



## OVERVIEW

Junior	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Title</b>	<b>Building Faith in God's Word</b>	<b>Building Faith in God's Design</b>	<b>Building Faith in God's Grace</b>	<b>Building Faith in God's Warnings</b>	<b>Building Faith in God's Promise</b>
<b>References</b>	Genesis 1:1–31; Hebrews 11:3 (Creation)	Genesis 1:26–2:25 (Purpose for Adam and Eve)	Genesis 3:1–24; 4:1–15; Hebrews 11:4 (The Fall; Cain and Abel)	Genesis 6:1–9:17; Hebrews 11:7 (The Flood)	Genesis 12:1–4; Galatians 3:8–16; Hebrews 11:8, 9; various Scriptures about Christ (Abraham; Christ Jesus)
<b>Focus</b>	Trusting God's Word	Understanding God's design for us	Understanding sin and its remedy	Taking God's only way to be rescued	Fulfilling God's plan for us
<b>Memory Verses</b>	"Faith is the substance of things hoped for, the evidence of things not seen" (Hebrews 11:1).	"I will praise You, for I am fearfully and wonderfully made; marvelous are Your works, and that my soul knows very well" (Psalm 139:14).	"The wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord" (Romans 6:23).	"Jesus said to him, 'I am the way, the truth, and the life. No one comes to the Father except through Me'" (John 14:6).	"To him who does not work but believes on Him who justifies the ungodly, his faith is accounted for righteousness" (Romans 4:5).
<b>Games</b>	<ul style="list-style-type: none"> <li>Flying Dinosaurs</li> <li>Dino Egg Charades</li> <li>Creation Scavenger Hunt</li> </ul>	<ul style="list-style-type: none"> <li>Dino-Sized Ring Toss</li> <li>Pterodactyl Races</li> <li>Stomper Feet</li> <li>Dino Ball</li> </ul>	<ul style="list-style-type: none"> <li>Chomper Hide and Seek</li> <li>Dino Egg Grab</li> <li>Stomper &amp; Chomper Tag</li> <li>Fossil Bowling</li> </ul>	<ul style="list-style-type: none"> <li>Dino Chomp</li> <li>Stick the Head on the Dino</li> <li>Noah's Ark Obstacle Course</li> <li>Balloon Flood</li> <li>It's Raining!</li> </ul>	<ul style="list-style-type: none"> <li>Cross the Lava</li> <li>Gallimimus Gallop</li> <li>Dino Destinations</li> <li>Pterodactyl Toss</li> </ul>
<b>Snacks</b>	<ul style="list-style-type: none"> <li>Creation Trail Mix</li> <li>Dinosaur Tails</li> <li>Dinosaur Dirt Snack</li> </ul>	<ul style="list-style-type: none"> <li>Dino PB &amp; Js</li> <li>Dinosaur Claws</li> <li>Dino Fun Cookies</li> </ul>	<ul style="list-style-type: none"> <li>The Tree</li> <li>Goodness of God Snack</li> <li>Dino Gel</li> </ul>	<ul style="list-style-type: none"> <li>Noah's Rainbow Snack</li> <li>Animal Fun Mix</li> <li>Build a Dino</li> </ul>	<ul style="list-style-type: none"> <li>Abram and Sarai Tent Snacks</li> <li>Dino Eggs and Stegosaurus Spikes</li> <li>Dino Cupcakes</li> </ul>
<b>Crafts</b>	<ul style="list-style-type: none"> <li>Egg-Citing Dinosaurs</li> <li>Pom-Pom Dino Designs</li> <li>Spinning Paper World</li> <li>Feed the Chomper</li> </ul>	<ul style="list-style-type: none"> <li>Toby the T. Rex</li> <li>Dino Planter Buddies</li> <li>Mini Habitat for Huge Friends</li> <li>Stegosaurus Mosaic</li> <li>Clothespin Chomp</li> </ul>	<ul style="list-style-type: none"> <li>Stomp &amp; Chomp Color Scratch Crafts</li> <li>Design Your Own T. Rex</li> <li>Peekaboo Dino Eggs</li> <li>Fossil Dough</li> </ul>	<ul style="list-style-type: none"> <li>Color Your Own Dino Key Chains</li> <li>Theo the Triceratops</li> <li>Stompers &amp; Chompers Stuff Stasher</li> </ul>	<ul style="list-style-type: none"> <li>Color Your Own Dino Bracelet</li> <li>Pterodactyl Pal</li> <li>Promise Photo Frame</li> <li>Good News Bracelet</li> </ul>

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**Regular Baptist Press**

RegularBaptistPress.org • rbpVBS.org

© 2023 Regular Baptist Press • RBP33361 • ISBN 978-1-64213-866-5

Joshua Mason, Creative Manager • Carrie Augsburg, Writer • New King James Version

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# JUNIOR

## TEACHER BOOK



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# BUILDING FAITH IN GOD'S WORD

Gen. 1:1–31; Heb. 11:3  
(Creation)



## LESSON 1

### MEMORY VERSE

"Faith is the substance of things hoped for, the evidence of things not seen" (Heb. 11:1).

