

### LESSON KEY VERSE

**Psalm 77:14 – “You are the God who performs miracles, You display Your power among the peoples.”**

### LESSON KEY WORDS

#### ANIMALS

1. Any member of the kingdom Animalia, comprising multi-cellular organisms that have a well-defined shape and usually limited growth, can move voluntarily, actively acquire food and digest it internally, and have sensory and nervous systems that allow them to respond rapidly to stimuli.
2. any such living thing other than a human being

#### MIRACLES

1. An effect or extraordinary event in the physical world that surpasses all known human or natural powers and is ascribed to a supernatural cause.
2. Such an effect or event manifesting or considered as a work of God.
3. A wonder; a marvel.

God's miracles have been affecting our lives since God created Adam and Eve in the Garden of Eden. It started out with all the wonders and marvels of His creation and have continued throughout time as He reached down to interact with man. Man's first job on the planet was to name all of the animals and to watch over them. After Adam and Eve sinned, things changed and the animals had a different role in God's plan.

### LESSON GOALS

The goal of this first lesson is to establish the foundation for the rest of the series. As we go through each lesson element, the basic themes and ideas will come through of why God needs to perform miracles and why He has chosen to use animals to play an important role in them.

It's important to maintain a high level of energy throughout this first lesson and show anticipation for the weeks to come so that the children can become excited about this new series. If this is your first time using a Kidco Labs series, you will find that we have supplied all of the materials in the order that we originally presented them. You are free to change the order or substitute other lesson elements as needed to keep your children engaged and excited about learning.

In this lesson, we will be introducing the series and helping to establish the reasons why God needs to perform miracles for man's benefit. We will also take a brief look at some of the marvelous creatures that He created and used to get His message through.

### OPENING EXERCISES

#### INTRODUCTION

**\*Karabuni! Hamjambo!**

**For those of you who might not know Swahili, that means, 'welcome to all' and 'how are you today'? (Allow responses.)**

### BIBLE REFERENCE

Below are some verses from the Bible about miracles:

Psalm 40:5 – “O Lord, my God, you have done many miracles for us. Your plans for us are too numerous to list. If I tried to recite all your wonderful deeds, I would never come to the end of them.”

Psalm 77:11 – “I will remember the deeds of the Lord; yes I will remember your miracles of long ago.”

John 2:11 – “This, the first of His miraculous signs, Jesus performed at Cana in Galilee. He thus revealed his glory, and his disciples put their faith in Him.”

John 4:48 – “ ‘Unless you people see miraculous signs and wonders,’ Jesus told him, ‘you will never believe.’ ”

#### PRONUNCIATION KEY FOR SWAHILI GREETING:

**Karabuni!**  
(CAR a BOO nee)

**Hamjambo**  
(HAM JAM bo)

Note: The 'a' is sounds like the 'a' in 'father', not 'ham'.



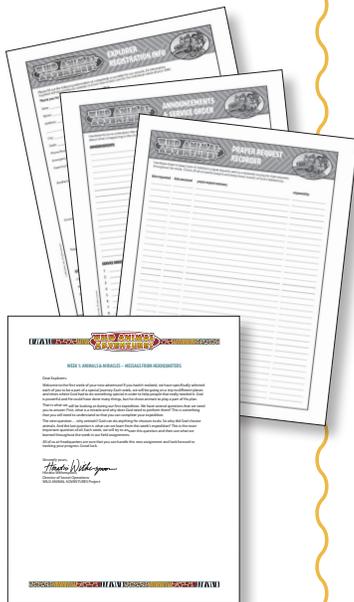
# WEEK 01

## ITEMS NEEDED:

For the **Opening Exercises** each week, you will need the following:

- A photocopy of the service order/announcements with all the current information
- Worship music
- A selection of prize candy for one boy and one girl at the end of the service
- A printed copy of Message from Headquarters–Week 1
- A manila envelope with the label on it. Place the envelope with the message

Note: Place the envelope with the message in a visible but unusual place where the kids will see it clearly when asked.



FILE NAMES:  
01\_AA\_HQ\_Letter\_.pdf  
(from Week 1 folder)

Registration Info, Prayer Request and Service Order/Announcement Sheets in the "AA\_Support\_Files" on the Leader's Resource CD.

I just got back from Headquarters and they are so excited about our new mission. They have selected us for an adventure like you've never experienced before. We are going on a safari, but not to a specific place, but we are actually going to travel through time too! And we get to do this without leaving the room. This is so exciting!

