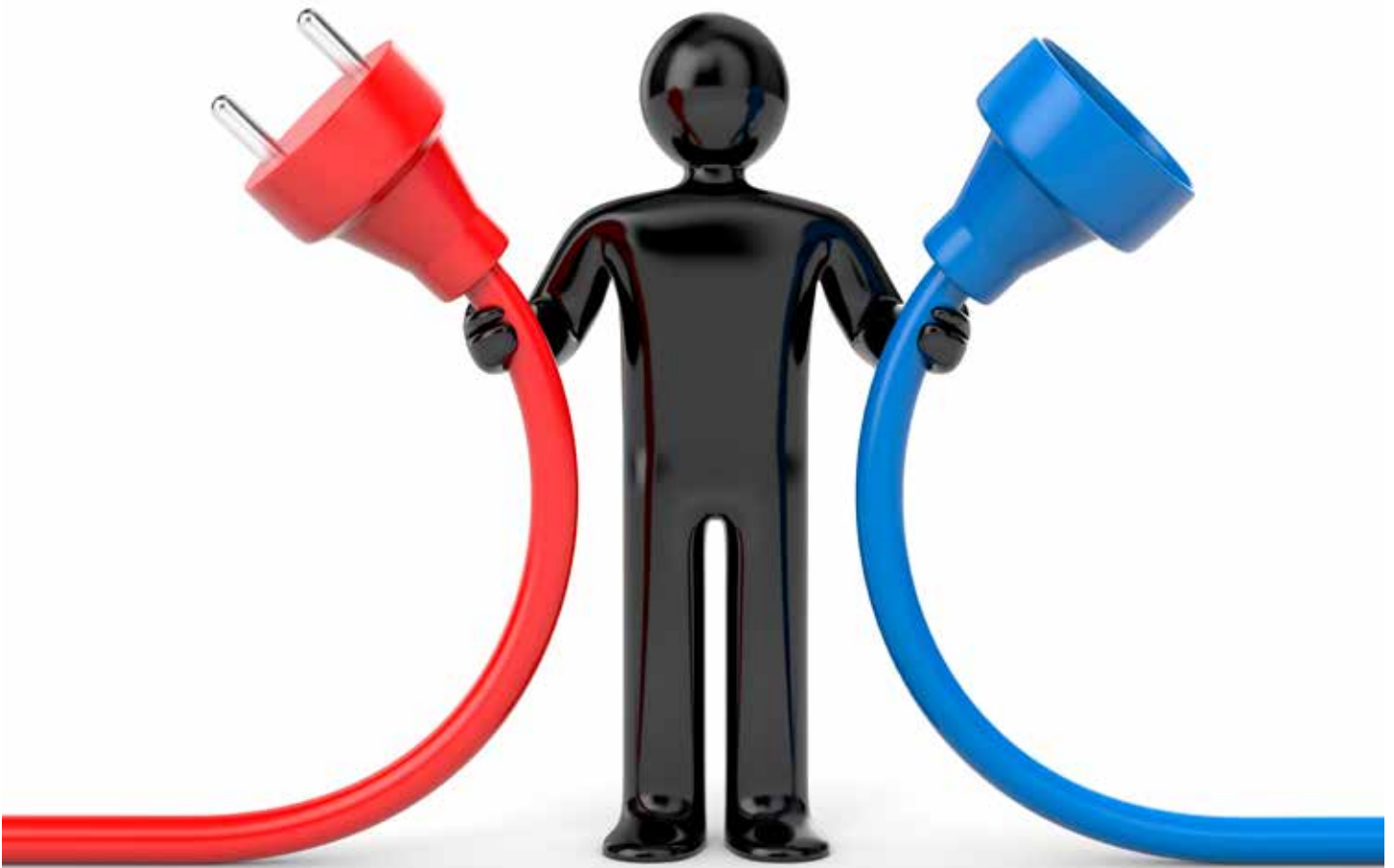


# Plug Into Power

**Vacation Bible School**

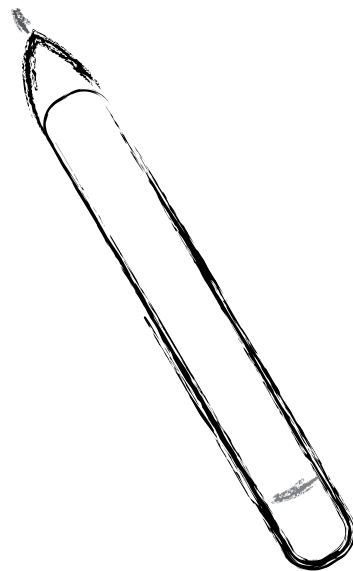
**SAMPLES**

**“Great is our Lord, and abundant in power;  
His understanding is beyond measure.”  
Psalm 147:5, RSV**



Book #1

# Leader's Planning Guide



VBS: Plug Into Power

# Leader's Planning Guide

**Contents of this book:**

Introduction .....	3
VBS Package Contents .....	4
Schedules and Charts	
Suggested Daily Schedule .....	5
Program Content Overview .....	6
Activity Shop Rotations Schedule .....	7
Leader's Advance Planning Schedule .....	8
Staff and Assistants	
Staff Positions .....	10
Staff Ministry Descriptions .....	10
Program Suggestions	
Snacks and Refreshments .....	15
Facility Setup .....	16
Opening and Closing Assemblies .....	17
Pre-session Ideas .....	18
The Closing Family Program .....	19

**Additional materials included in the small supplemental packet:**

Registration Card .....	S-1
Attendance Record .....	S-2
Activity Shop Rotations	
Pre-filled Schedule .....	S-3
Blank Schedule .....	S-4
Daily Schedule .....	S-5
Needs List .....	S-6
Suggested Setup for a Themed Backdrop .....	S-7

**Additional materials included in the large supplemental packet:**

Theme verse .....	Psalm 147:5.....L-1 to L-5
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## A Note to the VBS Leader

Welcome to an exciting, rewarding experience in child evangelism. We hope and pray that **“Plug Into Power”** provides you with the tools you need to bring Jesus into the hearts of many children who wouldn't know Him otherwise and gives you and your staff an enjoyable and fulfilling experience in the process. This is the second Vacation Bible School curriculum produced by My Bible First. If you have already used **“The Creator Is My Friend,”** you can be sure that **“Plug Into Power”** will provide the same kind of user-friendly, Bible-centered, in-depth material you found before.

The specific focus of **“Plug Into Power”** is to help children to develop a richly rewarding personal connection with God through a daily devotional habit. Every portion of the daily program is designed to reinforce the concept of daily **“Time Alone with God”** (TAG time) in a way that will be attractive and practical, both for secular children and for those from strong Christian homes.

The one essential element which this curriculum cannot give you is your own personal testimony about how you have experienced God's power in *your* life through your own daily **“Time Alone with God.”** If you feel uncertain about that, plunge into this material with all your heart; you will find that implementing the principles taught here will deepen your own spiritual walk in surprising and exciting ways.

**“Plug Into Power”** differs from many other VBS programs in several important ways, including the following:

- ✓ Ideas for minimizing cost to your church, especially by recommending crafts that can be fabricated from readily available, recycled or low-cost materials.
- ✓ Planning tools for soliciting help from your whole congregation. By requesting donations of needed items, church-wide awareness will go up, cost will go down, and you may find you have more willing helpers than you expected.
- ✓ Interactive tools and activities for helping children enjoy Scripture memorization.
- ✓ Recreational activities, nature features, and crafts specifically coordinated with the spiritual theme for the week, and for each day.

**We welcome your feedback and suggestions** for improvements or corrections in future editions. You may contact us at [sales@mybiblefirst.org](mailto:sales@mybiblefirst.org), or by phone at 1-877-242-5317.

## What's Included

A complete program outline for a five-day, three-hour-a-day Vacation Bible School for ages four to twelve.

### **Book 1: The Leader's Planning Guide (this book)**

- ✓ Program overview and planning guide for the VBS Leader

### **Book 2: Music**

- ✓ Suggestions for music, including sheet music for two songs composed especially for this "Plug Into Power" program, plus an additional memory verse song

### **Book 3: Theme Talks**

- ✓ Five fully scripted theme talks for the opening session each day

### **Book 4: Activity Station #1—StoryBook Shop**

- ✓ Full age-graded instructions and scripts for the daily Bible story

### **Book 5: Activity Station #2—Creator's Workshop**

- ✓ Full age-graded instructions and scripts for the daily interactive nature feature

### **Book 6: Activity Station #3—Craft Shop**

- ✓ Full age-graded instructions and scripts for the daily crafts

### **Book 7: Activity Station #4—Body Shop**

- ✓ Full age-graded instructions and scripts for the daily physical activity

### **Book 8: Tool Man Interviews**

- ✓ Five interview outlines and instructions for the closing session each day

### **Supplemental Packet (Large)**

- ✓ 36 11" x 17" pages (L-1 to L-36)

### **Supplemental Packet (Small)**

- ✓ 67 8 1/2" x 11" pages (S-1 to S-67)

### **Advertising**

- ✓ 5.5" x 8.5" (Cut in half, fill out, and copy for a bulletin insert)
- ✓ 8.5" x 11" (Cut in half, fill out, and post)
- ✓ 11" x 17" (Two posters to fill out and post)

### **Data CD**

- ✓ PowerPoint® slides for the two included theme songs
- ✓ Reproducible and/or customizable templates for advertising and planning

### **Audio CD**

- ✓ Piano accompaniment for the three songs, and a recording of children singing the two theme songs

**Note:** Give books 2–8 to the leaders responsible for each section. The table of contents in each book specifies which pages from the supplemental packets should be given to each leader.