### EXTRA CREDIT VERSES

Ps. 18:30; 19:1; 119:9–11, 105; Heb. 4:12;  
*Optional:* Ps. 119:97, 98

### TOPIC

Trusting God's Word

### THEME

God created the universe by His word and expects us to obey His Word, the Bible.

### DESIRED STUDENT RESPONSE

Students will believe and follow God's Word because He spoke the universe into existence.

### TAKEAWAY

I can have big faith in God's Word!



- Greet students with enthusiasm. Get to know each student.
- Make sure you have a completed registration card (30208) for each student.
- Distribute nametags (33333) and Stompers & Chompers Passes (33334).
- Open the class time with prayer.

## Lesson 1 Dinosaur Connect

God created dinosaurs by the power of His word.



Tiny Diny Dino Toys (33434)

### Teacher Tip

You could explain that the vinegar mixture broke up the dinosaur rocks because of the baking soda inside the rocks. Vinegar is an acid, and baking soda is a base. When combined, they react, releasing carbon dioxide and causing the rock to break apart.

### Teacher Tip

Here's a definition of "faith": "trusting that what God says is true, even if you didn't see it happen or haven't seen it yet, and acting according to His plan."

### Teacher Tip

Creatures could include, for example, lions, giraffes, crocodiles, kangaroos, elephants, penguins, seagulls, dogs, cats, fish, whales, and dinosaurs. You may need to include a picture by each name to assist students acting out the creatures.



## Option 1: Exploding Dino Rocks

### Materials

- 5 individual dinosaurs from the bags of tiny diny dino toys (33434) per station; baking soda; flour; sand; water; vinegar; toothpicks; plastic containers; droppers; permanent marker; paper towels.

*Before class:* Write one letter from the word "faith" on each dinosaur. Make "dinosaur rocks" by mixing equal parts baking soda, flour, sand, and water in a bowl to make a firm paste. Pat the paste completely around each plastic dinosaur to form a rock. Allow to dry for at least 8 hours. Place the five rocks in a larger plastic container. Make as many sets of "faith rocks" as your class requires (one per small group of students). Mix a solution of half water and half vinegar. Finally, set up stations, each with a set of five faith rocks, droppers, a container of the water and vinegar mixture, toothpicks, and paper towels for cleanup.

**ACTIVITY:** Assign students to stations. Explain that a message is hidden inside their rocks. On your signal, each group should begin excavating its dinosaur rocks by dropping the vinegar mixture on them and gently digging with toothpicks. When all a team's rocks are excavated, the team should unscramble the word. The first team to unscramble the word wins.

You acted in faith for this activity. I told you that a message was hidden in these rocks, and you took me at my word. You applied the vinegar mixture. That's faith—believing that someone is telling the truth and acting on it.

## Option 3: Creature Charades

### Materials

- Slips of paper; 2 containers; 2 timers.

*Before class:* Write the names of creatures on the slips of paper, one per piece. Be sure to have as large a selection as possible. Fold the pieces of paper, mix them up, and place them in equal numbers in two containers. Select a volunteer to be a timekeeper for each team.

**ACTIVITY:** Organize students into two teams. On your signal, teams take turns playing charades. A volunteer in team one draws a folded piece of paper, reads the name of the creature, and shows it only to the timekeeper. The student then acts out the creature as the other students in team one try to guess what it is. When they guess correctly, the timekeeper records the time, and team two has a turn. When all the slips of paper are gone or time runs out, the team with the lowest total time wins.

We have a hard enough time guessing a creature's name; we definitely can't create that creature. But God has unimaginable power. He made all the fish,

birds, and animals—including dinosaurs. He created them by the power of His word. He made you, too, and He has given us His written Word, the Bible, to guide us.

## INTRODUCTION

### Materials

- Index cards; pen; device with a voice-controlled personal assistant.

*Before class:* Write commands and questions like the following on index cards: What was the biggest dinosaur? Tell us a tongue twister. Tell us a riddle. How much wood could a woodchuck chuck if a woodchuck could chuck wood? How long is a T. rex’s tooth?

