



THE SCOTTISH SLEUTHS

..... and

THE CASE OF THE BAFFLING BEGINNINGS

VACATION BIBLE SCHOOL CURRICULUM
TEACHER'S MANUAL: 4TH - 5TH GRADES



JUNIOR
VBS03JTM

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JUNIOR TEACHER'S MANUAL

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INTRODUCTION

Welcome to the Scottish Sleuths Vacation Bible School curriculum series. Each year, our Scottish Super Sleuths, Angus McTavish and Professor Dabney Thornwell, are called in to solve a Biblical “case” with the help of the VBS children. The detective characters symbolically portray the message that we want the students to learn to become thoughtful investigators of Biblical truth.

This case brings the students back to the “baffling” beginnings of the world. Starting in the first chapter of Genesis, the study presents the stories of God’s perfect creation, the fall of man, the consequences of a fallen world and the flood, God’s covenant with His people, and the restoration of creation in Christ. **The overarching truth is that God is lovingly sovereign over all His creation.**

Curriculum Distinctives

1. Focuses on the verbal transmission of Bible stories (The art of storytelling).
2. Emphasizes class discussion in an open question and answer format.
3. Age-appropriate.
4. Maximizes the small amount of time with profound truths without trying to be too theologically elaborate.
5. Reduces the amount of “busy work.”
6. Does not overload with too much content or too many activities.

Vacation Bible School is a ministry of the local church that is intended to be primarily evangelistic in nature. The curriculum presents the gospel message from God’s Word in

the context of loving relationships between teachers and their students. Therefore, it is vital for each teacher to remember that VBS is all about:

- a) Showing the love of Christ to each one of your students;
- b) Faithfully and clearly presenting the gospel of Jesus Christ from God’s Word; and,
- c) Praying for God’s Spirit to do His sovereign work in the lives of the VBS children.

Please feel free to use your creative energy to mold this curriculum to your own personality and the learning styles of your particular students. Remember that the end goal of all our teaching is to bring students face-to-face with the gospel of Jesus Christ with full dependence on His Spirit to change hearts and minds.

On Classroom Setup

The most important thing to remember about your classroom setup is that it should be conducive to learning. Arrange the room in such a way that the students can effectively hear and see the teacher(s) and have classroom discussion. Also, post the Scripture Memory, Application Points and other visual aids that will focus the minds of the children on God’s truths.

Don’t worry about decorating according to the theme—but you are welcome to be as creative as possible. The priority is making the room a place that helps the children learn.



OVERVIEW OF DAILY LESSONS

CREATION

DAY ONE

Theme: In the Beginning, God **CREATED** All Things.

Bible Text: Genesis 1:1-2:3

Scripture Memory: Genesis 1:1-2

CORRUPTION

DAY TWO

Theme: Mankind Fell Into Sin and **CORRUPTION**.

Bible Text: Genesis 2:15-17; 3:1-24

Scripture Memory: Romans 5:12-13a

CONSEQUENCES

DAY THREE

Theme: Mankind Continued in Sin, Bringing **CONSEQUENCES**.

Bible Text: Genesis 4:1-15; 6:5-13; 8:15-22

Scripture Memory: Psalm 53:2-3

COVENANT

DAY FOUR

Theme: God Established a **COVENANT** with His People.

Bible Text: Genesis 9:8-16; 12:1-3; 17:1-8

Scripture Memory: Hebrews 9:15

CHRIST

DAY FIVE

Theme: **CHRIST** Restores God's Created Order.

Bible Text: Romans 5:12-21; Galatians 3:22; Colossians 1:19-23

Scripture Memory: Review all memory verses



SCRIPTURE MEMORY

DAY ONE: GENESIS 1:1-2

In the beginning, God created the heavens and the earth. The earth was without form and void, and darkness was over the face of the deep. And the Spirit of God was hovering over the face of the waters.

DAY TWO: ROMANS 5:12-13A

Therefore, just as sin came into the world through one man, and death through sin, and so death spread to all men because all sinned— for sin indeed was in the world before the law was given...

DAY THREE: PSALM 53:2-3

God looks down from heaven on the children of man to see if there are any who understand, who seek after God. They have all fallen away; together they have become corrupt; there is none who does good, not even one.

DAY FOUR: HEBREWS 9:15

Therefore he is the mediator of a new covenant, so that those who are called may receive the promised eternal inheritance, since a death has occurred that redeems them from the transgressions committed under the first covenant.