## Suggested Daily Schedule

9:00 a.m.–12:00 noon

<b>Pre-session</b>	Videos or singing (See page 18 for suggestions.)
<b>9:00–9:30</b>	<b>Opening Assembly</b> (all groups together) <ul style="list-style-type: none"><li>▪ Enthusiastic singing</li><li>▪ Theme song: “Connected With Jesus”</li><li>▪ Prayer time</li><li>▪ Welcome</li><li>▪ Theme verse activity (see p. 17)</li><li>▪ Theme talk (<i>10 minutes</i>)</li><li>▪ “Connected With Jesus” theme song again</li><li>▪ Explain rotations/activity shops</li></ul>
<b>9:30–9:35</b>	<b>Transition to Activity Shops</b>
<b>9:35–11:35</b>	<b>Activity Shops (S–3; S–4)</b> (three age-sorted groups) <ul style="list-style-type: none"><li>A. StoryBook Shop (memory verse &amp; Bible story)</li><li>B. Creator’s Workshop (nature feature)</li><li>C. Craft Shop</li><li>D. Body Shop (physical activity)</li></ul>
<b>11:35–12:00</b>	<b>Closing Assembly</b> (all groups together) <ul style="list-style-type: none"><li>▪ Enthusiastic singing, ending with “Plug Into Power” theme song (<i>10 minutes</i>)</li><li>▪ Tool Man/Lady interview (<i>10 minutes</i>)</li><li>▪ Prayer, announcements, reminders, dismissal</li></ul>

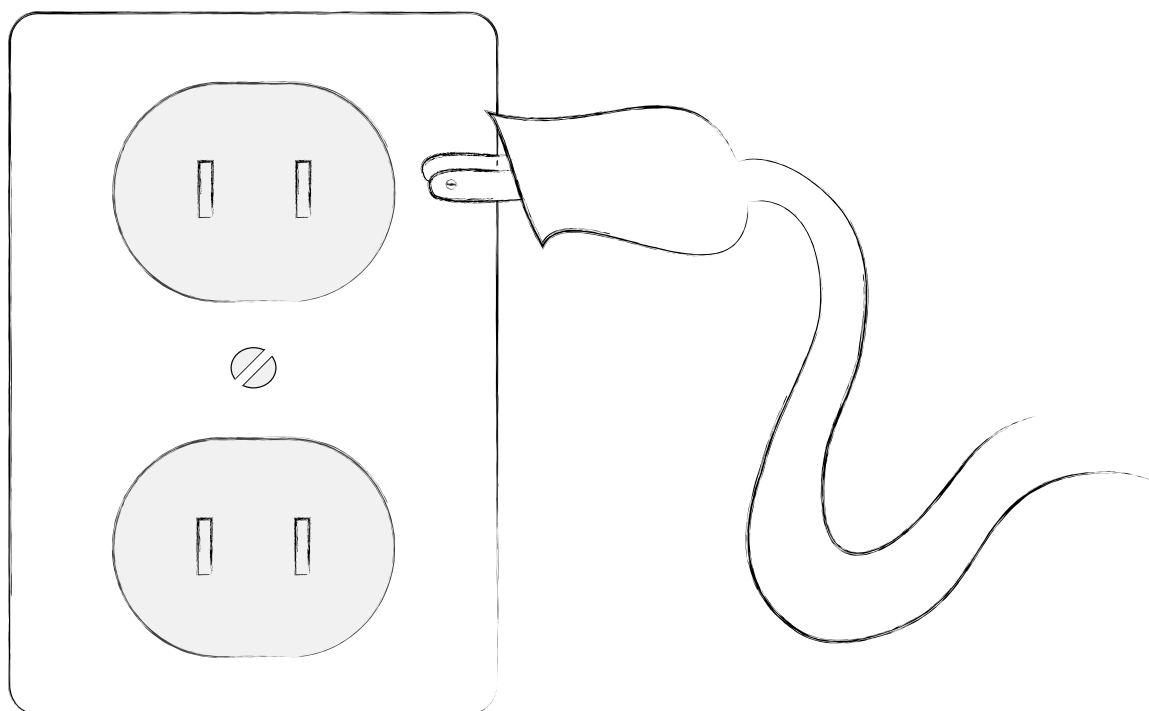
# Program Content Overview

**Theme Verse:** “Great is our Lord, and abundant in power; His understanding is beyond measure.” (Psalm 147:5, RSV)

VBS Day	Theme of the Day	Theme Talk Emphasis (Initial Assembly)	[Junior (10–12), Primary (7–9), and Kindergarten (4–6) rotate through each activity “shop.”]				Tool Man Interviews (Concluding Assembly) [occupations and tools listed below are suggestions and may vary with availability]
			StoryBook Shop (Memory Verse; Bible Story)	Creator’s Workshop (Nature Feature)	Craft Shop	Body Shop (Physical Activity)	
1 Monday	Bible	My Instruction Manual is God’s Word.	Proverbs 8:33  <b>Gideon</b> and the 300	<b>Shrimp</b> (following instinct)	Memory verse booklet	Game that requires following instructions	<b>Auto Mechanic</b> with 12v impact wrench and a repair manual
2 Tuesday	Daily Devotional Time	<b>Charging My Tool Kit</b> by daily time alone with God	Jeremiah 29:13  <b>Daniel</b> in the Lions’ Den	<b>Birds</b> (using tools: Egyptian vulture, woodpecker finch)	TAG Time pocket for Bible reading plan; Bookmarks	Game using partners	<b>Carpenter/Builder</b> with cordless electric drill/screwdriver
3 Wednesday	Overcoming Temptation	<b>Safety</b> —staying close to Jesus through the day keeps me safe from temptation	Psalms 16:8, RSV  <b>Jesus</b> in the Wilderness	<b>Invertebrates</b> (homes for safety: octopus, hermit crab)	Prayer journal or book	Games that encourage cooperation	<b>Gardener/Farmer</b> with electric lawnmower or hedge trimmer
4 Thursday	Showing Love to Others	<b>Using My Tools</b> —kindness and forgiveness	Romans 12:21  <b>Joseph</b> in Egypt	<b>Ants</b> (engineers, cooperate, can’t survive alone)	Teamwork: fleece scarves or blankets	Games involving teamwork	<b>Nurse</b> with digital thermometer or electronic blood pressure cuff
5 Friday	Happiness and Heaven	<b>Finished Product</b> —Jesus’ power flows through us to others and hastens His return	Matthew 5:16  <b>Paul and Silas</b> Singing in Jail	<b>Monkeys</b> (teaching and learning: capuchins, macaques)	Dried fruit treats	Very active/happy game	<b>Cook/Chef</b> with food processor or electric blender

Book #3

# Theme Talks



VBS: Plug Into Power



# Daily Devotional Time

**Emphasis: By taking daily time alone with God, I plug into God's power for my life.**

## Items Needed

- ✓ Your own Bible
- ✓ A Bible marked to open easily to John 15:5 and Jeremiah 29:13
- ✓ Cordless electric drill, with spare battery pack and charger. **No battery should be installed** in the drill. Also, the drill should have a **dead battery pack** placed separately nearby. The charger should also have no battery pack in it. Place the end of the charger's power cord near a power outlet, but leave it **unplugged**, with the end of the cord preferably hidden from the children's view.

**Note:** You will need this tool again on Thursday.

## The Instruction Manual

Good morning, boys and girls! This week we're learning how to **Plug Into Power**—God's power for our lives. Yesterday we learned that the Bible is God's Instruction Manual for our lives. [Hold up your own Bible.]

For an instruction manual to help us, what do we have to do with it first? That's right, we have to **read it!** How many of you read something from the Bible before you left home this morning? [Recognize the children who raise their hands. Allow one or two children to share what they learned from the Bible this morning.]

This morning before I left my house, I spent some time reading my Instruction Manual. I try to do that every single day of my life, because I need to know what God tells me about how to run my life.

## Plug It In

So let's pretend that this power drill [pick up the drill] is my life. Maybe one morning I get out of bed and think of all the work I have to do today. I have a thousand screws that need to be driven today. So I quickly take a look at my Instruction Manual. What book is that? [They answer: The Bible.] Yes, I read a quick verse, and hurry off to get started at my job. [Pull the trigger as if to begin drilling.] Oh, what's wrong? [Let them answer.] There's no battery in the drill! OK, let's put in a battery. [Install the dead battery pack in the drill; then try again to use the drill.] It still doesn't work. What's wrong? I guess the

battery is dead! So let's put this battery pack into the charger. [Insert the dead battery into the charger.] Oh, but it doesn't look like it's charging. Why not? [Allow for responses from children.] We need to plug the battery pack into the power! [Plug the charger cord into a power outlet. The charger's light should go on, indicating that the battery is charging.]

Boys and girls, when we take quiet time alone with God in His Word each morning, we are not just getting instructions from Him—we are plugging into His power for our lives! I like to call that morning time with God my "**TAG Time**"—**Time Alone with God**.

And **TAG Time** isn't just reading the Bible—it's very important to also take time to talk to God. What do we call talking with God? That's right, we call it **prayer**. When we pray, we talk to God, and in the Bible God talks to us. That's how we get to be friends with God—by talking to Him and by listening to Him. When God is your Friend, that's when you have His power in your life. My life goes so much better when I have God's friendship with me all through the day!

## Why It's Important

Let's look at a Bible verse that tells us why it's so important to plug into God's power and "charge our batteries" by taking **Time Alone with God** at the beginning of every day.