**ACTIVITY:** Pass out the index cards to student volunteers and instruct them to take turns reading the commands aloud to the device with a personal assistant. **ASK:** What was it that caused (*name of personal assistant*) to acknowledge you and your questions?

You spoke, and (*name of personal assistant*) responded to your commands. In our Bible lesson we are going to learn the effect of God’s powerful words. We’re going to discover how every created thing responded to what God said. He spoke the very universe into existence! We will see what it means to believe and follow God’s Word today.

## EXPLORE THE BIBLE!

### Materials

- Bible; lesson 1 visual packet and CD (33307) or visual book PowerPoint download (33307EB); card stock; table; large bag; a collection of items that could symbolize each day of Creation (e.g., flashlight; bag of cotton balls; plant; sunscreen; feathers; small action-figure person; pillow).

*Before class:* Write numbers 1 to 7 on seven pieces of card stock, then fold them in half so they can stand. Place the card stock pieces on a table. Place all the creation symbols in a container next to the table.

We live in a world full of incredible nature, like redwood forests, mountains, and oceans. Plus there are millions of creatures that fit perfectly in nature—showing they were designed to do so. Many people say these things are here because of random adaptations. If that’s true, then there is no design, and life just happened. At VBS we’ll be learning a wonderful truth: there is a design! Someone put it all together and created it like an artist. What’s more, we will also learn that you can trust that Designer, Who is God. And you can trust His plan for you.

You may have heard people say that this is not how the world came about. They’ll say the animals and plants evolved slowly over millions of years. But none

### ◀ Teacher Tip

For a helpful list of facts about Creation, dinosaurs, and the Flood, see the PDF “Creation, Dinosaurs, and More” on the director resources CD (33302).

### ◀ Teacher Tip

Open in prayer and teach with an open Bible.

### ◀ Teacher Tip

Collect more than one item for each day of Creation so students have a choice.

### ◀ Teacher Tip

At VBS we will focus on big points of God’s plan for us: knowing God, loving Him, and loving other people.

of them were there when the world was formed. We can trust Someone Who was there. God tells us how it happened in His Word, the Bible.

There is also much evidence around us: the human body had to have a designer, because it's too complex to operate by chance. Cells in your body have codes like a computer. There are many more evidences that Someone designed everything, and Someone did—God!

**DISPLAY:** If desired, share facts about Creation from the PDF “Creation, Dinosaurs, and More” on the director resources CD.

The Bible says that in the beginning the earth was without form and empty. Darkness covered the earth. But God was there, and there's no limit to His power. God did something amazing.

**READ:** Genesis 1:1, 2. **DISPLAY:** Show visual picture 1 or PowerPoint visual 1. **READ:** Ask a student volunteer to read Genesis 1:3–5. **ASK:** What did God do on the first day? (*He created light.*) How did He make light? (*He spoke.*)

God spoke, and all at once there was light! He made light by the power of His spoken word. God separated the light from the darkness. He called the light day and the darkness night.

**ACTIVITY:** Ask a student volunteer to come to the container of creation symbols, find an item to symbolize what God did on day 1, and place it next to number 1 on the table. **READ:** Ask a student volunteer to read Genesis 1:6–8. **ASK:** What did God do on the second day? (*He created the firmament, or sky.*) How did He make the firmament? (*He spoke.*) **DISPLAY:** Show the left side of visual picture 2 or PowerPoint visual 2.

God spoke and created the beautiful sky on the second day of Creation. By the power of His spoken word, He separated the waters below from the waters, like clouds, above. God designed it all.

Here in verse 8, the word “Heaven” refers to the sky. Another way the Bible uses the word “Heaven” is to describe where God lives. At VBS we are going to learn how you can have a relationship with God so that someday you can live with Him in Heaven.

**ACTIVITY:** Ask a student volunteer to find an item to symbolize what God did on day 2 and place it next to the number 2 on the table. **READ:** Ask a student volunteer to read Genesis 1:9–13. **ASK:** What did God do on the third day? (*Created dry land, seas, and vegetation.*) How did He make the land and plants? (*He spoke.*) **DISPLAY:** Show the right side of visual picture 2 or PowerPoint visual 2.

God spoke again on the third day of Creation, and the dry ground formed. Aren't we glad for solid ground under us! Then God created plants of all shapes and sizes according to their kinds. He didn't make a tulip with the ability to produce a

Lesson 1  
Visual 1



**Teacher Tip** ▶

If all students hesitate to read the verses, go ahead and read them yourself.

Lesson 1  
Visual 2a



Lesson 1  
Visual 2b



**Teacher Tip** ▶

Plants are amazing. They help purify the air by absorbing the carbon dioxide that comes from our breathing and by producing oxygen. They provide healthy food for many of the animals. They fit exactly into what is needed on this planet—as they should, because God designed them that way!

walnut tree. Instead He made a tulip and walnut tree able to reproduce according to their kinds.