DAY FIVE: REVIEW ALL MEMORY WORK

Note: All Scripture Memory passages are from the English Standard Version (ESV) unless otherwise noted.



DAILY SCHEDULE

9:00 - 9:15	_____	OPENING PROGRAM
9:15 - 9:45	_____	WELCOME/ICEBREAKER BIBLE LESSON
9:45 - 10:05	_____	MUSIC
10:05 - 10:25	_____	CRAFTS
10:25 - 10:45	_____	BIBLE APPLICATION
10:45 - 11:05	_____	RECREATION
11:05 - 11:25	_____	SNACK TIME
11:25 - 11:45*	_____	BIBLE MEMORY
11:45 - NOON	_____	CLOSING PROGRAM

**Day Five Only: 11:30 - Noon
Closing Celebration*



IN THE BEGINNING, GOD CREATED ALL THINGS

DAY ONE

BIBLE TEXT

Genesis 1:1-2:3

MEMORY VERSE

Genesis 1:1-2

SCRIPTURE TRUTH

God created all things from nothing, in the space of six days, and all very good.

LESSON AIM

For the students to understand that (1) the world did not just happen by chance, (2) God created all things perfectly, and (3) human beings are made in the image of God.



OPENING PROGRAM

The opening program includes a skit to introduce the day's theme, a time of singing, and announcements. After the opening program, go with your students back to your classroom.



WELCOME

Introduce yourself, your co-teacher(s), and your classroom helpers. Greet the boys and girls warmly, working diligently to memorize their names. Make sure each student has a name tag.



ICEBREAKER

[Note: Each day's icebreaker is intended to: 1) help build relationships between leaders and students, and between students themselves; and, 2) help "warm up" the students so that they will engage in conversation about the Bible Lesson.]

Today's Icebreaker: Have all students answer these questions-- *"What is your full name?" "Who are you named after?" "Do you know what your name means?"* Make sure to begin with your own answer to these related questions. Encourage the students to listen closely to each answer.

Transition: *Does anyone know what the name "Genesis" means? Allow answers. It means*

"origins, birth, or BEGINNINGS." Our lessons this week will be mainly from the Book of Beginnings (Genesis), as we learn about how we have arrived to where we are today.



BIBLE LESSON

[Note: The "Bible Lesson" time is intended to:
1) Allow the students to read and hear God's Word and gain understanding of what it says;
2) Raise questions in their minds that will be discussed during the "Bible Application" time.]

Materials: Bibles, one per student. [All in-text references are from the ESV.]

Introduction: *Who wrote the Book of Genesis? [Moses.] Under the inspiration of God's Holy Spirit, Moses wrote down how our world was created. Many of you may have already studied about the creation of the world, so I want you to be especially attentive to make sure you truly REMEMBER what you have learned.*

Let's open our Bibles to Genesis 1. Listen carefully to how God created all things.

Read Genesis 1:1-2.

¹ In the beginning, God created the heavens and the earth. ² The earth was without form and void, and darkness was over the face of the deep. And the Spirit of God was hovering over the face of the waters.

Discussion [Get short, quick answers; save further elaboration for Application Time]:
Who was "in the beginning?" [God.] What did God make the earth from? [Nothing.]

Let's continue. Read verses 3-13.

³ And God said, "Let there be light," and there was light. ⁴ And God saw that the light was good. And God separated the light from the darkness. ⁵ God called the light Day, and the darkness he called Night. And there was evening and there was morning, the first day. ⁶ And God said, "Let there be an expanse in the midst of the waters, and let it separate the waters from the waters." ⁷ And God made the expanse and separated the waters that were under the expanse from the waters that were above the expanse. And it was so. ⁸ And God called the expanse Heaven. And there was evening and there was morning, the second day. ⁹ And God said, "Let the waters under the heavens be gathered together into one place, and let the dry land appear." And it was so. ¹⁰ God called the dry land Earth, and the waters that were gathered together he called Seas. And God saw that it was good. ¹¹ And God said, "Let the earth sprout vegetation, plants yielding seed, and fruit trees bearing fruit in which is their seed, each according to its kind, on the earth." And it was so. ¹² The earth brought forth vegetation, plants yielding seed according to their own kinds, and trees bearing fruit in which is their seed, each according to its kind. And God saw that it was good. ¹³ And there was evening and there was morning, the third day.