[Have a child read John 15:5—just the last part which should be clearly marked so the child

knows what part to read:] **“Without Me you can do nothing.”** Thank you, \_\_\_\_\_. Let’s all say it together. [Children repeat the verse in unison:] **“Without Me you can do nothing.”** Who’s talking in that verse? Yes, it’s Jesus. [Pick up the drill again, and pull the trigger.] How much can I do without Jesus? **Nothing!**

## An Example

Freddie used to get into quarrels with other children at school. His parents had to punish him often because it seemed like he was always making other children unhappy. And he wasn’t very happy himself, either. Then one day Freddie decided to invite Jesus into his heart, and he began taking **TAG** time with Jesus every morning, listening to God’s Word and having a friendly talk with Jesus, opening up his heart to Jesus in prayer. Before long, his friends began noticing a big difference in Freddie. Instead of always teasing and irritating the other kids, he started to look for ways to make others happy. He stopped picking fights on the playground. When he struck out in baseball, instead of shouting and getting angry, he would just smile and walk away. Freddie was learning to **“Plug Into Power”**—God’s power—and you can learn to do the same!

## Memory Verse

Let’s work on today’s memory verse. It’s a promise from God, especially for you. Who would like to read it aloud for us? [Select a child who is a good reader to read Jeremiah 29:13 aloud.] **“And you will seek Me and find Me, when you search for Me**

**with all your heart” (Jeremiah 29:13).** Now let’s all say it together. [Repeat the memory verse aloud together once or twice, depending on time available.]

## Appeal

How many of you would like to plug into Jesus’ power every morning by taking some **TAG** Time—time alone with God? [Affirm the children’s raised hands.]

Let’s talk to God about it right now, okay? Please close your eyes and fold your hands.

## Prayer

Dear God, thank You for loving us so much that You want to be our Friend. Thank You that we can plug into Your power every morning by having a talk with You at the beginning of our day, and listening to Your Instruction Manual, the Bible. Please bless every boy and girl who wants to plug into Your power. Help us to remember to take time tomorrow morning to spend time alone with You so we can have a well-charged battery, because without You we are weak and powerless, just like this drill without its battery pack. [To the children:] And boys and girls, if you agree with this prayer, you can say “Amen” with me. [Say “Amen” together.]

## P.S.

Well, I wonder if this battery has been plugged in long enough yet. [Remove the battery from the charger, insert in the drill, then turn on the drill.] Plug into power!

# Samples—11 x 17 Memory Verse Flashcards



Book #4

# Story Book Shop



VBS: Plug Into Power

# Memory Verse Activity

(9–10 minutes)

(Use the memory verse teaching placards included in the supplemental packet: L–6 to L–9)

**Memory Verse: “Hear instruction and be wise, and refuse it not.” Proverbs 8:33, KJV**

## Bible Story: “Gideon Follows God’s Instructions”

(15–16 minutes)

(Based on Judges 6, 7; *Patriarchs and Prophets*, pp. 546–554.)

### Purposes

- ✓ **Cognitive:** I can know that God’s instructions in the Bible are trustworthy and important.
- ✓ **Affective:** I can feel confident about trusting God’s Word, and eager to learn what it says.
- ✓ **Volitional:** I can choose to read the Bible and follow its instructions.

### Items needed

- ✓ A Bible (or three Bibles), with markers at Judges 6:25, Judges 7:5, and Judges 7:9, for three children to read aloud. The exact words to be read **should be clearly marked** (see the story script below), since in some cases the whole verse is too long
- ✓ Your own Bible, marked in advance so you can quickly read the passages included in the script below
- ✓ A toy (or real) trumpet and a large ceramic pitcher or clay pot (*optional*)

### Meet Gideon

Gideon was **scared**. He was so scared that he was hiding.

But before I tell you why he was scared and where he was hiding, I need to tell you who Gideon was. Gideon was an Israelite—one of God’s special people back in the Bible times. [Hold up your Bible, opened to the book of Judges.] His story is told here in the book of Judges, near the beginning of the Bible. So the only Bible Gideon had was these first five or six books [hold those pages up between your fingers], the ones before Judges, and also the story of Job.

### Why Gideon Was Afraid

Now why was Gideon so scared and why was he hiding? The reason Gideon was scared was that a huge enemy army of Midianite soldiers had invaded his country, the land of Israel. In fact, they had been

invading every year for the last seven years. They always came just before the crops got ripe. They stole all the grain in the fields and all the fruit on the trees and all the vegetables in the gardens, and left the Israelites and even their animals with almost nothing to eat. The Bible says there were so many Midianites that they were like a horde of grasshoppers, sweeping over the whole countryside and eating everything in sight.

This year Gideon had managed to harvest a little bit of wheat that the Midianites hadn’t taken, and now he was hiding in the grape vineyard, threshing the wheat so he and his family could have some bread to eat. He was hoping the Midianites wouldn’t look for him and his wheat in the place where the grapes were growing, because the grapes weren’t ripe yet.



## Call to Service

So there was Gideon, threshing out the wheat [make arm motions as if threshing wheat], all by himself in the grape vineyard. As Gideon worked he was thinking, “I wonder why God lets the Midianites do this to us. I wonder if it’s because my dad and a lot of other Israelites have been ignoring God’s Instruction Manual and worshiping idols again.” You see, Gideon knew that in those first books of the Bible God had given some instructions called the Ten Commandments. And one of those Ten Commandments said, **“You shall not make for yourself a carved image.... You shall not bow down to them nor serve them.”** And Gideon knew that on a hill in the center of the town where he and his family lived, his dad had put up a carved idol—exactly what God had said not to do. The people called it “Baal,” and every day Gideon’s family and the other people in their town prayed to Baal instead of praying to the true God.

So Gideon was threshing and thinking, threshing and thinking [repeat threshing motions] when suddenly he noticed Someone sitting right there near him. It was an Angel—the Angel of the Lord; and He said, “The Lord is with you, Gideon.”

“Oh, sir,” Gideon said, “If the Lord is with us, why is He letting the Midianites cause all this trouble every year?”

And the angel said, “You are the one God has chosen to save Israel from the Midianites.”

“Who, me?” Gideon asked. “I’m not a general, and I’m not a warrior, and I’m not a famous person. In fact, I’m the youngest one in my family.”

But God said, “I will be with you and you will succeed.”

## Gideon’s Instructions—#1

In the next few days, God gave Gideon some very specific instructions about how to succeed. We’re going to look in the Bible for **three instructions** God gave to Gideon. When Gideon followed God’s Instruction Manual, God gave him such an amazing victory that the Midianites never bothered the Israelites ever again.

I need three volunteers to read God’s instructions to Gideon. [Select volunteers who are good readers, if possible.]

As we read the instructions to Gideon, I want you to tell me if you think God’s instructions were easy or hard for Gideon to obey. All right, \_\_\_\_\_, please read Judges 6:25. Just read the words that are marked in this Bible. [Child reads:] **“Tear down the altar of Baal that your father has, and cut down the wooden image that is beside it.”**

Thank you, \_\_\_\_\_. Was God’s instruction easy or hard? [Dialogue with the children. Tearing something down usually isn’t too hard—but doing something that might make others unhappy can be hard, even when it is the right thing to do.]

Gideon waited until everyone in the town was asleep, and then he followed God’s instructions. He tore down the Baal altar and statue, and built an altar for the true God in its place. Sure enough, in the morning a lot of people were very upset. But then Gideon’s dad said, “If Baal were really such a great god, he would have been able to take care of his altar and his statue better than that”; and the people left Gideon alone. In fact, when he sent out the message to all the Israelites to come and join the army to chase out the Midianites, his relatives were the first to join the army; and in just a few days, thirty-two thousand soldiers had joined Gideon’s army!

## Gideon’s Instructions—#2

That sounds like a big army, but it was very small compared to the huge swarm of Midianites spread out across the valley nearby. As Gideon looked at the huge Midianite army, and then looked at his own little army, he remembered something in the Bible. It was God’s instructions to army leaders, and it told them what to say to the army whenever they were getting ready for a battle. Let me read it for you here in Deuteronomy 20, verse 8. [Read the verse from your Bible. Read only the pertinent part, to keep the story moving:] **“The officers shall speak further to the people, and shall say, ‘What man is there who is fearful and fainthearted? Let him go and return to his house.’”**

Gideon thought, “I don’t think God would want me to do that this time. We can’t afford to have anybody go home.” But then God spoke to him again. I don’t know if an angel visited him, or if he had a dream that night, but listen to what God said. [Read from Judges 7:2, 3. Mark it ahead of time to

make the story concise: **“The people who are with you are too many.... Now therefore, proclaim in the hearing of the people, saying, ‘Whoever is fearful and afraid, let him turn and depart at once from Mount Gilead.’ And twenty-two thousand of the people returned, and ten thousand remained.”**

Wow. Two thirds of his army was gone! But the next day God said, “Gideon, you still have too many men in your army.” And then He gave Gideon some more instructions. As our second volunteer comes up to read what God said, I want you to think: Was it hard or easy for Gideon to follow God’s instructions? [Have the second volunteer come up and read Judges 7:5, just the following part, pre-marked in the Bible:] **“And the Lord said to Gideon, ‘Everyone who laps from the water with his tongue, as a dog laps, you shall set apart by himself; likewise everyone who gets down on his knees to drink.’”** [Demonstrate the two ways of drinking. The first way is to scoop up water in your hand and lap it from your hand, without kneeling down. Those who drank that way were keeping their eye on the enemy and drinking as they kept moving forward toward the battle.] Thank you, \_\_\_\_\_. God was saying, the only soldiers you are going to keep in your army are the ones who keep their eye on the enemy. You’re going to send the rest home.

Now—were those instructions easy or hard for Gideon to follow? [Dialogue with the children. It was not hard to tell who was lapping and who was kneeling. But it must have been very hard for Gideon to tell all those who knelt to leave the army and go home.]

Gideon followed God’s instructions, even though it was hard to obey. Does anybody know how many soldiers he had left after that? [Accept input from one or two children, but keep the story moving.] Only **three hundred** out of the 32,000 he started with! Just three hundred soldiers!

