

ADVENTURES of NOAH !

dinosaurs, giants,

The Flood, Volcanoes ...

VBS



(We hung a sheet up in front of our church...we can get away with such things 'cause Alberton is in Montana!)

[This is based on a 'traditional' VBS layout, for 4 days (although there's ideas for an extra day on page 20) where it's divided into specific times of opening music, Bible lesson, snack time, Bible memorization, craft time, game time, & closing time (which may also include music). The arrangement of the specific times depends on how many teachers & kids you have in your VBS. If you have a large group of kids, divide them into age groups & have 'stations' for each 'specific activity', & trade the groups of kids around accordingly. If you only have a small group of kids & teachers, the layout can be arraigned accordingly. **The key is to be flexible, & remember that this is The LORD's VBS & He's the One Who is sovereign over it, & He is the One Who decided which kids to send.** And... if you would like to add the ideas the LORD has put on your heart for this particular VBS, please send them in.]

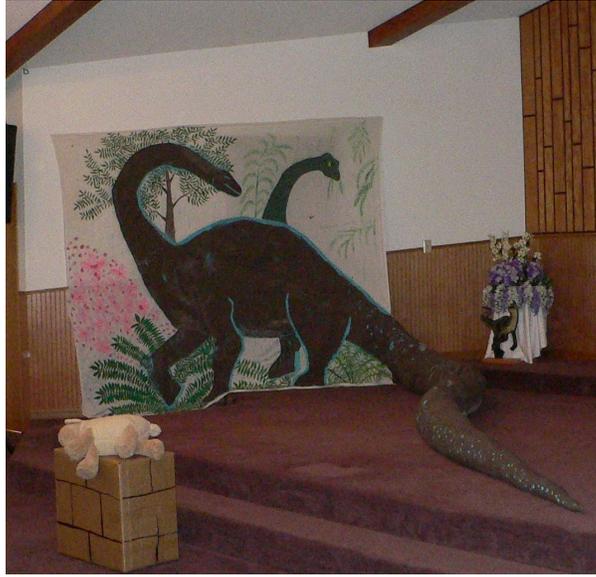
Day 1 {theme} 'Choosing Your Heroes'

{stage} A giant (8' to 12' tall)



A long roll of paper works!

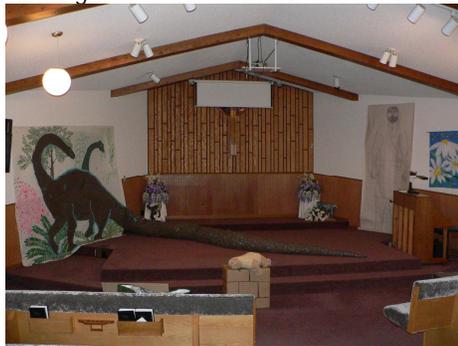
A dinosaur prop & an altar with a lamb



This Behemoth is a bed sheet with a tail attached! (The kids love the tail!)



These 'church pets' are made out of photos glued to thin board & then attached to a piece of wood with a slit down the middle.



Here's how we put ours together...

{audience area} a table or a box made into a time machine in the middle of the isle that they have to crawl through, **BUT** before they crawl through it, they have to pick up a piece of paper that says either **daughter** or **son** of **Adam & Eve**. The ones for the girls should be numbered 1 to 23 & the ones for the boys should be numbered 4* to 33 (as that is how many daughters Adam & Eve had according to the tradition in Josephus; however, they may have had more!)

[*don't assign anybody to be son #s 1 to 3 as we are incorporating Cain, Abel & Seth into the story, even though we don't know Abel & Seth's birth order out of '33' sons]

example:

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.....  
Adam & Eve's # 4 son           Adam & Eve's # 1 daughter  
.....  
Adam & Eve's # 5 son           Adam & Eve's # 2 daughter  
.....  
Adam & Eve's # 6 son           Adam & Eve's # 3 daughter  
.....  
(cut them up into little cards or strips of paper)
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When you get everybody settled down, explain that Adam & Eve had lots of kids, & they all married each other because in those days there were no other people. **So how many sons & daughters did Adam & Eve have?**

[I f you emphasis that Adam & Eve had lots of kids you will eliminate the question that always gets ask, "Where did Cain get his wife from?"]

