



THE SCOTTISH SLEUTHS

..... and

THE CASE OF THE BAFFLING BEGINNINGS

VACATION BIBLE SCHOOL CURRICULUM
TEACHER'S MANUAL: KINDERGARTEN - 1ST GRADE



PRIMARY
VBS03PTM

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PRIMARY 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

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 53:3

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

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.

DAY THREE: PSALM 53:3

They have all fallen away; together they have become corrupt; there is none who does good, not even one.

DAY FOUR: HEBREWS 9:15

...Christ 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	_____	SNACK TIME
10:05 - 10:25	_____	MUSIC
10:25 - 10:45	_____	CRAFTS
10:45 - 11:05	_____	BIBLE APPLICATION
11:05 - 11:25	_____	RECREATION
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 prepare the students to learn God's Word and to encourage interaction between students and teachers.]

Seat the students and get their attention.

Write on the board: "Names, Names."

Go around the classroom (quickly!) and have each student say their first name. Write each name on the board. Have a few students tell you who they were named after and/or what their name means (if they know). **[You may bring in a book of names and their meanings, if so desired.]**

Transition: *We have a lot of different names, don't we? And, all names have special meanings. Does anyone know what the name "Genesis" means? It means "origins, birth, or BEGINNINGS." Our lessons this week will be mainly from the Book of Beginnings (Genesis), as we learn about our earliest beginnings.*



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: Our younger children need this storytelling time to be dramatic as well as visual. Feel free to bring in pictures, drawings, flannel figures, puppets, etc. as visual aids. **Today's lesson should be taught using pictures or drawings that illustrate the days of creation. You should also post them in chart form for the Bible Application Time.**

Introduction: *Does anyone know 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. Now 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 (Hebrews 11:3).]*

Let’s continue. Read verses 3-5.

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.

Hold up an illustration of Day One.

Read verses 6-8.

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.

Hold up an illustration of Day Two.

Read verses 9-13.

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.

Hold up an illustration of Day Three.

Discussion: *That’s three days so far. What did God create on the first day? [Day and night.] What did God create on the second day? [Sky and water.] What did God create on the third day? [Land and vegetation.]*

Let’s read more. Read verses 14-19.

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.

Hold up an illustration of Day Four.

Read verses 20-23.

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.

Hold up an illustration of Day Five.

Read verses 24-25.

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.

Keep paying good attention—we’re still on Day Six.

Read verses 26-27, 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. 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.

Hold up an illustration of Day Six.

Discussion: *What did God create on Day Four?* [Sun, moon, stars.] *What was created on Day Five?* [Birds and fish.] *What did God create first on the Sixth Day?* [Land animals.] *What was God’s final creation?* [Man.] *What was special about him?* [Made in God’s image; commanded to be fruitful and multiply; given authority to rule over the animals.]

Let’s finish reading. 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.

Conclusion: *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 talk more about these days of creation during Bible Application time. Close this time with prayer, thanking God for His Word.



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.



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 your break.



CRAFTS

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



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 answer. You may have already learned in school or in a book that many people believe that the world happened by CHANCE—maybe from a “big bang” or some other cosmic accident. [You may need to elaborate on the Big Bang Theory.] 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? (Hint: If you believe the world just “happened” by itself, WHO don’t you have to believe in?) Explain to the students that believing in chance, or “accidents” denies that God exists.

Then, creatures don’t have to obey God—He doesn’t exist!

*So, if God’s Word is true, then what does it mean to you that God created all things? Why is this such an important fact? Allow time for **specific answers**. [Help the students talk about how **God is in control**; how **He knows what is best for His creation**; and how the creation must **obey the Creator!**]*

Knowing that the world did not happen by accident should give us great COMFORT and HOPE. 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

Materials: A hand mirror.

In our Bible Lesson today, we read that God created man in his own “image” and “likeness.” What does this mean? Allow students to answer.

Hold up a hand mirror.

When you look in a mirror, what do you see? Are you in that mirror? No—it is your reflection, an image of you. Well, you and I were created in God’s image, as His reflection. [You may also talk to the children about how 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 to be 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. Evolution teaches that all of life came from lower life forms, over billions of years. We came from monkeys, birds came from fish that crawled out of the sea, etc. Is that what God’s Word teaches? [No!] You may answer any questions here about evolution, if necessary.

Does anyone remember how God created the various animals in the world? Help them remember that God created every animal “according to its kind.”

Have you ever seen one animal give birth to a different kind of animal—Like a cat having puppies? [No!] 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? 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

Quiz the children on the six days of creation. [Use visual aids as reminders.]

Good job! Now, 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. Do you remember what they were? [He blessed the seventh day, and He made it holy.] What do you think it means that the seventh day is a “blessed” and “holy” day? Allow discussion.

In blessing the seventh day and making it holy, God set it apart for special use. Six days are just “regular” days each week, 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, and one day a week to do God’s work. What should we use this one day each week, 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. **Use this time to prepare for Bible Memory.**



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 desired, 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.

Write the Scripture memory passage on the board or on poster board.

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 Stand-up. Divide the class into three groups. Have each group recite one part of the verse, standing when it is their turn (and then sitting down):

- **ALL:** Genesis 1:1-2
- **Group 1:** In the beginning, God created the heavens and the earth.
- **Group 2:** The earth was without form and void, and darkness was over the surface of the deep.
- **Group 3:** And the spirit of God was hovering over the face of the waters.
- **ALL:** Genesis 1:1-2

Switch groups a few times. Continue until you think the class has memorized the verse, 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