How do you think Gideon felt as he watched almost all of his soldiers go home? [Discuss possible emotions. Fear? Discouragement? Perhaps excitement about what God was going to do?]

How do you feel when you follow God’s instructions? [Discuss.]

### Gideon’s Instructions—#3

All right, let’s read God’s final instruction to Gideon before the battle. \_\_\_\_\_, will you please read just the first part of verse 9. [Have the verse clearly marked in advance, as follows:] **“The Lord said to him, ‘Arise, go down against the camp, for I have delivered it into your hand.’”**

Wow. God said, **“You** go, and **I** will defeat the Midianites.” He didn’t tell Gideon how to go, or what to do when he went. He just said, “Go.” Now—Was that easy or hard for Gideon to do? [Discuss.]

Sometimes God doesn’t tell us exactly **how** to do what He instructs us to do. For example, God’s Instruction Manual says, “Be clean”—take care of your body. But there isn’t any verse in the Bible that says, “Brush your teeth every day.” Sometimes we have to figure out how to do what God says.

So I can imagine Gideon began thinking, “What are we going to do when we go down against the Midianites?” And as he thought about it—and I’m sure he prayed about it—he had an idea, and I’m sure God gave him the idea.<sup>1</sup> Gideon gave each of those three hundred men a trumpet [show toy trumpet if you have one], and he gave each one a pitcher [show pitcher], and that night after it was dark, the three hundred men each took a torch and lit it and put it inside the pitcher so it couldn’t be seen, and each picked it up with his left hand. Then they took their trumpets in their right hands; and very quietly, while the Midianites were asleep, they spread out on the hilltops around the Midianite camp.

### Victory

When everybody was in place, Gideon gave the signal. All three hundred men smashed their pitchers on the ground, held up their torches high over their heads, blew a loud blast on their trumpets, and shouted, **“The sword of the Lord, and of Gideon!”** as they raced down the mountainside toward the sleeping Midianites.

When the Midianites woke up and saw three hundred torches and heard three hundred trumpets, it must have seemed that they were surrounded by three million Israelites! They jumped out of bed and started swinging their swords in the dark at each other as they scrambled to run away as fast as they could. And the Bible says they never bothered the

Israelites, ever again. And it was all because Gideon listened to God's instructions and obeyed them.

## **Appeal and Prayer**

I hope every one of you will learn to read the Bible every day so you can be as successful as Gideon was.

Let's pray.

Dear God, I pray that every one of us will listen well to Your Instruction Manual so that we can be wise, and happy, and successful—even when it might seem hard. Thank You that You love us so much and have given us the Bible. In Jesus' name, amen.

**Note:** *If time permits, review the memory verse.*

## **Endnote**

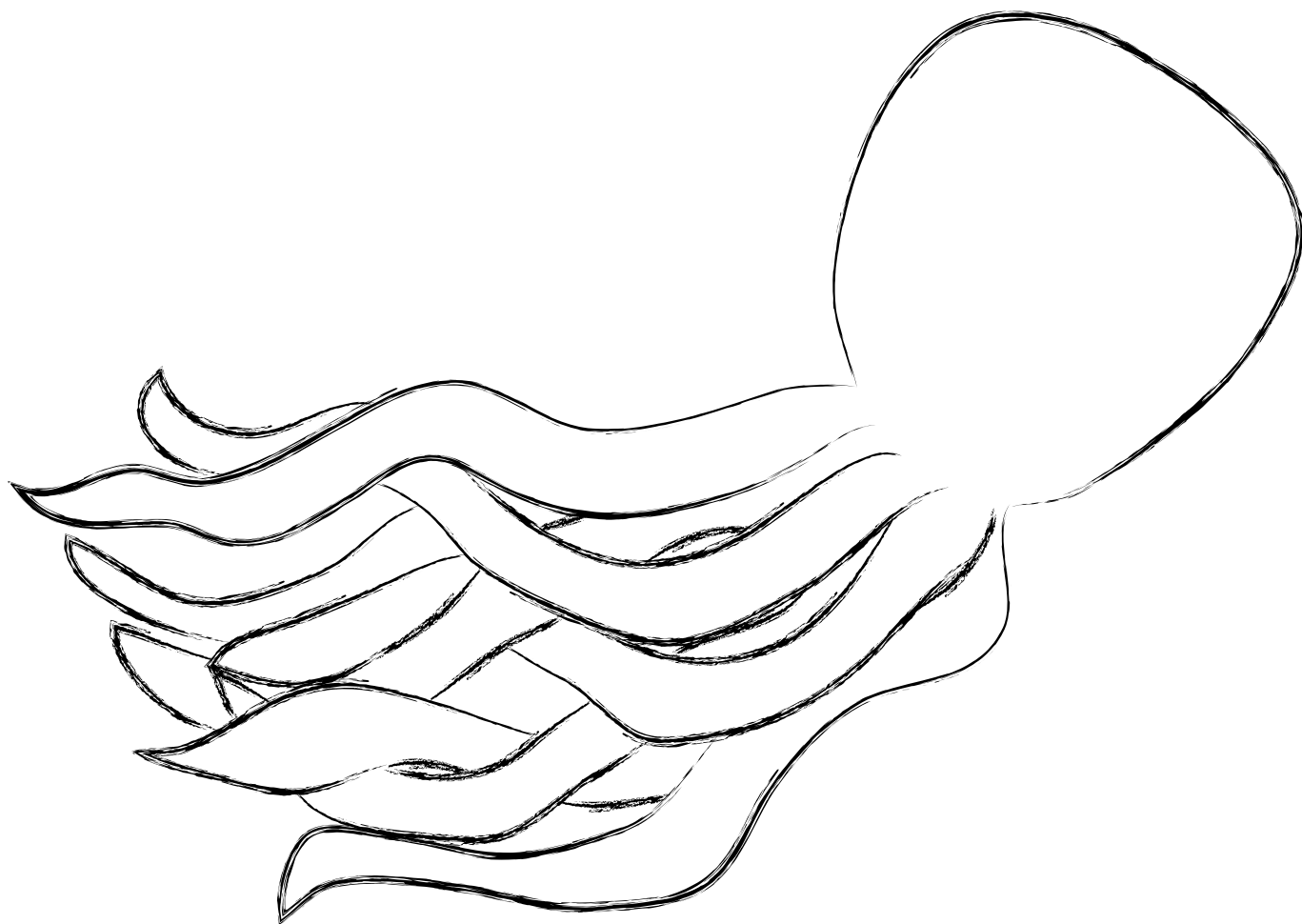
1. "By divine direction a plan of attack was suggested to him, which he immediately set out to execute."

*Patriarchs and Prophets*, p. 550.



Book #5

# Creator's Workshop



VBS: Plug Into Power

# Invertebrates

## Theme Thought


God gives even lowly sea creatures special safety tools; He has also given us tools to keep us safe from Satan's temptations.

## Materials Needed

- ✓ Bible, marked at 1 Peter 5:8 and Proverbs 18:10
- ✓ Video of an octopus making a home out of coconut shells (1:12):  
[https://www.youtube.com/watch?v=4Mgv\\_sm-\\_dY](https://www.youtube.com/watch?v=4Mgv_sm-_dY)
- ✓ Video of a hermit crab attaching sea anemones to its new shell-house:  
<https://www.youtube.com/watch?v=dYFALyP2e7U>



### Junior and Primary:

- ✓ Baking sheets with narrow edges, or shallow cardboard box lids or trays
  - ✓ Greenery (either real or silk; it is advantageous to have various colors of leaves)
  - ✓ Small objects that can be hidden such as marbles, small light bulb, ring, black or green pompoms or yarn balls, green styrofoam “peanuts,” curled or straight chenille wire, drinking straws, small bottle lids, keys, wood shapes, toy vehicles, small stuffed animals, etc. (See **S–22.**)
  - ✓ Sand, seaweed, driftwood (if available)
  - ✓ Shells of various kinds (if using beach habitat)
  - ✓ Dry leaves (optional)
  - ✓ Seeds, cones, seedpods, nuts (if using dry leaves)
  - ✓ Colored styrofoam (optional)
  - ✓ Cardboard boxes large enough to cover trays until time for viewing
  - ✓ Timer (for Junior challenge only)
- 
- A black and white photograph showing a dense, overlapping arrangement of various leaves and small objects. The leaves are of different shapes and sizes, some appearing to be real and others possibly artificial or dried. Small, dark, rounded objects, likely marbles or beads, are scattered among the foliage. The overall composition is a close-up, filling the frame with naturalistic elements.



**Kindergarten:**

- ✓ Empty boxes
- ✓ Large towels, small blankets, or afghans in greens and browns

**Included in the supplemental packet:**

- ✓ S-22 (Color picture of materials needed; children using the materials)
- ✓ S-23 (Octopus in its shell home)
- ✓ S-24 (Hermit crab with anemones on its shell)

**Preparation Needed**

- ✓ Review S-22.
- ✓ Make sure the internet connection is working; preview videos and have links readily available for showing without delay.

**Junior and Primary**

- ✓ Arrange the greenery on the baking sheets, lids, or trays.
- ✓ Hide the objects in the leaves while still making it possible for them to be seen without touching or moving the leaves. Put the lighter colors near the lighter leaves, the darker objects in the shadows, etc. You may need to use small pieces of teacher's putty to secure items that want to slip away and truly hide!
- ✓ You will need one display for every 5–6 children expected.
- ✓ For each tray, make a list of the objects on the tray including the total number of objects on the tray.
- ✓ Cover each tray with a box until time to look.