**ACTIVITY:** Ask a student volunteer to find an item to symbolize what God did on day 3 and place it next to the number 3 on the table. **READ:** Ask a student volunteer to read Genesis 1:14–19. **ASK:** What did God do on the fourth day? (*Created the sun, moon, and stars.*) How did He create the sun, moon, and stars? (*He spoke.*) **DISPLAY:** Show the left side of visual picture 3 or PowerPoint visual 3.

This time God spoke the sun into existence, about as easily as you or I would flip on a light switch. God spoke, and—poof—there it was. And our sun isn’t even the biggest star. God also spoke the moon and stars into existence to shine at night.

**ACTIVITY:** Ask a student volunteer to find an item to symbolize what God did on day 4 and place it next to number 4 on the table. **READ:** Invite a student volunteer to read Genesis 1:20–23. **ASK:** What did God do on the fifth day? (*Created creatures for the sky and waters.*) How did He create the creatures in the water and sky? (*He spoke.*) **DISPLAY:** Show the right side of visual picture 3 or PowerPoint visual 3.

God’s powerful words on day 5 resulted in the creation of water animals, from little minnows to massive whales and everything in between—even creatures that are extinct today, like plesiosaurs. God also made the birds and other flying creatures. Birds soared in the sky alongside flying reptiles.

**ACTIVITY:** Ask a student volunteer to find an item to symbolize what God did on day 5 and place it next to number 5 on the table. **READ:** Ask a student volunteer to read Genesis 1:24–27 and 31. **ASK:** What did God do on the sixth day? (*Created animals and humans.*) **DISPLAY:** Show the left side of visual picture 4 or PowerPoint visual 4.

When the newly created sun rose on day 6, God spoke again. Land animals came to life at the awesome words of God. Dinosaurs started to roam the earth. Then God made a man and a woman. He made humans unique from all else in His creation.

**ASK:** What does the Bible say characterized His creation of humans in verse 27? (*They were made in His image.*)

We’ll talk more about that in the next lesson. One reason God created us is for us to have a wonderful relationship with Him.

**ACTIVITY:** Ask a student volunteer to find an item to symbolize what God did on day 6 and place it next to number 6 on the table.

On day 7 of the week, God was finished with His wonderful creation. While God does not grow weary or tired, He chose to rest on day 7. He set an example for us—we need rest.

### ◀ Teacher Tip

You could point out that God created the sun the day after the plants were created. If each day in Genesis 1 equaled millions of years, that would be a major problem for plants that require photosynthesis for survival.

### ◀ Fun Fact:

The sun is 864,000 miles in diameter, and its temperature is about 10,000° Fahrenheit.



Lesson 1  
Visual 3a

Lesson 1  
Visual 3b



Lesson 1  
Visual 4a

Lesson 1  
Visual 4b



**ACTIVITY:** Ask a student volunteer to find an item to symbolize what God did on day 7 and place it next to number 7 on the table.

As God looked over His creation, He called it “very good”(v. 31). He created the world through the power of His word to bring glory to Himself. He made people in His image. He loves all people, like you and me. He also has a plan for people. Here at VBS we’ll learn about trusting God and His plan.

What an incredible God, and what power in His word! Because God created the universe, He is worthy of our trust and obedience. We can believe His written Word, the Bible, and follow what it says.

**DISPLAY:** Show the right side of visual picture 4 or PowerPoint visual 4. **SAY:** When you look at the awesome things God made in nature, remember that you can trust what God says.



Salvation Poster (33336)



## Materials

- Bible; salvation poster (33336).

Just as the sky, land, sun, moon, stars, fish, birds, plants, animals, and humans obeyed God’s word by coming into existence, you and I need to trust and follow God’s powerful Word today. God does not speak to us aloud like He did when He created the world. Today He speaks to us through His written Word, the Bible.

A hugely important topic in the Bible is how you can have a relationship with God.

**ACTIVITY:** Use the salvation poster and your open Bible to explain what God says about having a relationship with Him. Explain that trusting in Jesus for salvation is the first way we need to believe and follow what the Bible says. For students who have already trusted in Jesus for salvation, explain that they need to keep taking God at His word by obeying what He says in the Bible. Ask students to bow their heads and close their eyes. Invite those who want to learn more about how they can become a child of God to look up at you. Assign workers to responding students.

Just like the world responded immediately to God’s words when it was created, we need to believe and follow what the Bible says. We can have big faith in God’s Word!