Each week, we'll get a special assignment and we will be traveling through the stories in the Bible where we will find some pretty amazing animals. Not just that, we are going to learn a little about how God made them and how he sent some of these creatures on some very important missions. So, if you ever wondered if God could ever use you, well, soon you will see that God can use just about anything to get His message across. But, before I get ahead of myself, we need to go through some rules that will be a very important part of each of our weekly lessons.

**LEADER'S NOTE:** If you are familiar with Kidco Labs series, you know that Headquarters plays an important part of each weekly lesson. The Message from Headquarters helps summarize the lesson expectations and outlines what the children will learn. The director, Horatio Witherspoon, also has the role of encouraging the children to use what they have learned in weekly field assignments.

As you share information during the opening exercises and at announcement time, feel free to add any details that you like to make Headquarters and the director more real. It will help the children feel like they are part of something larger than themselves as it encourages them to keep striving to do more for God.

## THE RULES

The rules for our safari are very simple and there are only 4. If we can learn how to follow the first 3, then the last rule will be taken care of without worries. Now, here is the best part... We will be checking throughout the time together to see who is following the rules the best in the class. That means, that myself, and all the leaders will be keeping our eyes on you all the time and we will be looking for one boy and one girl who stand out above all the rest.

Now you may be wondering why you would want to follow the rules and pay attention at all times. Well, you see, the boy and girl that we choose at the end of our time together will have a chance of taking home one of these prizes. (Show the children the candy or prizes that you have available.)

Let's go through them all and make sure that we all remember what they are...

**Rule 1 – Sit up straight and tall.** – This is pretty straightforward and there will be a prize for one boy and one girl that do the best job at the end of our exploration.

**Rule 2 – Listen to the person speaking.** – This could be one of the leaders, or one of you. The point is that if someone is speaking, they deserve our attention because we would want to be shown the same respect when it's our turn. Which brings us to the next rule...

**Rule 3 – Respect others always.** – This rule covers a lot of things and we don't really need to go too much into detail and create long lists. The chances are that if it isn't part of what is happening in the class, then it shouldn't be done.

Now if we follow Rule Number 1, 2 and 3, then the last rule will be the easiest of all to follow. And here is rule number 4...

**Rule 4 – HAVE FUN!** (Very loud and all together)  
Great job. But remember, I and the other leaders will be watching all of you throughout our class time. Only one boy and one girl get a chance at the prize each week. I really hope it's you, or you, (point to several of the children that normally are a little more disruptive, or don't get a lot of attention during class) or even you!

## ANNOUNCEMENTS

There's a lot going on around here and I don't want any of you to miss anything...

Go through the announcements and let the children know about anything concerning them that are happening in the church. This is also the place that you will announce point rankings for your point system if you have it in place.

Are there any questions about any of these? (Allow responses.)  
Good, then let's move on...

**LEADER'S NOTE:** As you go through announcements, you can lose the class' attention if it is too long, boring or doesn't involve them directly. Try to keep each announcement brief, interesting and fun. Think of creative ways to do it and use different methods each week. It will add an element of surprise to this segment of the lesson and help the children pay more attention to what is being shared.

## MESSAGE FROM HEADQUARTERS

As I said earlier, I just got back this morning from Headquarters, and they are so excited to have us be a part of this new project. In fact, I have this letter from the Director of Secret Operation. Let's see what he has to say...

[Read Message from Headquarters for Week 1]

## PRAISE & WORSHIP

Now it's time for a very important part of our training. We need to strengthen our spiritual muscles through our time of praise and deepen our relationship with God through our time of worship.

You will want to invite the children to stand and come out from their chairs or make room so they can do the hand motions, jump, dance and move around while they are praising. They will also want to be conscious of other for worship.

*NOTE: If you do not have a standard set of praise and worship music, there are several resources available. See the Teacher's Resources for Praise and Worship at [www.kidcolabs.com](http://www.kidcolabs.com) for some additional music resources. There are also helpful tips included on page xv in the series overview section of this binder.*

For this series, we recommend **Supernatural** live children's worship DVD from Hillsong Music for this series. On this DVD you will find that they have a sing-a-long section under the bonus features. Then select the worship sets. For this week, we suggest **Set 2** containing **Supernatural**, **Get It Started** and **You're All I Need**.

If you are choosing to use your own music or a have live music, try to select something that has an overall theme relating back to miracles or the power of God.

## OPENING PRAYER TIME

Allow the children to share needs as briefly as possible. Record the ones that are something beyond healing for minor boo-boos. (Although, these are good to remember and check in with the kids later in the week because they reinforce genuine concern for each child.)

Then pray for each need. You can also share the responsibility by asking either individual leaders, or some of the other children to pray for a specific need. Once all the needs are covered, pray for the service.