**Kindergarten**

- ✓ Have the boxes and towels, blankets, or afghans easily accessible for the challenge

**Instructions for the Challenge Activity****Junior**

- ✓ Divide the children into teams of 5–6 or fewer; assign an adult or teen assistant for each group, if possible.
- ✓ Assign each team a tray. Give the list of what is on the tray to the assistant who will monitor it.
- ✓ Explain that they will have 30 seconds to find the hidden objects on the tray, without touching the tray or its contents. At the end of the 30 seconds, the box cover will be replaced.
- ✓ Team members will then take turns naming objects they can remember. The assistant will check what they remember against the list provided.
- ✓ If the team misses a lot, give them another chance to look at the tray. Or just see how many they can find without having a time limit to look.
- ✓ After 3–4 minutes, rotate to a different tray with different objects and repeat the above steps.
- ✓ Do two or three rounds as time allows, then return to the seating area for the remainder of the presentation.

**Alternative:** You may choose to hide small objects in the classroom instead of in trays. If you will be using them for more than one group, be sure to instruct the children not to touch things when they find them.

**Primary**

- ✓ Use the same instructions given for the Juniors except don't use the timer.
- ✓ After a minute or so of looking, cover the tray again if desired and challenge them to recall what they saw, or just have each child take turns pointing out one or two objects at a time that he found, allowing others to have a turn, too.

## Kindergarten

- ✓ Tell the children that they will be playing a version of Hide and Seek.
- ✓ Like an octopus or hermit crab, they may choose to use one of the boxes to hide in.
- ✓ Other creatures hide under or behind things (similar to children hiding under desks or chairs, behind curtains or doors, inside cubby holes, etc.)
- ✓ Children can use towels, blankets, etc. to make a small tent, a covering like a bush or some seaweed, etc. (Children this age can hide in some very interesting places!)
- ✓ Start with the leader or an assistant being the “Finder.” Later allow the children to take turns being the “Finder” and discovering the others’ hiding places.
- ✓ After about 10 minutes of play, return to their chairs for the remainder of the Creator’s Workshop.

## Introduction

Hello, again, boys and girls. Today you’ve been learning about safety, right? Let’s think about how God helps animals stay safe. What did He give a turtle to keep it safe? [Wait for responses.] Yes, a shell. What did He give a deer to stay safe? [Wait for responses.] Yes, ears to hear and legs that can run fast. And fawns have a camouflaged coat. What about a skunk? [Wait for responses.] He has a powerful perfume that keeps everybody away from him!

Now what about an octopus? What has God given an octopus to keep it safe? [Let the children guess briefly.] God has taught the octopus how to build a house for itself from materials it finds in the ocean. Let’s watch a video and see how this works: [Show the octopus video.]

[Note: If you cannot show the video, show **S–23**, the octopus peeking out of its shell home. Explain how he collected these shells to provide himself with a safe home. He can pull the two shells together and hide inside.]

Isn’t that amazing! But now let’s watch a hermit crab. The scientists say he isn’t as smart as an octopus, but look what God has taught him to do. [Show the hermit crab video.]

[Note: If you cannot show the video, show **S–24**, the hermit crab. Explain how the two animals help each other: The anemones protect the crab, and the anemones eat scraps of food from the crab’s meals. When the crab moves into a bigger shell, he transfers the anemones onto it. They go wherever he goes.]

## Challenge Activity

Now it’s time for another challenge activity. Let’s see how hard it will be for you to find some hidden things right here in our classroom. [Give instructions as detailed above. Children participate in activity, then return to their seats.]

## Our Safety

Why do animals like an octopus or a hermit crab need houses to live in? [Welcome the children’s suggestions.] It’s not to keep out the rain or the wind or the hot sun, is it? No, it’s to keep them safe from other creatures that would like to eat them up, or devour them.

Now is there someone who would like to eat you up? [Wait briefly for responses.] The Bible says: [Open your Bible and read the last part of 1 Peter 5:8 directly from the Bible:] **“Your adversary the devil walks about like a roaring lion, seeking whom he may devour.”** Can you think of things Satan might do to devour you? [Encourage children to mention the temptations they face.]

What kind of a house do we need in order to be safe from Satan’s temptations? I need a volunteer to read another verse from the Bible. [A student reads Proverbs 18:10.] **“The name of the Lord is a strong tower; the righteous run to it and are safe.”**

Thank you, \_\_\_\_\_. When you feel tempted, you can run to the name of Jesus! Call out for Him to help you. Say a verse you have learned, or remember a story you heard this week at VBS. Maybe pick up your Bible and read a promise. Whenever you run into the strong tower of God’s Word, you will be safer than an octopus in a coconut shell!

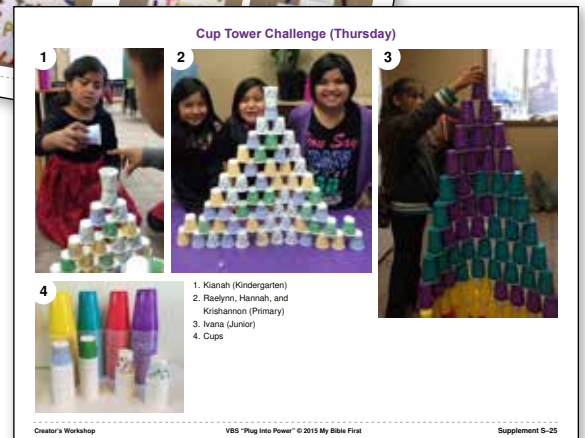
Let’s pray.

## Prayer

Dear Jesus, thank You for the amazing ways you even help the sea creatures to be safe from their enemies. And thank You for Your promise to keep us safe from Satan’s temptations when we run to Your name and have Your Word hidden in our hearts. Please help us to remember to run there every single day, and whenever we are tempted. In Jesus’ name, amen.



# Samples—Additional Illustrations

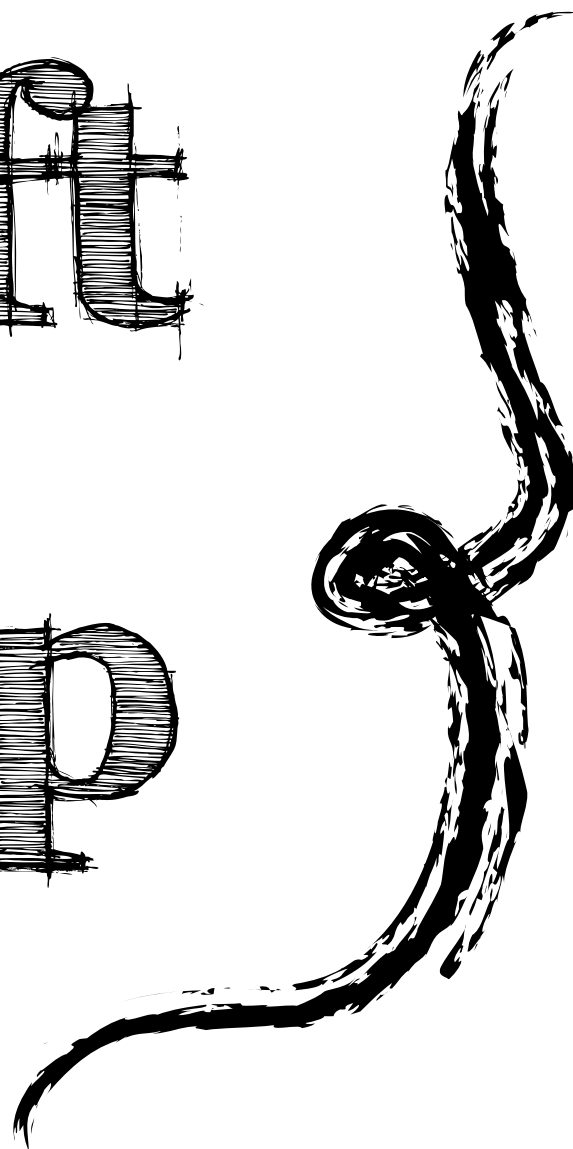
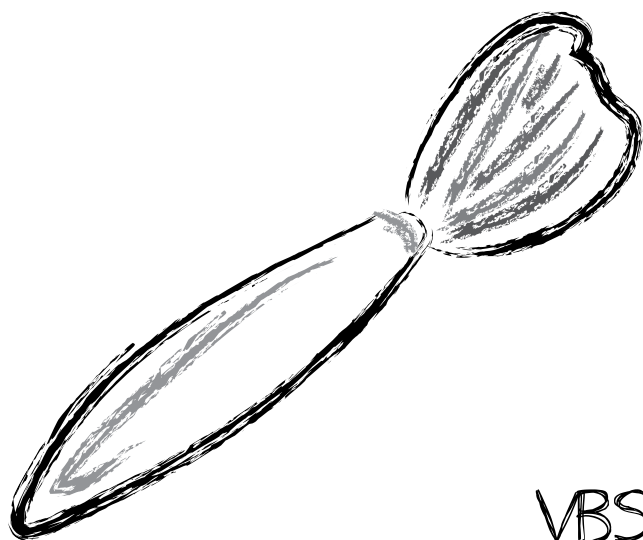


## Photographs of Crafts and Nature Discoveries

Book #6

# Craft

# Shop



VBS: Plug Into Power

# TAG Time Pocket

Age-leveled Bible Reading Guides made into six bookmarks are the centerpiece of this craft. They can be used at home to jump-start the children in putting into practice what they have learned about spending daily **TAG** Time: **T**ime **A**lone with **G**od. These pockets are fun to lace and can be creatively colored at the Craft Shop or finished at home. A parent information sheet is included to assist parents of younger children in making use of these Bible Reading Guide bookmarks.