Discussion (Have a helper chart answers on the board as your students describe the Days of Creation): *What did God do on the first day?* [Created light; separated it from the darkness.] *What did God create on the second day?* [Separated water from water; sky.] *What did God create on the third day?* [Dry ground; created plants and trees].

Let's listen for the next of God's creations...

Read verses 14-25.

¹⁴ And God said, "Let there be lights in the

expanse of the heavens to separate the day from the night. And let them be for signs and for seasons, and for days and years, ¹⁵ and let them be lights in the expanse of the heavens to give light upon the earth." And it was so. ¹⁶ And God made the two great lights—the greater light to rule the day and the lesser light to rule the night—and the stars. ¹⁷ And God set them in the expanse of the heavens to give light on the earth, ¹⁸ to rule over the day and over the night, and to separate the light from the darkness. And God saw that it was good. ¹⁹ And there was evening and there was morning, the fourth day. ²⁰ And God said, "Let the waters swarm with swarms of living creatures, and let birds fly above the earth across the expanse of the heavens." ²¹ So God created the great sea creatures and every living creature that moves, with which the waters swarm, according to their kinds, and every winged bird according to its kind. And God saw that it was good. ²² And God blessed them, saying, "Be fruitful and multiply and fill the waters in the seas, and let birds multiply on the earth." ²³ And there was evening and there was morning, the fifth day. ²⁴ And God said, "Let the earth bring forth living creatures according to their kinds—livestock and creeping things and beasts of the earth according to their kinds." And it was so. ²⁵ And God made the beasts of the earth according to their kinds and the livestock according to their kinds, and everything that creeps on the ground according to its kind. And God saw that it was good.

Discussion (keep charting answers): *What did God create on the fourth day?* [Sun, moon and stars; day and night.] *What did God create on the fifth day?* [Birds and fish.] *Then, what did God create on the sixth day?* [Livestock; animals.]

Read verses 26-31.

²⁶ Then God said, "Let us make man in our

image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth.”²⁷ So God created man in his own image, in the image of God he created him; male and female he created them.²⁸ And God blessed them. And God said to them, “Be fruitful and multiply and fill the earth and subdue it, and have dominion over the fish of the sea and over the birds of the heavens and over every living thing that moves on the earth.”²⁹ And God said, “Behold, I have given you every plant yielding seed that is on the face of all the earth, and every tree with seed in its fruit. You shall have them for food.”³⁰ And to every beast of the earth and to every bird of the heavens and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food.” And it was so.³¹ And God saw everything that he had made, and behold, it was very good. And there was evening and there was morning, the sixth day.

Discussion: *What was God’s final creation? [Man.] What was special about him? [Made in God’s image; commanded to be fruitful and multiply; given responsibility to rule over the animals.]*

Finally, read Genesis 2:1-3.

¹ Thus the heavens and the earth were finished, and all the host of them. ² And on the seventh day God finished his work that he had done, and he rested on the seventh day from all his work that he had done. ³ So God blessed the seventh day and made it holy, because on it God rested from all his work that he had done in creation.

Discussion: *What did God think of His creation? [It was very good!] What did God do when He finished creating? [He rested on the seventh*

day of the week. He blessed it and made it holy.]

*We will apply this Creation lesson to our own lives during our Bible Application time. **Close this time with prayer, thanking God for His Word.***



MUSIC

Escort your children to the Music Area. The Music Team will lead the class in a time of singing and learning the various VBS songs. **Use this time for a break.**



CRAFTS

Go with your students to the Crafts Area. The VBS Crafts Team will lead your students in a crafts project. You may also use this time to prepare for Bible Application time.



BIBLE APPLICATION

[Note: The Bible Application time is intended to help the students think about how the Bible Lesson applies to their own lives, here and now. The focus is on providing a practical emphasis using the key concepts of the lesson. For visual reminders, post these points in the classroom as you present them.]

Application Point 1:

Our world did not happen by chance

*How do you think most people explain how our world came to be? **Allow students to brainstorm answers.** It is likely you have even learned in school or in a book that many scientists actually believe that the world happened by CHANCE—maybe from a “big bang” or some other cosmic accident. Is that what God’s Word says? [No!]*

*Then why do you think so many people believe that our world just came into being by CHANCE? **Allow discussion. [Help the students discuss how believing in chance denies that God exists. Then, creatures are not accountable to a Creator!]***

*So, if God’s Word is true, then what does it mean to you that God created all things? **Allow plenty of time for specific answers.***

Knowing that the world did not happen by accident should give you great comfort. Our God, who created everything, must also then be in control of all things. Nothing is left to chance.

