



## OVERVIEW

Youth	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Title	<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>
References	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)
Focus	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
Memory Verses	"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).
Games	<ul style="list-style-type: none"> <li>Flying Dinos</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>Dino Ball</li> </ul>	<ul style="list-style-type: none"> <li>Dino Egg Grab</li> <li>Fossil Bowling</li> </ul>	<ul style="list-style-type: none"> <li>Noah's Ark Obstacle Course</li> <li>Balloon Flood</li> <li>It's Raining!</li> </ul>	<ul style="list-style-type: none"> <li>Gallimimus Gallop</li> <li>Dino Destinations</li> <li>Pterodactyl Toss</li> </ul>
Snacks	<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>
Crafts	<ul style="list-style-type: none"> <li>Egg-Citing Dinosaurs</li> <li>Feed the Chomper</li> </ul>	<ul style="list-style-type: none"> <li>Dino Planter Buddies</li> <li>Mini Habitat for Huge Friends</li> <li>Clothespin Chomp</li> </ul>	<ul style="list-style-type: none"> <li>Design Your Own T. Rex</li> <li>Fossil Dough</li> </ul>	<ul style="list-style-type: none"> <li>Color Your Own Dino Key Chains</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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# YOUTH

## TEACHER BOOK



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# BUILDING FAITH IN GOD'S WORD

Gen. 1:1–31; Heb. 11:3  
(Creation)



## MEMORY VERSE

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

## EXTRA CREDIT VERSES

Ps. 19:1; Rom. 1:20; 2 Tim. 3:16, 17; Heb. 4:12

## 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).
- Introduce yourself and other VBS leaders.
- Open the class time with prayer.

## Lesson 1 Dinosaur Connect ►

God created dinosaurs by the power of His word.



### Option 1: Putting the Pieces Together

#### Materials

- Dinosaur-themed jigsaw puzzle.

**ACTIVITY:** Hand out several pieces from a dinosaur jigsaw puzzle but hold back at least half the puzzle's pieces. Don't show students the puzzle box. Instruct them to assemble the puzzle. Wait for a few minutes. **ASK:** What would be helpful to have while doing this activity? (*All the pieces; the completed picture.*) **SAY:** Puzzles can be a lot of fun, but they can also be frustrating if you don't have all the pieces or don't know what the finished product is supposed to look like!

When we look at all the pieces in our lives right now, they might seem like a pile of jigsaw puzzle pieces. It's hard to make sense of everything. But God's Word gives us the completed picture of His plan, and it helps us fill in pieces we wouldn't otherwise know. Today we'll look at an important piece of God's plan: the creation of the world.

### Option 2: Teach Me How!

#### Materials

- Poster board; marker; sticky notes; pens.

*Before class:* Write the following as titles on sheets of poster board, one title per sheet: "How to Play Basketball"; "How to Mow the Yard"; "How to Bake Cookies"; "How to Ride a Bike." Hang the posters on the walls of your classroom and place sticky notes and pens near each poster.

As you grow older, you will have opportunities to teach younger children skills you learned from someone else.

**ASK:** Who has taught something to a child? What did you teach? **ACTIVITY:** Direct students' attention to the posters and have the students choose the topic they feel most comfortable with. Encourage them to break the tasks into individual steps and to write them on sticky notes to place on the poster. After several minutes have students return to their seats. Read aloud the steps for each task, but as you do so, pick a few sticky notes to remove and tear up, saying things like, "I don't want to do this," or "I don't think this is important." **ASK:** What happens when the person being taught a skill decides he or she isn't going to follow all the instructions?

Following the instructions of someone who knows what he's talking about makes sense when you try to learn a new skill. Ignoring that person or trying your own way often leads to failure. In the same way, following the instructions of the Creator of this world makes sense and is good for us!

## INTRODUCTION

### Materials

- Paper.

*Before class:* Write the following on slips of paper, one item per slip: “building a house”; “painting a sunset”; “writing a story”; “coding a computer program.”

**ACTIVITY:** Give four volunteers the prepared slips of paper and ask them to pantomime the actions for the class. After all four have performed, choose one or two activities. **ASK:** What materials do we need in order to do this?

When we create, we use already created things, like wood, paint, and computers. But when God created the world, He did so in a much more powerful way!