## Creation Freeze-Frames

### Materials

- Camera; *optional*: megaphone.



*Before class:* If you're using a megaphone, assign a helper to operate it and say verses for each day of Creation (see margin). Include day 7 if desired.

**ACTIVITY:** Divide students into six teams, one team per day of Creation. For a smaller class, have students work together for each day. Each team must design a human freeze-frame that pictures the day of Creation they are assigned. When ready, the team comes to the front of the classroom, the helper reads the verses for that day of Creation, and they make their freeze-frame. Take photos of each team to display the rest of the week.



**SCRIPTURE MEMORY**

**“Faith is the substance of things hoped for, the evidence of things not seen” (Heb. 11:1).**

Faith is not based ultimately on what we can see. We can have faith in what someone says if we know that person is completely trustworthy and knowledgeable about what he or she is talking about. So we can have absolute faith in what God says.

**DISPLAY:** Show the verse poster of Hebrews 11:1 (33366) or the PowerPoint of the verse from the director resources CD (33302). **ACTIVITY:** Say the verse a few times with the students.

**Option 1: Excavation Site**

**Materials**

- Paper; marker; scissors; two large, shallow containers; sand; lamination; plastic tablecloth.

*Before class:* Write out the verse and reference on paper. Cut it into eight sections and laminate each word or pair of words. Make two sets. Place each set in a container, one set per container, and cover the sets with sand. Place the containers on the plastic tablecloth.

**ACTIVITY:** Organize the class into two teams. Students take turns racing to one of the containers, digging for a section of the verse, and bringing it back to the team. The team works together to put the words in the correct order. The first team with its verse in order wins.

**Option 2: Faith to See**

**Materials**

- Baking soda; water; cotton swabs; paper; grape juice; foam paintbrush; drop cloth or tarp; wipes for quickly cleaning up any splatters.

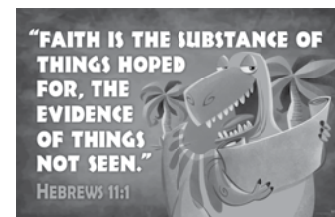
*Before class:* Mix ¼ cup baking soda and ¼ cup water. Dip a cotton swab in

◀ **Verses**

- Day 1: Gen. 1:3, 4;
- Day 2: Gen. 1:6, 7;
- Day 3: Gen. 1:9–11;
- Day 4: Gen. 1:16;
- Day 5: Gen. 1:20, 21;
- Day 6: Gen. 1:24–27; *optional:*
- Day 7: Gen. 2:2.

◀ **Teacher Tip**

Hold your Bible open as you teach the verse, emphasizing that the verse is from the Bible.



Verse Poster (33366)

the mixture and write the verse in large letters, one word per sheet of paper. Allow to dry. Display the sheets of paper in your classroom with the words out of order. Place a drop cloth or tarp under the sheets of paper to protect the floor from grape juice.

**ASK:** Would you believe me if I told you the verse was written on these blank sheets of paper? You'll have to trust me about that, because your eyes can't see the words. **ACTIVITY:** Student volunteers take turns dipping a foam paintbrush in the grape juice and painting over each sheet of paper. When all the words are revealed, the class works together to arrange the words in the correct order.



Director Resources CD  
(33302)

### Teacher Tip ►

The verses from Proverbs might include 1:7; 4:7, 23; 9:10; 15:1; 16:3; 17:22; 27:17; 28:13; 30:5.



## Option 1: Tracking Truth

### Materials

- Dinosaur footprints from the director resources CD (33302), at least one per student; scissors; pen.

*Before class:* Cut out the footprints and write verses from Proverbs on the back. Hide the footprints around your classroom.

**ACTIVITY:** Instruct students to track down the dinosaur footprints that have been left in your classroom. When a student has found a footprint, have that student read the verse on the back. Encourage students to take their footprints home and put them somewhere as reminders to follow God's Word. Be sure each student has at least one footprint.

## Option 2: Easy . . . or Good?

### Materials

- Three empty boxes; can of soda; bottle of water; piece of fruit; piece of candy; vegetable; small bag of chips.

*Before class:* Hide each of the following pairs under an upside-down empty box, one pair per box: can of soda and bottle of water; piece of fruit and piece of candy; vegetable and small bag of chips.

**ACTIVITY:** Invite three student volunteers to take turns overturning the boxes so the items are revealed. **ASK:** Which item is the better choice? Why? Is it easy to make that choice?

Making choices that are good for us can be hard, but they're worth it. Likewise, it's worth the time and effort to know and obey God's Word!

**ASSIGNMENT:** Challenge students to locate a Bible at home, read Genesis 1, and bring the Bible with them to VBS.