Application Point 2:

You were created in the image of God

*In our Bible Lesson today, we read that God created man in His own “image” and “likeness.” What does that mean? **Allow students to answer. [Talk to them about how humans were made to reflect God. We were created to be righteous, holy, loving, merciful, gracious, etc.—just as God is. We are not “gods” ourselves, but are supposed to reflect God’s holiness.]***

*But many people think that human beings came about in another way. What is that? **Allow students to answer.** [We evolved from lower*

life forms—like apes, etc.] This is another error you may have learned in school—the theory of evolution. The theory of evolution teaches that all of life came from lower life forms, over billions of years. Humans came from monkeys, birds came from fish that crawled out of the sea, etc. Is that what God’s Word teaches? [Elaborate on the theory of evolution, if needed.]

*Does anyone remember how God REALLY created the various animals in the world? **[Help them remember that God created every animal “according to its kind.”]** Fish do not turn into birds—even after millions of years—and dogs do not become cats. All creatures produce after their own kind.*

*This brings us back to human beings. Are we just “higher” forms of animal life, or are we uniquely different? **Have students discuss what this means to them.** Yes, we are special, since we have been made in the image of God. You and I have been created to have a unique relationship with our Creator.*

Application Point 3:

God set aside one holy day each week

When God finished creating the world in six days, what did he do? [He rested on the seventh day.]

*God also did two other things concerning the seventh day. What were they? [He blessed the seventh day; He made it holy.] What do you think it means that the seventh day is a “blessed” and a “holy” day? **Allow students time to answer.***

In blessing the seventh day and making it holy, God set it apart for special use. Six days are just “regular,” normal days, while one day is special and unique. God created a pattern for us to

follow: We have been given six days a week to do all of our work for the glory of God, and one day a week to do God's special work. What should we use this seventh day, or sabbath day for? [Help students answer: Rest from our own work, worship God, go to church, learn God's Word, do acts of mercy, serve others instead of ourselves, etc.]

Unfortunately, many people treat the Sabbath Day, or what we now call The Lord's Day (Sunday) as no different than the other six days. But this is not God's Way. He blessed ONE day, and set it apart as HOLY. What are some things you could personally do on Sunday to keep it a holy day to God? Allow time for answers.

Close in prayer, thanking God for His wonderful creation of all things, including making us in His image and giving us a day of Sabbath rest.



RECREATION

Go with your children to the Recreation Area. The Recreation Team will be responsible for your students during this time. **This is your break.**



SNACK

Have a volunteer lead the class in a prayer of thanks for the food and drink. Make sure the students respect each other while eating and clean up after themselves.



BIBLE MEMORY

Begin by reminding the students the importance of memorizing God's Word:

- 1. We "hide it in our hearts" so we will turn away from sin and obey God.**
- 2. It changes the way we think—focusing on pleasing God instead of pleasing self.**
- 3. It helps us to know Jesus more and love Jesus more.**

If time, relate to the students how Scripture memory has impacted your life.

**Today's Scripture Memory is found in
Genesis 1:1-2**

In the beginning, God created the heavens and the earth. The earth was without form and void, and darkness was over the face of the deep. And the Spirit of God was hovering over the face of the waters.

Say: *Today's memory verse reminds us WHO created all things and HOW He created all things. In the beginning, there was God and nothing else. He created all things out of nothing. Knowing that we did not get here by chance, or evolve from monkeys, is essential to a relationship with God. He is our Creator and sustainer!*

Activity: Memory Toss. Bring in a soft "sponge" ball or beanbag. Throw the ball to a student. Whoever you toss it to must say the first part of the memory verse. When the student cannot remember a part of the verse or misses a word, he or she must toss it to another student. Keep playing the game until all students have had a chance, or the time is up.

Hand out Scripture memory reminder cards and encourage the students to spend time in memorization.



CLOSING PROGRAM

Go with your students back to the area designated for the Closing Program. Remind them to be respectful of others on their way to and during the Closing Program. Afterwards, escort the students to their pick-up location.

END DAY ONE