## EXPLORE THE BIBLE!

### Materials

- Bible; table lamp; blue tarp or fabric; cotton batting or inflated white balloons; tan/brown tarp or fabric; faux plant or tree; pictures of the sun, moon, stars, fish, and birds from the director resources CD (33302); plastic animal; dinosaur figure; small adult male human figure and small adult female human figure (e.g., dollhouse figures); tape.

*Before class:* Place all the supplies except your Bible in a hidden location at the front of the class. Place the table lamp on a stand or table and plug it in, but don’t turn it on.

Many people have ideas about how the world began. It can seem confusing! But it shouldn’t be, because God clearly tells us what happened.

**READ:** Genesis 1:1.

Whatever view people take of the origins of the universe takes faith, because we weren’t there. However, the evidence backs up what God says in His Word, the Bible. At VBS we’ll learn about having faith in God and His plan. (*Optional: Tell students some of the facts about Creation from the PDF “Creation, Dinosaurs, and More” from the director resources CD.*)

**DEFINE:** 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.”

During VBS, we will learn how we can believe what God says and His plan for us, and how believing can make a wonderful difference in our lives.

God is all powerful—nothing is too hard for Him. He created the heavens

### Teacher Tip

For a helpful list of facts about Creation, dinosaurs, or 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.



Director Resources CD (33302)

### Teacher Tip

An alternative to a display is to create a PowerPoint slide in which the elements from each day of Creation appear as you work through the lesson.

### Backyard VBS Tip

If your VBS is near nature like trees, flowers, a river, etc., point out items in nature to students as you teach what was created on certain days. If your VBS location allows for it, consider taking the class into a nature setting where the students can view and interact with things God created as you teach.

### Teacher Tip ►

If all students hesitate to read the verse, go ahead and read it yourself.

### Teacher Tip ►

God made the plants, animals, and other creatures according to their kinds. Creationists use the word *baramin* to refer to kinds. Those who believe in Biblical Creation allow for variations within kinds to develop over time; e.g., different kinds of dogs or different varieties of coniferous trees. But one kind cannot become another kind as evolution claims. For example, ferns did not become pine trees, monkeys did not become humans, and dinosaurs did not become birds!

and the earth without any raw material to work with. But if God didn't have raw materials to create with, how did He create? He spoke. And at God's commands, the universe came into existence. This shows how powerful our God is.

**READ:** Genesis 1:3. **ACTIVITY:** Explain that you will ask volunteers to come and help arrange reminders of what God created. First, ask a volunteer to turn on the table lamp.

God began His magnificent creation by speaking light into existence. He created light before He created the sun! Imagine sitting in a dark theater, and a light clicks on onstage. You know that the show is about to start, and so it was with God's creation.

During Creation, God performed three acts of dividing. On day 1 of Creation He divided light from darkness. God saw it and called it good.

**READ:** Invite a student volunteer to read Genesis 1:6, 7. **ACTIVITY:** Ask for a volunteer who will place the blue tarp or fabric on the floor at the front of the classroom, and another volunteer who will attach balloons or batting to the wall, using tape.

On the second day, God divided the waters by inserting an open expanse between the waters on the earth and the waters above, some of which were probably clouds.

God called the open expanse or sky "Heaven" in 1:8. The Bible also uses the word "Heaven" to refer to the wonderful place where those who trust in Jesus will spend eternity with God.

**READ:** Genesis 1:9. **ACTIVITY:** Ask a student to place the tan/brown tarp or fabric on the floor so it touches the blue tarp.

On day 3 of Creation, God divided something else—He divided the land from the water. Now the earth was taking on a form we're basically familiar with today! Next, God filled the land with trees and plants.

**ACTIVITY:** Ask a volunteer to add the faux plant or tree to the display.

God designed plants to recreate after their own kind. This means that grass makes more grass, fruit trees have seeds to make more of the same fruit trees, and herbs bring forth the same kind of herbs. God didn't just create a beautiful world; He created a beautiful world that would self-perpetuate. If the plants had come about by chance, that would be hard enough, but it would be infinitely harder for them to self-perpetuate so new plants would form. No, God created the plants and trees. He saw that everything was good!

**READ:** Invite a volunteer to read Genesis 1:14–16. **ACTIVITY:** Have a student tape the sun, moon, and stars to the whiteboard or front wall.

On day 4, God created the sun, moon, and stars. These celestial bodies would serve as markers of time and seasons and would be reference points for those on earth.