{music} 'When I Think Of You' (by Michael W. Smith from 'A New Hallelujah' album)

[The song will help them learn God's NAME YAHWEH. We made up dance actions to go with it.]

'I Will Call Upon The LORD' (by Michael O'Shields)

[The audience did the echo part. This song also emphasizes Genesis 4:26]

'Amazing Grace' [we ended up teaching them just the main verse & explaining it's meaning]

[Explain the meaning of 'grace' each time you guys sing the song. I t's an important concept for this VBS, especially for the older students.]

'Awesome God' (by Rich Mullins)

[Teach them in the above order. Give the older kids copies of the words so that they can practice them at Home. Have extra copies incase they don't bring them back. Make sure you tell the person in charge of the church music license exactly what you are doing.]

[If you want to do 'an offering' here's what we have done in the past: We have them collect stuff for 'shoe boxes' for Operation Christmas Child www.samaritanspurse.org . We hand out 'How to pack your shoe box' brochures at the end of the day. Kids relate better to collecting items for a shoe box, that obtaining their parents change for an offering.]

{story} [Goal: Using dinosaurs, we are going to explain the events that led up to The Flood.]

Put your hand up if you know who your grandma & grandpas are! Do any of you know your great grandparents? Do you know where they used to live? So who were their great grandparents?..... And who were their great grandparents? That was a long time ago! But a loooooong time before that.....way back when....about four & a half thousand years ago you had a very great, great, great grandpa whose name was 'Noah'. (He was my very great, great, great grandpa too!) Put your hand up if you knew that about Noah? Yup! Noah was your ancestor grandpa! His story is in this Book. (Hold up the Bible.) How cool is that?!

His story actually begins in Genesis 4:26. In that verse there was a guy name 'Seth'. He was one of Adam's sons. (And he was your ancestor grandpa too!) and when he was 105 years old his wife bore him a son whom he named 'Mortal'. 'Mortal' means 'something that can die'. The way you would say that in his language (which was Ancient Hebrew) is 'Enosh'. (pronounced 'Ee-noe-sh') **So what's his name? What does it mean? What language did he speak? Why do you think his Dad named him that?** It was because Seth's oldest brother (the one called 'Cain') died just before Enosh was born. He was probably eaten by some kind of a predator type critter, because God said that that would happen to him if he gave into what he knew was wrong! (When you do something that God says is wrong, it's called 'sin'.) Cain killed his brother & then left his homeland and moved to another land called 'Aimless Wandering' (Nod). And he was terrified that a critter (like a mountain lion or a predator type dinosaur) was going to capture & devour him, so he built a walled city to protect himself in the land of Nod. But apparently the wall didn't stop the critter! Do you know why? Dinosaurs are big lizards. Lizards are reptiles, & reptiles never stop growing! It could be that one day the dinosaur grew larger than the wall that Cain built, so then that critter reached over the top & had Cain for lunch!



'Jewish' dino & Cain/stand-up hair!

or.... Cain might have died some other way....maybe one day he forgot about being careful, & he walked outside the walls of his city, and a big lion got him....

[Teacher's notes:

Apparently some of the critters began eating other critters right after Adam sinned. Genesis 4:7 in the Hebrew Text says that sin was crouching at Cain's door, & it's desire was to have him! It's the picture of an unclean animal like a cat or a dog crouching down at the entrance to another critter's home, waiting for it to come out so that it can devour it. In order for God to use the illustration, it had to be something that Cain was familiar with. We also find fossil evidence that some critters ate other critters before the Flood.] [When God first made the critters on Days 5 & 6 they only ate plants & none of them ever got hurt or hurt any other critters. They only started doing that when Adam disobeyed God.] However it was that Cain died, it scared his brothers and sisters & all their descendants. Then his brothers & sisters who lived **in the land of Eden** got together to ask The Creator to help them, and protect them. They came to the place where His altar was with their offerings of sheep & goats and then called out the Creator's NAME, 'YAHWEH' so that He would come & help them.