## Materials Needed

- ✓ White cardstock (for pockets)—one sheet for every two children expected in Junior and Primary
- ✓ Pastel or white cardstock (for reading guides)—one sheet for each child expected
- ✓ White paper (for parent information sheet)—one sheet for every two children expected in Primary and Kindergarten
- ✓ Paper cutter
- ✓ Paper clips
- ✓ One-hole paper punch
- ✓ Variegated or any brightly colored yarn (4 yards per Junior/Primary child, 3 yards per Kindergarten child)
- ✓ Brightly colored narrow ribbon (six 10"–12" pieces per child)
- ✓ Scissors
- ✓ Rubber bands
- ✓ Transparent tape
- ✓ Colored markers or crayons
- ✓ Samples of the finished crafts

## Included in the supplemental packet

- ✓ S-32 Photographs of the finished craft
- ✓ S-43 TAG Time Pocket template
- ✓ S-44 Parent Information Sheet template
- ✓ S-45, S-46 Bible Reading Guide template for Juniors
- ✓ S-47, S-48 Bible Reading Guide template for Primary and Kindergarten

## Advance Preparation

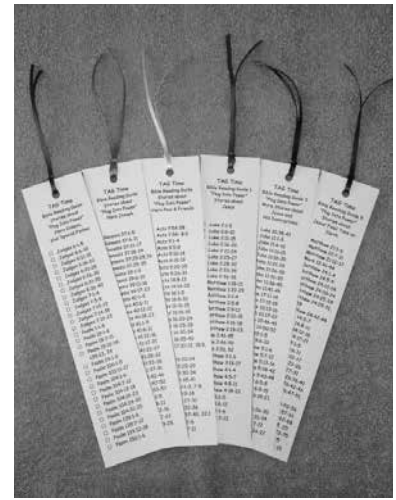
- ✓ Before making copies of the templates, please cut off the identification line. If you wish to preserve your master copy, you can first make a copy, then cut off the ID line before making additional copies.
- ✓ Make copies of S-44 on white paper, and cut the sheets in half. (Primary children only.)
- ✓ Make copies of the Bible Reading Guides for each age level, using pastel or white cardstock. Copy S-45 on the back of S-46 and S-47 on the back of S-48. Be sure to copy both sides of the Guides carefully so that after they are copied they can be cut into six bookmarks. **Each child will receive 6 bookmarks, with information on both sides of each bookmark.**





**Note:** Before making multiple copies, make sure that the tops of both the front and back of the page are along the same edge of the paper.

- ✓ Cut the Bible Reading Guides into bookmarks.
  - Assemble the six bookmarks together. There is different information on each bookmark, so each child needs 6 different bookmarks.
  - Punch holes in the center top of each bookmark approximately 1/2" down from the top.
  - Place a rubber band around each assembled pack to keep them together
- ✓ Make copies of **S-43**, the pocket template, on white cardstock. One copy makes enough for two children.
- ✓ Cut the printed pocket sheets into quarters (two pockets per sheet). Assemble the front sides and back sides into pairs, making sure the words on both front and back are facing out.
- ✓ Paper clip the top and bottom of each pocket together so they won't slip while you punch the holes.
  - First, punch the four corner holes approximately 3/8" from the two edges.
  - Next, evenly space six additional holes along the two vertical sides between the top and bottom punches.
  - Finally:
    - For Junior and Primary**, punch four additional holes across the bottom and top edges, evenly spaced between the two corner punches.
    - For Kindergarten**, punch only the four additional holes across the bottom. Do NOT punch the top of the pocket.
  - After punching, leave the paper clips in place. This will make it easier for the children to lace the cards together.
- ✓ Measure and cut the yarn into two-yard lengths for Junior and Primary children and in 1 1/2 yard lengths for Kindergarten children.
  - Combine two or three lengths of yarn together, coordinating the colors if possible.
  - Tape each of the ends together to make shoe lace ends.
  - **For Junior and Primary**, roll yarn pairs/trios neatly to keep them from tangling.
  - **For Kindergarten**, start the lacing process in advance by inserting the yarn into the two center holes of the bottom of the pocket. Make sure there is an equal amount of yarn on each side of the two holes. This will make it easier to have an even amount of yarn to tie at the top when the child finishes lacing it. (You can remove the bottom paper clip.) Wind the yarn around the cards to keep it from tangling.
- ✓ Measure and cut the ribbon. You will need 6 lengths of ribbon per child.
- ✓ Make samples of the pocket following the instructions below (see picture). This will enable you to give clear instructions and have samples to show.
- ✓ At each child's place, put the following:
  - Junior and Primary:**
    - a pair of punched pocket sheets
    - a set of bookmarks (Junior or Primary/Kindergarten as appropriate)
    - a roll of yarn
    - six lengths of ribbon
    - a parent information sheet (for Primary only)





### Kindergarten:

- a pair of punched pocket sheets with the yarn started
  - a set of Primary/Kindergarten bookmarks
  - six lengths of ribbon
  - a parent information sheet
- ✓ Put scissors and markers on the tables within reach of the children.

### Instructions to Leaders

- ✓ Show a finished craft sample. Let the children see your joy and excitement as you share with them this amazing resource for their **TAG** Time. Explain briefly how to use the **TAG** Time bookmarks. Tell them to give the parent information sheet to their parents so they will know how to help them with their **TAG** Time (if needed).
- ✓ Help them unleash their creativity as they color the letters. Gently instruct them on how to do the lacing. Remind them to be patient when they make mistakes—you and your assistants are there to help them make something they are happy with.
- ✓ Emphasize that the children must follow your directions step by step; sometimes they will need to patiently wait for the next step while others catch up.



### Instructions to Junior and Primary Children

- ✓ Write your name on the pocket.
- ✓ You will lace your pocket in this way:
  - Poke one end of your yarn from the back side of your two pocket sheets through the top left corner hole, so that the end of the yarn comes out the front. Pull the yarn through until you have 12 to 15 inches of yarn left at the back of the pocket. [Demonstrate.]
  - Remove the top paper clip. Leave the paper clip on the bottom of your pocket, to make lacing easier.
  - Now slightly separate the top two edges; using the long length of yarn, lace the front edge by going over the top and poking the yarn from the back to the front of the card. Do not lace the top two edges together. This is the opening of your pocket.
  - Continue lacing across the top. When you get to the right corner, continue down the right side, lacing from back to front. Starting with the second hole on the right side, be sure to lace both sides of the pocket together.
  - Continue down the right side, across the bottom and up the left side. (When you get to the paper clip, remove it.)
  - At the top left corner (where you started), slightly separate the front side from the back again, and continue to lace across the top of the back piece, still poking the yarn through the holes from the back to the front.
  - At the top right corner, poke the yarn through both holes so it will hang evenly.
- ✓ Tie the ends together in a bow with plenty of space for the bookmarks. Cut off the shoe lace ends.
- ✓ Now your pocket is ready to color!
- ✓ Be sure to color the letters **T A G** all the same color so that you will remember they stand for **Time Alone with God**.
- ✓ Then color the other letters whatever color you would like. You can make a pattern, make a rainbow, or just use your favorite colors. Try to do careful work. Please be sure to share the markers/crayons with each other.

- ✓ Now we are ready to put the ribbon into your **TAG** Time bookmarks.
  - Take one length of ribbon and fold it in half making a loop. [Demonstrate.]
  - Poke the folded end of the ribbon through the hole in the first bookmark. Pull it part way through.
  - Curve the loop over the top of the bookmark.
  - Now poke the two ends of the ribbon through the loop of the ribbon that you made when you folded the ribbon in half.
  - Pull the two ribbon ends until they are snug.
  - Do the other five bookmarks the same way.
  - [If there is still time:] You may decorate the bookmarks by making designs around the edges.
- ✓ It's time to finish up our pockets and bookmarks. Verify that your name is on your pocket and that you have six bookmarks.
- ✓ **Primary only:** Wrap your parent info sheet around your **TAG** Time bookmarks.
- ✓ Put your rubber band around all the bookmarks.
- ✓ Put the bookmarks into your **TAG** Time/Plug Into Power pocket.

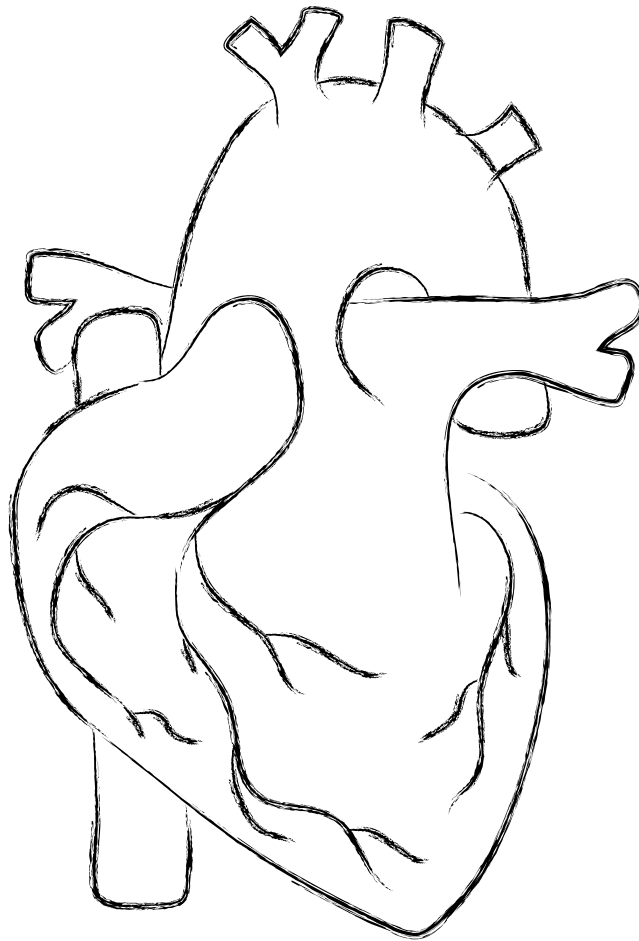
## Instructions to Kindergarten Children