**SAY:** Some have proposed the theory that a day of creation was millions of years long. **ASK:** How does the creation of the sun on day 4 disprove that

theory? (*Because a million years between plants and the sun would have caused major problems for plants that require photosynthesis to survive!*)

**READ:** Genesis 1:20, 21. **ACTIVITY:** Have a student add the fish picture to the blue tarp and tape the bird picture to the wall or whiteboard.

The world already had water, land, sky, bodies of light, and plant life. It must have seemed rather quiet, though, aside from the wind rustling in the trees. But when God spoke on day 5 of Creation, water creatures and birds appeared! Birds sang, eagles called, and fish jumped in the ocean. The world was filling with life. Many scientists spend their entire lives trying to figure out how these complex creatures could have evolved over millions of years. The answer is much simpler than that, but more profound. God can do such things as creating life because He is greater than the universe. He can do what He wants with all matter and is powerful enough to speak matter into existence! As God observed the life He created, He called it “good.”

**READ:** Invite a volunteer to read Genesis 1:24, 25. **ACTIVITY:** Have a student add the plastic animal and dinosaur to the diorama.

Then, on day 6 of Creation, God filled the land with life. He spoke into existence land animals and gave them the ability to reproduce according to their own kinds. Just as when He created plant life, God created animals to perpetuate their own kinds. This means that lions will always produce lions, cows will always produce cows, and monkeys will always produce monkeys.

Day 6 is also the point of creation in which God created dinosaurs. And He called His creation of land animals “good.”

The stage was set for God’s grand finale!

**READ:** Invite a volunteer to read Genesis 1:26. **ACTIVITY:** Have a student add the human figures to the diorama.

Into a perfect world, God created human beings, and He did it in an incredibly special and personal way. He made humans in His image and gave them a special job to do.

**READ:** Genesis 1:28. **ASK:** What was mankind’s job?

Humans, as God’s unique creation, were to fill the earth. He placed them as rulers over creation. He gave humans and animals alike the plants of the earth to eat. This time, when God looked at His completed creation, He called it “very good.”

On day 7 of the creation week, God rested, or ceased, from working. He had established a world that would show humans in generations to come His existence and power (Rom. 1:20).

These truths might be familiar, but they are incredibly relevant to us today. Everything we know started when God created the world. He created it for a reason, and He gave you and me life and placed us here for a reason. With His powerful words, God created a world where we can love Him, know Him, and love other people.

**READ:** Invite a volunteer to read Hebrews 11:3.

## ◀ Teacher Tip

In observable science, one kind of animal has never been seen turning into another. We see variations within kinds (e.g., different types of dogs), but there is no crossing from one kind to another. This is a significant problem for evolutionists, because they claim that all kinds of animals (including humans) evolved from earlier life sources.

## ◀ Teacher Tip

Lesson 2 focuses on the special creation of Adam and Eve and considers what “created in the image of God” means.

### Teacher Tip ►

The next lesson will cover God's plan for humans in more detail. A preview of God's big-picture plan for us is that He wants us to know Him, love Him, and love others.



Youth Student Book  
(33364)

Today, we have a benefit that was unavailable to the people who lived soon after the world was created. We have God's powerful written Word available for us to own and read in our own language!

God's written Word, the Bible, helps us make sense of our world. It also provides us with the ultimate Expert's guidance. God made us, and the instructions in His Word point us to the best way to live. His Word also guides us to the only way to have eternal life.

**ASK:** How comfortable would you be riding with someone who refuses to learn traffic laws? Why?

Traffic laws keep us safe, and it's good for all of us to know and obey them. Even more, God's Word is good for us. We can completely trust His Word. We'd better get to know it well and live by its instructions! Only then can we begin to know and love the great God, Who created the universe.



### Materials

- Bible; lesson 1 of the student books (33364).

God's Word tells us how the world came to be, but it also tells us how the world became broken and how we became estranged from our Creator.