And when The Creator heard them calling out His NAME, 'YAHWEH' He came & rescued them, and maybe He sent the dinosaurs back into the forest to eat the undergrowth (which is what they were suppose to do) & then He showed them how to make things out of metal so that they could protect themselves from the dangerous critters. So then, when 'Mortal' grew up, he named his son 'Kenan' which is a smith.

What's a 'smith'? A 'smith' is somebody who works with metals and makes them into useful objects. **Can you think of some useful tools that are made out of metal?**

[Teacher's notes: In the first 11 chapters of Genesis the names also tell the story. (God in His amazing way of doing things, arraigned it that way!) It was the custom in those days to name one's son according to whatever was going on at the time. And for every major event there are usually '2 witnesses' (at least 2 guys are named as a remembrance of the event). In the case of Cain's death, the names are 'Methusael' ('his-death-also-demanded') Gen 4:18 & 'Enosh'(Mortal) Gen 4:26. This would be about 235 years after The Creation Week. Gen 5:1-6. And yes, some animals began to eat other critters right after Adam sinned,

see www.w-rocs.org/stones/Genesis_4_1to15_stones.pdf
& www.w-rocs.org/stones/Genesis_4_16to18_stones.pdf
& www.w-rocs.org/stones/Genesis_4_25to26.pdf
& www.w-rocs.org/nachograndpas/Not%20your%20grandpas%20Cain.pdf
& www.w-rocs.org/nachograndpas/first_metal_workers_When_did_Cain_die.pdf

Did some dinosaurs eat man? The 'Ica Stones' are testimony that some of them did.
See www.dinosaursandman.com]

[MORE Teacher's notes: They knew that YAHWEH was God's NAME, but they didn't understand the meaning of His NAME. Noah named his 3 sons according to his sermon notes on the worship of God's NAME 'YAHWEH'.
See <http://www.w-rocs.org/grandpas/NOAH.pdf>]

Well... Cain's kids who lived **in the land of Nod (Aimless Wandering)** didn't ask YAHWEH to help them. I nstead, they started doing more bad things, so every once in a while the dinosaurs would have one of them for lunch, or one would get an itchy back & go roll around in somebody's field in order to scratch it's back! I n the process, the dinosaur would destroy the farmer's crops. (Maybe those big dinos even used the corner of somebody's log house for a back scratcher or a claw sharpening post.) But those guys in the land of Aimless Wandering still wouldn't ask The Creator to help them! I nstead, they made friends with some giants. The giants killed some of the dinosaurs and chased the others away. Because of this, the giants then became heroes! **Can you think of anybody who lives now who is a hero? What happens when somebody becomes a hero? How do people treat heroes? Do people copy the way heroes live?** That can be good or bad! I f the hero always does what is right, then those following him will do what is right, but if the hero does bad things, then those who follow him will also do bad things. Even thought the giants helped the

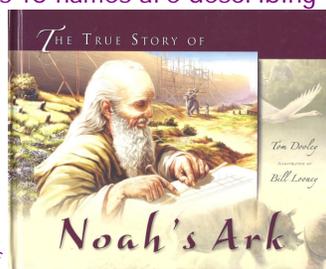
'Nodites', the giants were evil & did bad things all the time, and they taught the ones who followed them to do bad things too! So the 'Nodites' became evil.

Well, the people who lived in Eden used to trade with the people who lived in Nod. And while they were trading their stuff, they would talk to each other about everything that they had been doing. Sometimes the people from Eden were able to persuade some of the people from Nod to put their trust in the NAME of YAHWEH & do what is right, but most of the time it was the other way around. The people from Nod persuaded the Edenites to put their trust in the giants & forget about following YAHVEH.