- ✓ Lace the pocket together with the yarn laces like this. [Demonstrate.] Go up and down through the holes. First up, then down. Don't turn the cards over.
- ✓ When you get to the top, stop lacing and pick up the other yarn end at the bottom of the pocket and do the other side in the same way.
- ✓ Tie the two ends together in a bow with plenty of room to put the bookmarks in the pocket and hang it up. Cut off the shoe lace ends.
- ✓ Now your pocket is ready to color!
- ✓ Be sure to color the letters **T A G** all the same color so that you will remember that they stand for **Time Alone with God**.
- ✓ Then color the other letters whatever color you would like. You can make a pattern, or just use your favorite colors. Try to do careful work. Please be sure to share the markers/crayons with each other.
- ✓ Now we are ready to put the ribbon into your **TAG** Time bookmarks.
  - Take one length of ribbon and fold it in half, making a loop. [Demonstrate.]
  - Poke the folded end of the ribbon through the hole in the first bookmark. Pull it part way through.
  - Curve the loop over the top of the bookmark.
  - Poke the two ends of the ribbon through the loop of the ribbon that you made when you folded the ribbon in half.
  - Pull the two ribbon ends until they are snug.
  - Do the other five bookmarks the same way.
  - [If there is still time:] You may decorate the bookmarks by making designs around the edges.
- ✓ Now we are ready to put the rubber band back around your six bookmarks. First count the bookmarks and make sure you have all six. [Help them count.] You don't want to lose any of them!
- ✓ Fold your parent information sheet around the bookmarks. Put the rubber band around all of these items.
- ✓ Put your **TAG** Time bookmarks inside your **TAG** Time/Plug Into Power pocket.
- ✓ Make sure that your name is on your pocket.



Book #7

# Body Shop



VBS: Plug Into Power

# Introduction

## (all ages)

### Materials Needed

- ✓ Bible

### Introduction and Link to the Theme

Good morning, boys and girls. Welcome to the Body Shop! When someone says “I’m going to the body shop,” what do you think of? Raise your hand if you have an idea. [Accept a few answers.] That’s right, we think about fixing banged-up cars and trucks—vehicles that have been in accidents. I have a surprise for you today. In our “**Plug Into Power**” VBS, the “**Body Shop**” is where we will do activities that will keep our bodies in good shape. We will move and stretch, and run and play together. We will learn more about how to “**Plug Into Power**” and use our tools, too! Sounds like fun to me!

This morning we learned how important instruction manuals are. Does anyone remember what our VBS Instruction Manual is called? That’s right, it is the Bible. [Show yours.] When we read the Instruction Manual, then what do we need to do? [Listen to answers.] That’s right! We need to follow the instructions—we need to do what the manual says.

Today’s activities will help us to practice listening to instructions. I’ll give instructions and you will [pause to let the children finish your sentence] follow them! [Explain the games and play them, especially affirming those who are making an effort to “obey,” to “follow the instructions.”]

# Snatch the Tool

## (Junior)

### Description

This is a **listening to instructions** game. In this game, pairs of children on opposite teams are given the same name (such as drill, saw, hammer). [See diagram on page 9.] The leader will call a name and the pair of children with that name will run to the center where the children’s plastic tool is and try to successfully snatch the tool before the other player does and run back to their own side without being tagged by the player from the opposite side. When a player is tagged, or when a player is successful in reaching his own side without being tagged, the tool is returned to the center and play resumes.

### Materials Needed

- ✓ A plastic or rubber children’s tool (one that is safe for children to hold while running)  
**Note:** If the above is not available, you could substitute a soft “tool” such as an unused paint roller cover or shop rag
- ✓ Printed list of suggested names for the players (see page 9.)
- ✓ Rope, tape, or chalk to make lines

## Preparation

- ✓ Copy the suggested list of names or make up your own list
- ✓ Make two lines 40–60 feet apart
- ✓ Place the tool in the center of the playing area

## Activity Instructions

- ✓ Divide the children into two teams and have them line up opposite each other. If the abilities of the children to run and participate varies widely, try to pair children with similar strengths with each other on opposite sides. Pairs will be diagonally across from each other. (See the diagram on page 9.)
- ✓ Assign each pair of children a name as suggested. Use the same names for both sides. Assign names starting with the opposite ends (not randomly) so running distances will be similar. (See page 9.)
- ✓ An adult or teen will call the names (such as “hammer” or “wrench”).
- ✓ The two players with that name (on opposite sides) will run to the tool in the center of the playing area and try to snatch it and return to their own line without being tagged.
- ✓ If there is a standoff, and the pair of players are not being successful in snatching the tool, the leader may call another name and that pair of players will run to where the tool is and help the first pair snatch the tool and return to their line. Continue adding pairs of players until one side or the other is successful in carrying the center tool to their own side or someone is tagged with the tool in his hand.
- ✓ When a player gets tagged or the tool is successfully carried to one side or the other, the tool is returned to the center and play begins again. (**Note:** It is not necessary to keep score for this game to be enjoyable. Take care that the game does not become competitive. The goal is not to have winners and losers, but to get exercise and follow instructions. )

# Red Light/Green Light

## (Primary and Kindergarten)

## Description

This is a **listening to instructions** game. The object is to stay in the game by listening to and obeying the instructions given. In this game, one person (child, teen, or adult) plays the “stop light.” The other children try to touch him without getting caught. The first player to touch the “stop light” becomes the new “stop light” and play begins again.

## Activity Instructions

- ✓ All the children line up 15 to 30 feet away from the “stop light.”
- ✓ The “stop light” faces away from the line of children.
- ✓ Play begins when he says “green light.” At this point the children are allowed to move towards the “stop light.”
- ✓ At any point, the “stop light” may say “red light!” and turn around quickly. If any of the children are caught moving after this, they are out. Allow a two-second time limit to come to a full stop.
- ✓ Play resumes when the “stop light” turns around and says “green light.” This continues until all the children are caught moving or someone touches the “stop light” and becomes the new “stop light.”
- ✓ Continue playing for 8–12 minutes or until all the children have had a turn at being the “stop light.”

## Alternate Instructions

This game is based on the same principle except that “stop light” is always facing the other players. (A field or

gymnasium at least the size of a tennis court is needed.)

- ✓ All the children line up on one side of the field.
- ✓ The person who is the “stop light” stays in the middle of the field. When the “stop light” says “green light,” all the children run as fast as they can toward the other side of the field.
- ✓ At any point, the “stop light” may say “red light!” Whoever doesn’t stop is out and moves to the sidelines. Allow a two-second time limit to come to a full stop. Remind the children not to run too fast or they won’t be able to stop when the “stop light” says “red light.”
- ✓ The “stop light” keeps saying “green light” or “red light” until all the children have gone from one end of the field to the other and back to the line where they started or have been caught moving.
- ✓ The first person back to the starting line is the new “stop light.” (Leaders may choose to have the last person back become the new “stop light,” or just choose another player each time play begins again.)

## Father May I? (Primary and Kindergarten)

### Description

This is also a **listening to instructions** game. The object is to stay in the game by listening to and obeying the instructions given. In this game, one person (child, teen, or adult) plays the “father.” The others are “children.” The first child to reach the “father” becomes the next “father,” and play begins again. If there is a large group, divide the children into two or more groups so more get to participate at the same time.

### Materials Needed

- ✓ White board or chalk board, or a poster on an easel
- ✓ Markers or chalk

### Preparation

- ✓ Write the following words on the board in a list: normal, giant, baby, scissor, frog hop, crab walk

### Activity Instructions

- ✓ All the children line up 15 to 30 feet away from the “father.”
- ✓ The “father” faces away from the line of children.
- ✓ Play begins when the child at the beginning of the line asks the “father” for permission to advance toward the finish line. He must use the following pattern: “Father, may I \_\_\_\_\_?” and suggest a certain number of steps of the movement he desires. For example, “Father, may I take five giant steps forward?”
- ✓ The “father” either replies “Yes, you may” or “No, you may not do that, but you may \_\_\_\_\_ instead.” He gives his own direction, usually only a different amount of the same step requested or the same amount of a different step.
- ✓ When a child reaches the “father,” he/she becomes the new “father” and play begins again. The first “father” becomes one of the “children.”
- ✓ Suggestions for filling in the blank (“Father, may I \_\_\_\_\_?”):
  - Take (#) normal steps forward (normal walking length)
  - Take (#) giant steps forward (as far as legs will stretch, usually a small number, due to large step size)
  - Take (#) baby steps forward (heel to toe, usually a large number, due to small step size)

- Take (#) scissor steps forward (cross left leg over right leg, then right over left while moving forward)
- Frog hop (#) times (leap like a frog, usually a small number, due to large size)
- Crab walk (#) times (move forward using feet and hands with body arched upwards)

### Alternate Instructions

If desired, let the girls be “mother” and the boys be “father.”

## Plugged In/Unplugged (all ages)

### Description

This is also a **listening to instructions** game. The object is to stay in the game by listening to and obeying the instructions given. Children will jump from one side of a line to the other when the leader calls out the instructions.

### Materials Needed

- ✓ Rope, tape, extension cord or other similar item to make a line

### Preparation

- ✓ Create the line and designate one side “Plugged In” and the other side “Unplugged.”