**ACTIVITY:** Use the Road to Rescue activity in the student books. Ask volunteers to read the verses, and use the prompts below to encourage discussion:

- Romans 5:12—How did death come into the world? (*Through Adam's sin, and it spread to all who sinned after him.*)
- Romans 3:23—Who has sinned? (*Everyone.*)
- Romans 6:23—What does sin earn? (*Death.*) What is God's gift? (*Eternal life.*)
- Romans 5:8—Who died for us, even when we were sinners? (*Jesus Christ.*)
- Romans 10:9, 10—How can we be saved? (*Believe in what Jesus did for us and that He rose from the dead. Confess that Jesus is God.*)
- Romans 5:1—What happens to our relationship with God when we trust in Jesus as Savior? (*We have peace with God.*)

God created a perfect world, but Adam and Eve sinned, with immediate consequences. Physical death became a reality, but far more serious was the separation between Creator God and His highest creation, humankind. But God graciously provided a way for humans to be reconciled to Him. How do we know all this? We read it in God's Word, the Bible! We need to believe and follow God's Word.

**ACTIVITY:** Invite students to bow their heads and close their eyes. Pray for students who have not trusted Jesus as their Savior. Invite students who want to learn more about what that means to look up at you. Assign workers to responding students.





## DISCOVER!

### Option 1: Tracking the Days

#### Materials

- Lesson 1 of the student books (33364).

**ACTIVITY:** Have students work in pairs to unscramble the words from each dinosaur track in the Tracking the Days activity on the student book activity sheet.

God gave us our world through His spoken word, and He gave us specific knowledge about Him through His written Word, the Bible. Creation glorifies God because we see His power and wisdom through what He made. We can glorify God as we believe His Word and obey it.

### Option 2: What If?

**ACTIVITY:** Divide the class into small groups. Instruct groups to choose one day of Creation and brainstorm what the world would be like if God had skipped that day. After several minutes, have groups share their thoughts.



## SCRIPTURE MEMORY

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

Though we’ve never seen dinosaurs, we believe they existed, because we’ve seen the evidence they left behind. We have also never seen God, but He has given us abundant evidence of Himself in creation and in His Word. Faith is believing in God and what He says, even if we don’t see evidence for it at the moment. There is enough evidence to show that what God says was always true in the past, so we can be sure that what He says is true now.

**DISPLAY:** 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. Cover or remove the verse before the memory activities so students don’t see the words.

### Option 1: Finding Faith

#### Materials

- Paper; tape.

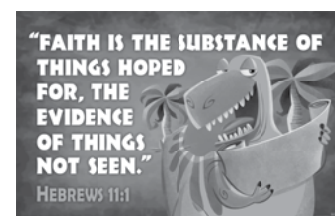
*Before class:* Write Hebrews 11:1 on a sheet of paper and tear the paper into pieces, separating the words. Hide the pieces underneath items in the classroom, such as tables, chairs, books, and shelves.

Let’s be paleontologists and dig for clues that are hidden under surfaces in this room.

**ACTIVITY:** Instruct students to look for the words of Hebrews 11:1 that are

#### ◀ Teacher Tip

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



Verse Poster (33366)

#### ◀ Teacher Tip

If you expect a large class, make several sets of papers for students to find, using a different color paper for each set.

hidden under surfaces in the room. Allow them to tape the pieces together to form the whole verse. **RECITE:** Say Hebrews 11:1 together several times.

Faith is not completely blind. It is based on truth from God's Word, and it is supported by true evidence we find around us.

### Option 2: Faith Is . . .

#### Materials

- Whiteboard; marker; eraser.

**ACTIVITY:** Write "Faith is" as a title on the whiteboard, then finish writing Hebrews 11:1 as two bullet points under the title (separating at the comma). Read the verse aloud with your class, then erase one or two words. Repeat until the verse has been erased.



### Option 1: Easy . . . or Good?

#### Materials

- Three empty boxes; a can of soda; a bottle of water; a piece of fruit; a piece of candy; a vegetable; a 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 turning over the boxes so the items are revealed. **ASK:** Which item is the better choice? Why? Is it easy to make this choice?

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

**ASSIGNMENT:** Challenge students to locate a Bible at home, read Genesis 1, and bring the Bible to class next time.

### Option 2: Dig for Truth!

#### Materials

- Bibles; lesson 1 of the student books (33364).

Paleontologists dig carefully for long periods of time to uncover clues that they piece together to understand dinosaurs better. While knowing about dinosaurs is fascinating, far more important is knowing about God's plan for our world and for us. Digging carefully into God's Word is worth the time and effort!

**ACTIVITY:** Have students work in pairs or small groups to "dig up" the truth about God's plan using the Dig for Truth! activity on the student book activity sheet.