So then the Creator sent a preacher named Enoch to tell the people to put their trust in YAHVEH instead of copying the things the giants were doing, because God was going to punish all those who didn't, by drowning them in a Flood. Then Enoch named his new born son, 'He-dies-and-it-shall-be-sent'. In your language, you call him 'Methuselah'. And guess what? He was your ancestor grandpa too! Can you imagine what it must have been like every time Methuselah went to the market with his family. Every time his family lost sight of him, they would start shouting, "He-dies-and-it-shall-be-sent!" They never had to worry about anybody ever doing him harm, & none of the other kids probably ever beat him up either, 'cause nobody wanted to drown in the Flood!

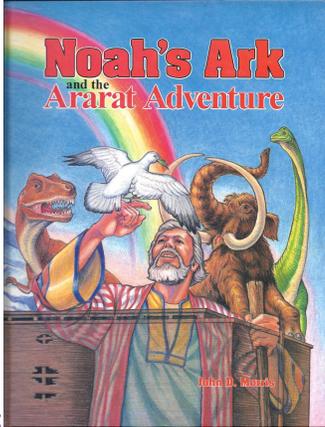
Well, one day Enoch was walking along with God, and he disappeared, because God took him up to Heaven, and he never did come back! Nope! He's still up there! Afterwards, Methuselah's grandson 'Noah' was born. What do you know about Noah? Noah was a farmer and over the many years of his life before The Flood, he probably had a lot of kids, but only his 3 youngest sons, & their wives lived. Sometime after these 3 sons were married, YAHWEH told him to build a 'Teivah'. A Teivah is a long wooden treasure box, like your mother's cedar chest. But God didn't want him to build one the size of your Mother's. Nope! The one that God wanted him to build was much bigger. It was to be 450 feet long, 75 feet wide, and 45 feet (3 stories) high!

[Teacher's notes: There are over 40 documented eye-witness accounts in the past 150 years of Noah's Ark being at about the 14,000 ft level up on the side of Mt Ararat. There's a wealth of information on the subject at www.noahsarksearch.com Was Mt Ararat the place where Noah's Ark landed? According to the research of the names in Genesis 10 it is! See all the stuff on it in the 'Turning over every stone'(Hebrew research project & Creation Science) section of the www.w-rocs.org web site ('Genesis 10 names are describing volcanic activity', etc).

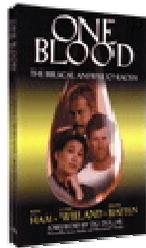


For teaching this VBS, you need to get a copy of [this book](#). If for no other reason, you will be able to talk to the younger children about the pictures in the book when you need 'filler-in material'. (Talking about each individual picture & interacting with the kids can take some serious time! There's a lot of 'gas mileage' in that book! It took our little group 3 days to go through the pictures & we didn't talk about all of them!). The book's title is 'The True Story of Noah's

Ark' by Tom Dooley & illustrated by Bill Looney. It has the Ark drawn according to the eye witness accounts. (The characters all look like rugged old Europeans or Middle Easterner, & Noah has silver hair, but that can be a good conversation started to describe what they may have really been like. My favorite picture of Noah is on the cover of this



book: (You will also need a copy of this). He looks more oriental in this picture. My ideas on Noah & his family is that they probably looked more like some Americans that are 'mixed race', than any other people group. {For example: I have at least 8 different nationalities in my blood lines. Some people have more than that. The idea is that since everybody in the world descended from Noah & his family, they didn't look like one specific people group. Here's a great book on the subject:



It's called 'One Blood, The Biblical Answer to Racism' It's written by

Ken Ham, Carl Weiland, & Don Batte.}

Keep in mind that at 500 years old, Noah & his wife probably didn't have 'grey hair'. 'Grey hair' is something that happens to you when you are 'elderly'. In Noah's day, '500 years old' would be the equivalent to somebody in their late 40s, to early 50s time of life, so I seriously doubt most artists rendition of him as having 'grey hair'. Besides that, most people start getting 'grey hair' when their hormones retire, & at the same time they also loose their physical strength. Do you think that would have been the case with Noah building a gigantic Ark? Noah lived to be 950 years old!