### Activity Instructions

- ✓ Children line up on the “plugged in” side of the line, close to the line.
- ✓ Call “unplugged” or “plugged in.” Sometimes call the same side that the children are already standing on.
- ✓ Children jump from one side of the line to the other based on what you shout. If a child jumps to the wrong side (or fails to jump when they should), they are out of the game.
- ✓ Continue until the last child is out. He can become the caller if desired.
- ✓ Repeat the activity for about 8–12 minutes as desired

### Wrap-up (Junior and Primary)

Phew! I got some exercise today! Did you? And I had fun too. How many of you thought it was easy to follow the instructions? Did some of you often get caught not listening or not following instructions? Does that help you to see that you need to listen better and follow what your parents or your teachers tell you? Next time you get instructions, would you like to choose to follow them? [Give children a moment to raise their hands.] Let's pray before we go to our next activity.

“Dear Jesus, thank You for fun games to play that help us understand that when we hear instructions, we need to follow them to be successful. Please help us to listen and to obey the instructions in Your Instruction Manual, the Bible. We love You. Amen.”

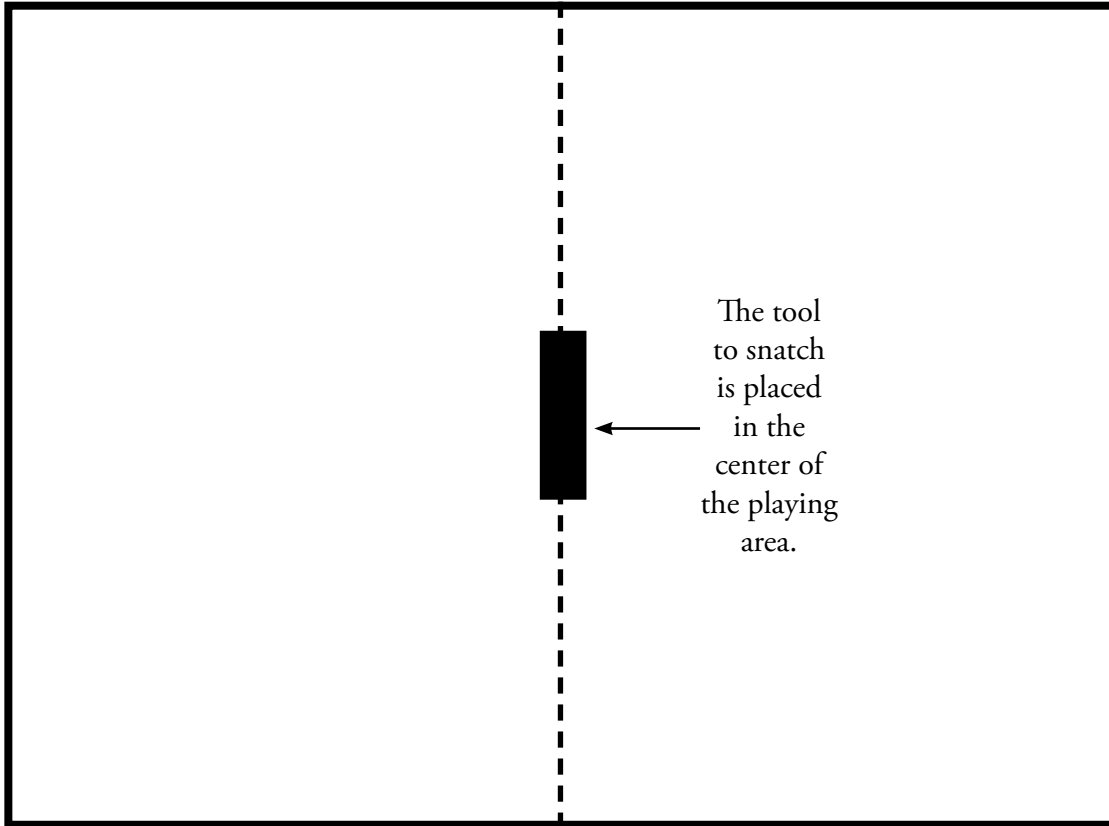
### Wrap-up (Kindergarten)

Did you have fun today? I did! Was it easy to listen to the “Stop Light” (or the “Father”) and do what it said? [Accept answers.] Did you get better as you practiced? Did some of you get caught all the time? Did some of you always do a good job of listening and obeying? Let's ask Jesus to help us listen to the instructions of our parents and our teachers (babysitters, grandparents, etc.) and to obey them. Let's pray before we go to our next activity. Please close your eyes and fold your hands.

“Dear Jesus, thank You for bodies that can run and stop and move and stretch. Thank you for ears to listen. Thank You for minds that can choose to obey. Help us to listen and obey today. We love You. Amen.”

# “Snatch the Tool” Playing Diagram

Drill Hammer Sander Square Pliers Saw Knife



Drill Hammer Sander Square Pliers Saw Knife

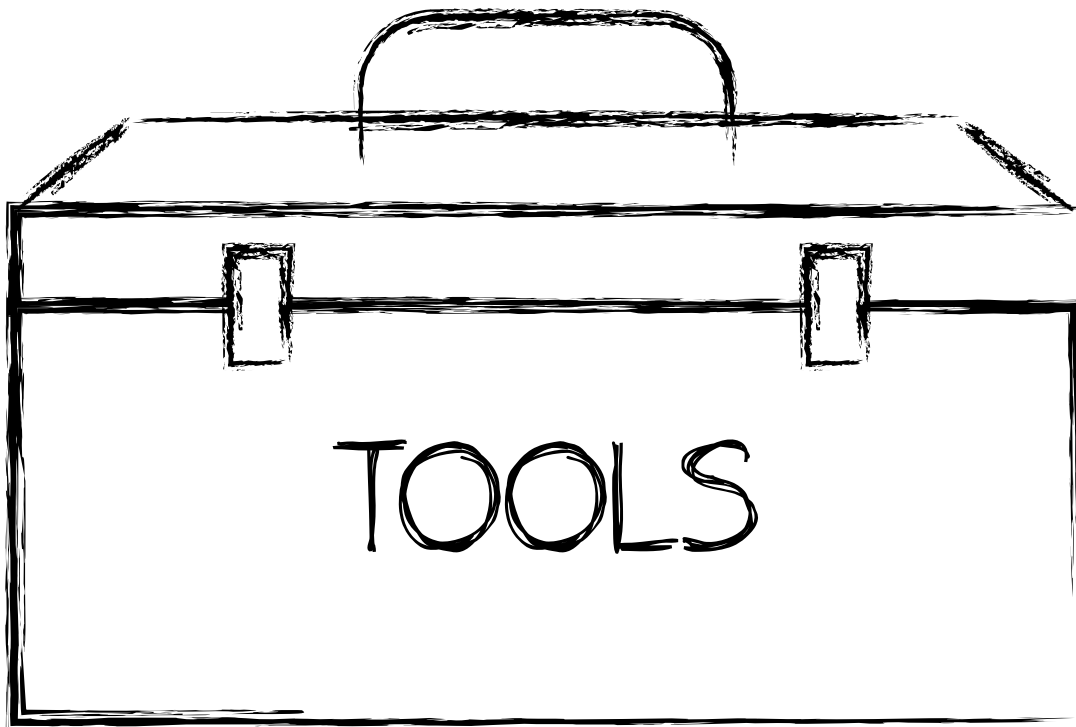
## Suggested Tool Names for “Snatch the Tool”

Drill	Sander
Hammer	Saw
Knife	Screwdriver
Level	Square
Pliers	Stapler
Pressure Washer	Wire Cutter
Router	Wrench



Book #8

# Tool Man Interviews



VBS: Plug Into Power

# Gardener/Farmer

## Purpose

To reinforce good safety procedures (physical and spiritual), including constant awareness of God's presence with us while we do our work.

## Items Recommended

Arrange with your guest in advance to bring one or more of the following items.

- ✓ Electric lawnmower
- ✓ Electric hedge trimmer
- ✓ A hoe

## Interview

Hello, everyone! Here I am again, your friendly neighborhood Tool Man/Lady and today we have someone who uses different kinds of tools.

I want you to meet \_\_\_\_\_ [name of the guest]. He uses tools to help him grow plants of the ground. Can you guess what kind of power tool a farmer uses a lot? He uses a tractor (or rototiller).

\_\_\_\_\_, I see that you did not bring a tractor to show us today. And we couldn't bring it in here even if you did bring it! But I think we all know what a tractor looks like.

Can you tell us, how do you use a tractor in your work? [The farmer explains the many uses of a tractor throughout the growing season, making comparison to hand tools, such as a hoe. The guest should emphasize how much more is accomplished, and how it is done more efficiently when using a powered machine, whether in preparing the soil, planting seeds, or harvesting crops.]

I see that you brought a smaller power tool. What did you bring with you today? [Dialogue with your guest about additional power tools used in gardening/farming. Encourage children to ask questions about how the tools work.]

Is it true that gardening or farming can be dangerous? Have you ever gotten hurt using these tools? Tell us something about how you stay safe when you are working with these tools.

Do your tools have some built-in safety features? Have you ever been tempted to take short-cuts with your gardening or farm equipment? [Your guest may have a story to tell emphasizing importance of following safety procedures.]

Now—you have all these wonderful power tools to help you on your farm. But tell me, can any of your power tools make plants grow? [Your guest points out that only God can make plants grow. He is the one that makes seeds sprout. He sustains the sun and brings the rain that make the plants grow.]

That's something like what we learned earlier in VBS. Only Jesus can give us the power to say "No" to temptation—that's why we need to stay close to Him every day. He's the only one who can give us clean hearts, and He's the only one who can make us grow more and more like Jesus.

I wonder, have you learned any other important lessons while you work outside? [If possible, encourage your guest to draw spiritual lessons from his or her experiences, as time allows, including the importance of prayer while going about one's daily work. Many people who work with the soil have an especially strong awareness of God's presence, since they are working with His creation every day.]

Boys and girls, don't miss tomorrow—we will have some very different power tools to learn about tomorrow!