{game time} Take them out to an open field & have them mark out how big the Ark was by pacing it off, & then having kids standing at each corner, so that they can all see how big it was. (In Alberton, our Pastor used the local football field.)

{snacks} an assortment of fruit & ice water. [While they are eating, explain to them that Before The Flood, people didn't eat meat, but only bread, grains, fruits & vegetables.]

{craft time} Using the following information, teach them how to write God's NAME in Ancient Hebrew, & explain how it describes Jesus on the cross. [I started this one by having them trace their own hand on a piece of paper. Then I explained how the Ancient Hebrews first drew a backwards 'c' to represent a cupped hand, & then added the arm & elbow. Our letter 'Y' comes from this letter. Then I asked them to draw a nail, & then explained how the Ancient Hebrews did it. This letter was called a 'waw' in Ancient Hebrew & it's called a 'Vav' in Modern Hebrew. Both our 'w' & our 'v' sound came from it. Then after you teach them the last letter, explain to them that in Hebrew, when something repeats itself, that means that it's emphatic!] Then, have them write it on a rock using a fine point black marker. (The rock should be about the size of a hand.)

The literal translation O.T. Hebrew is always in the present tense

GOD'S NAME IN HEBREW
 [Reads R. to L.]
 hāy < vā < hāy < yōd

How it is written in KJV = 'LORD'

'I AM' = יהוה

open window 'to reveal' → ה

nail 'to secure' → ו

closed hand 'to create' → ה

{N.T. Hebrew

man with raised arms → יהוה

type of nail used for a hook (not pounded completely into the wood)
Yeshua hung from the wood on the execution stake!

a 'yōdh' is a hand & it included the arm up to the elbow (there's a different letter used for the palm of the hand)
 {O.T. Hebrew

The ancient Hebrews wrote it this way → יהוה

We write it this way in English → LORD

[This information can be found in a Bible Encyclopedia under 'alphabet']

{Bible verse} 'And it shall come to pass that whosoever calls upon the NAME of the LORD shall be saved' Joel 2:32

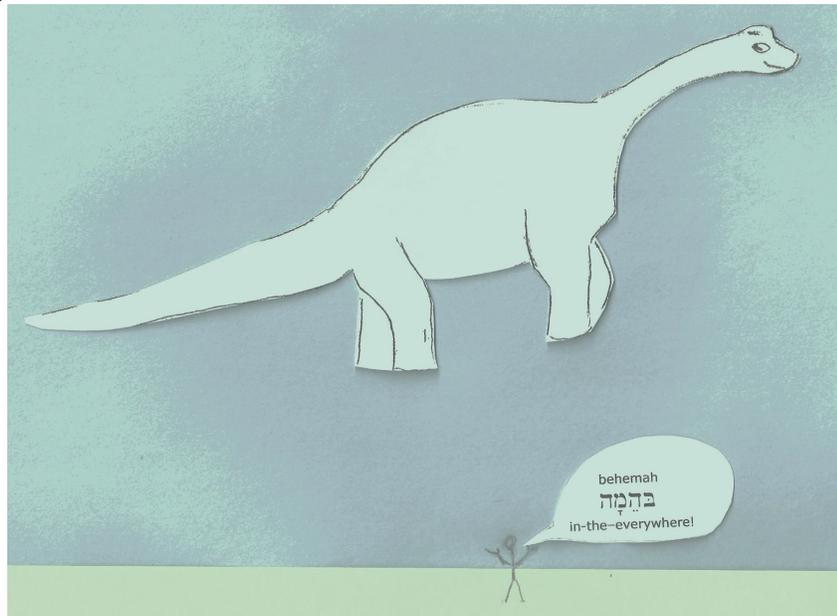
{closing time} Application of the lesson! Have a time of prayer requests before going back over the music. Teach them to ask for things 'In the NAME of Jesus(English)/Yeshua(Hebrew)' [The point is 'In His NAME']

Day 2 {theme} 'How The Dinosaurs might have helped Noah.' {Dinos & Man lived together!}

{stage} You will need a long necked dinosaur & a fire-breathing dinosaur for this one. They can be small plastic ones, or they can be huge props. (Also, leave up the props from the previous day.)



Leviathan?



Adam naming the long necked dinosaur

[There is a petroglyph of a leviathan breathing out actual flames on the www.dinosauersandman.com web site. Go to research & findings, & then click on 'Dinosaur Petroglyphs'. It's the one titled 'Waputki Dinosaur']

{audience area} a table or a box made into a time machine in the middle of the isle that they have to crawl through, ***BUT*** before they crawl through it, they have to pick a critter card (we spread out our cards on top of the 'Time Machine'). Whatever the picture on the card, when they crawl through the time machine, they will become that critter on the Ark! (I found a box of flash cards with animals & birds on them, & then I added some of my own that I printed off on card stock. I also included some pictures of dinosaurs that would have been on the Ark.) At the end of the day they are to turn in the picture & pick a different picture the following day!

{story} [Goal: kids are well educated on the subject of dinosaurs, except that their notions are disconnected with what the scriptures say about them. The disconnection is a gigantic hindrance to their faith. I spent the day emphasizing how dinosaurs and man lived together and showed pictures of dinosaurs going into the Ark. I downloaded the pictures of the ICA Stones & the petroglyphs from the www.dinosauersandman.com web site & talked about them. There's lot's on information out there on the Creation Science web sites. One of my favorite speakers on the subject is Paul Veit www.dinopastor.com {Be sure to leave your pictures of

Before Noah's Flood, the fossil evidence indicates that everything breathed 'squashed air'. The plants breathed in more carbon dioxide & the people & animals breathed in more oxygen, so everything grew bigger & lived longer. The words that the scientists use to describe this is 'Hyperbaric'. The earth was 'hyperbaric'. As far as we know, it didn't rain before the Flood, but instead a mist would rise up from the ground to water the earth. Did you know that a great big red wood tree can 'breath out' a whole swimming pool full of water in one day? I imagine how much water moisture would be in the air if the earth was full of trees, & there were no deserts? The moisture would cool & condense & then come down as a mist & then keep recirculating. [There's some information about oxygen content in Amber Bubbles at www.creationism.org When you get there click, on 'Articles', & then find 'Air Bubbles in Amber'. The best information on the earth being 'hyperbaric' is 'The Garden of Eden' found at <http://www.drdino.com/the-garden-of-eden-seminar-part-2>] Dinosaurs & people lived for 100s of years before The Flood. Apparently, the dinosaurs were big lizards, & lizards never stop growing. Lizards hatch from eggs. The largest dinosaur egg was about the size of a football. Lizards grow all of their lives, & if they lived to be 900 years old, imagine how big they would get!

{snacks} frosted animal cookies &/or fruit (watermelon) [You might be able to find, or get somebody to make dinosaur shaped cookies]

Dinos 2 by 2! While our kids were eating, I dumped a bunch of plastic dinosaurs across the table & had them line them up by matching pairs as if they were heading for the Ark by 2s.

{craft time} Depending on the age of the kids. For younger kids, make faces on paper-plates & have them color them & then wear them. For older kids, have them paint their faces to look like animals.

{Game time} We used 'Marble Works'.... no particular reason except it's a favorite with our kids.

Day 3 {theme} 'How The Flood Changed The Whole Earth'

{stage}



Running from The Fountains of The Great Deep bursting open! (See www.creationscience.com)



The dinosaurs must have been terrified!



[For Teachers: Read **'The First 24 Hours of The Flood'** from the www.w-rocs.org web site to get some idea of what it must have been like.]

After the 'story time', while the kids were doing other activities, I took the sheet part of the dinosaur down & hid it behind the dino's tail in order to make it look like the dinosaur had drowned & it's tail was floating around in the Flood! I also 'broke up' Cain's City, & just had the boards floating around. In the meantime, Noah's Ark 'floated around' on the stage! [You can get **cardboard models of Noah's Ark** at <http://www.noahs-ark.net>]



Floating dinosaur tail! (In real life they probably weren't as big as the Ark!)



{Story} I downloaded the pictures of the progression of the Flood in the Hydroplate section of www.creationscience.com and made an 8x10 of each one. (I also added the picture at the bottom of page 16 of this material.) Then put them in plastic sheet protectors in a 3 ring binder, that I used as a flip chart as I explained how the Flood happened.

(This worked really well, even with the 4 year olds! I was very surprised!)

{snacks}**FLOOD SEDIMENTS'** This requires a large blue bed-sheet with an adult at each end holding the sheet! You will be pouring into it all kinds of 'edibles' to make it look like a conglomeration that would have been floating around in the Flood & then buried into different layers (possible resources: stick pretzels & also 'pub mix' (logs & sticks), dried kid type cereal (that looks like pieces of rock & wood & debris), round cheese puffs (boulders), goldfish crackers, gummy bears, gummy worms, frosted animal crackers (critters that drowned in the Flood) **[be sure to break some of the animal crackers in order to explain how fossils can get wrong body parts]** You are going to make the snack while the kids watch: While the 2 adults stretch out the sheet to form a U, pour the ingredients into the sheet, explaining how the Flood waters were full of all kinds of sediments. (It's blue so that it represents the flood waters, even though the real waters of the Flood probably weren't blue, but the kids will get the idea!) **Be sure to add some plastic dinosaurs (washed) to the mix.** Here's a sample of what our 'flood debris' looked like:

(We had a lot more than this spread out across the whole sheet.)



Then we folded the sheet over the 'flood debris' & put the Ark on the top of the water.



{science demo for older kids}

Using a large plastic container filled with water, pour in leaves, sticks, stones, sand, seeds, plastic critters (like dinosaurs) & explain how things were sorted into layers during the Flood. [You might also explain 'liquefaction' (see www.creationscience.com)]

{Snacks} Flood sediments of course! (It's what we had for snack for the rest of VBS!)

While our kids were eating, I showed them rocks that were formed during the Flood. In Alberton we have water-ripple rocks with imbedded plant fossils.

http://www.w-rocs.org/stones/ALBERTON_GORGE_WATER_RIPPLE_ROCKS.pdf Before the Flood people didn't find rocks buried in their yards. The only rocks that were around before the Flood would have probably been where people had mining operations. I do have a gold nugget from somewhere in the middle of Australia that has never experienced heat, so perhaps there were pre-flood gold nuggets to be found in the soil... I don't know. Nevertheless, most of the rocks that we encounter were formed during the Flood.

{Game time} Go on a 'rock search' & have the kids try to explain how each rock was formed that they find.



{This was from a different year that we taught on this subject. We used stuffed paper bags attached to the sheets to look like rocks being shot up from the Fountains of the Great Deep. I added this picture ↑ to the 3 ring binder flip chart.}



{Teacher's notes: I'm convinced that they were floating over 'pre-Flood Africa' when the Flood happened, & were 'fenced in' by the Fountains of the Great Deep' during the first half of the Flood. If they had been in some other location, they might have frozen to death like the Mammoths etc.]

Day 4 {theme} **'Life right after the Flood (To obey or not to obey Genesis 9:7)'**

For this one you are going to need to read

http://www.w-rocs.org/stones/GENESIS_10_names_describe_Mt_Ararat.pdf

and there are also 2 previous research documents up on the w-rocs web site on the names describing volcanic activity. They are

http://www.w-rocs.org/stones/Genesis_10_Names_Describe_Volcanic_Activity.pdf

& http://www.w-rocs.org/stones/Genesis_10_volcanic_activity_more_research.pdf

We are only going to deal with the names of the 1st & 2nd generations for this lesson.

This is the oldest record of volcanic activity in the world.

{stage} I covered the piano with a white sheet & propped it up to make it look like Mt Ararat.

I did this by using a previously made 'volcano' (see below) that is to be used in the story.

Then I placed Noah's Ark on the 'Armenian side' of the mountain.



scene 1⇒



&

(You are going to need 2 volcanoes & an orange towel rolled up like a scroll for this one)

Look up on the internet how to make 'volcanoes' out of flour & water 'playdough', & make 2 of them several days in advance. Ours had a wide mouth plastic bottle in the middle, & a circular piece of cardboard taped underneath, holding it in place. This way the kids could 'erupt it' several times.

(See the 6 pictures on page 19.)

I started off talking about them getting off the Ark by families. The scriptures say the critters went on by pairs & they got off by **families**. (I'm assuming the wives got off pregnant & gave birth shortly afterwards as the names of their first born sons are describing what is outside the Ark. This would testify that God considers a human baby still in it's mother's womb as a person & not a non-person.) I took sets of dinosaurs with 2 big adults & little babies for this one.

From there talk about how Cush was named after the pillow lava, & Gomer was named 'the end' because

the Flood had ended, & then go to the sacrifices, which is what Elam is named after. Now concerning the sacrifices, they sacrificed from the best of the first born of the **clean** animals & birds that were born on the Ark. (Remember, they were taken on the Ark as 7 pairs instead of 2.) Make sure you emphasize that God told them **'to be fruitful & multiply & fill the earth'**, because they are going to need that bit of information for part 2 of today's lesson. From there I talked about rainbows, & gave everyone a piece of paper & crayons & showed them the order of the colors & how to draw them, & how to draw birds flying (We had a very young audience). 'Tents', including 'tee-pees' on the side of Mt Ararat with the 'Armenian Lake' below could be added for older students (& make them think through as to why they would be living in tents instead of houses... (unstable ground; lack of time; even though there were no forests, there was probably plenty of wood around; They could have used the pillow lava, (& there's evidence that they did)...see the book by John Morris 'Noah's Ark & the Ararat Adventure'. Ask the kids what they would do if they were in that situation.)

Do other Activities before you start into the next part of the story.



scene 2 ↑
'Havaliah'



scene 3 ↑ unroll it
in both directions to
create the lava flow
'Togarmah, Sabtechan, Gir-gash'



scene 4 ↑ 'Dodanim'
(we 'erupted' the volcanoes
afterwards outside)
Be sure to add a 'Caphtor' on the
Armenian side of the lava flow

{If you have somebody among you who is an artist, you might be able to talk them into drawing out the whole story. It's amazing what those guys went through! With the older kids you can emphasize that the ones who obeyed God & left Ararat to go colonize, didn't have to endure the volcanic activity.}

{Eruption time!} We used about a tablespoon of baking soda & about a cup of vinegar each time.



(We sat them on clear containers above the 'drainfield' so that they wouldn't get waterlogged.)



Day-Alternate! 'LOADING THE ARK'

The first time I put together a Creation Science VBS was about 6 years ago, & it was also about Noah & The Flood. One of the things we did was have all the kids bring their stuffed animals & we paired them off & put them in cages that were made out of cardboard boxes with strips of 'pinched together' duck tape for the bars. (The extra dogs, cats, & bears were used for when they exited the Ark by families.) Some of the older students made cages of animals.



If we wanted a particular pair of critters & didn't have stuffed animals, we found pictures of them & attached the pictures to the back of the box, & then added the duck tape to the open end. We also got the church people involved in the planning stages by asking to borrow their stuffed animals & cages. One of our older couples even made a cage of pigs!



We also collected containers for storing food on the Ark, & we blacked out the church windows by taping black garbage bags to them.