*Note: By involving the children in prayer directly in class, you help them feel more comfortable praying in front of others. In time, this can help build their confidence and their faith as they see needs that they prayed for met by God.*

WEEK

01



### LEADER'S NOTE:

On the Leader's Resource CD, we have supplied PowerPoint templates that the rules ready to go. There are also general title screens for each lesson element, if you choose to use them.

If you do not have a dedicated person to help with the PowerPoints, you may want to recruit a few of the older children to help with the class. By getting them involved in the class, they become role models to the other children, and it gives them real experience serving and ministering.



The Hillsong Kids DVD and CD can be purchased online for around \$12-15 each.

# WEEK 01

## ITEMS NEEDED:

- A backpack filled with simple supplies for a short walk or hike
- Any other equipment or supplies needed for a longer trip



## ITEMS NEEDED:

- Memory Verse Rebus PowerPoint for Week 1
- or –
- Printed pages from the book from the Leader's Resource CD.



FILE NAME:  
01\_Mem\_Verse.pdf –or–  
01\_Mem\_Verse.ppt

Note: Go to the Answer Key for a more detailed description of each PowerPoint slide.

## OFFERING LESSON

The goal this week is to help the children understand why it is important to “replenish the storehouse” with our offerings.

### LESSON - REPLENISH THE OUTPOST

**How many of you have ever gone on a long vacation or a road trip?** *(Allow responses.)* **Then you know that before you go on any kind of journey, you need to make sure that you have everything you will need packed up and ready. For example, if I were planning to go on a long hike, I would need a water bottle, some comfortable shoes and possibly, a snack or some food.** *(Show a backpack and pull out other things that you feel would help to illustrate the idea of being prepared.)*

**And if we were going to Africa on a 2-week safari, I would need to make sure I had enough supplies, water, clothes and equipment to make it through the entire time.**

**Can you name a few other things that I might need?** *(Allow responses.)* **All of these are great suggestions. So what happens if I get on the road and I forgot to take something with me, or worse, something happens and I find my supplies running out?** *(Allow responses.)* **I would go to the store... but in Africa, I don't think I am going to find a Wal-mart or a corner convenient store. I would need to find an outpost and get my supplies there.**

**Did you know that the Bible calls the church a ‘storehouse’? It's similar to an outpost because it's a place that you can go to get what you need when you are running low. For example, each week we come to church and refill our hearts and spirits through our time together. As we meet with God, He fills us up so that we can make it through the week, no matter what happens.**

**For some people, the church meets other needs too. It helps them through emergencies when they have no other way. When we give our offering, we are doing more than just putting money in a basket. We are refilling the shelves of a pantry for food that someone might need. We are helping a family through a crisis by helping with bills or giving other support. In other words, our offerings help to refill the shelves in a matter of speaking, just like at a grocery store.**

**So let's ‘give to the storehouse’ right now by giving our offering so that the church can be ready to meet any and every need.**

## MEMORY VERSE

The goal of this memory verse activity has 2 goals. The first is to help the children get a head start on learning this week's key verse. The second is to help the children see that there are many ways that God can communicate with us if we keep our eyes and ears open.

### KEY VERSE

**Psalm 77:14 – “You are the God who performs miracles, You display Your power among the peoples.”**

### LESSON - REBUS PUZZLE

**A Rebus is a type of picture puzzle that uses images that represent the sounds of the words they replace. As you look at the picture, think of words that could be represented and what they sound like. Some words are exactly the same and others are similar to.**

This activity can be done with the entire class, or you can divide the class into two teams to compete for points with each word or phrase that is solved. The choice is yours to make.

**Headquarters has sent us a little puzzle that they want us to solve. They have a message that has been converted to a special picture code called a Rebus. We need to look at each picture and try to figure out the words each picture represents.**

Use the sample pages 1-2 to help the children understand how to solve the puzzle. You may need to give the children hints and reminders for some that they get stuck on. See the Answer Key pages at the end of this lesson for a detailed description of each frame.

As the children complete the actual words from the puzzle, you will want to write them on the board in the proper order so that you can read through the verse completely all together at the end of the exercise.

**Now that we've cracked the code and discovered this week's key verse, there is something else that we should keep in mind. God doesn't always use words to speak to us. Sometimes, we need to look at the things around us and then think about them. If we look close enough, we can see that God is all around us and He is always there to help us through.**

## GROUP ACTIVITY/OBJECT LESSON

This object lesson is intended to help the children understand that God doesn't use tricks to get His message across. His power is greater than anything that we can do on our own.

**LEADER'S NOTE:** This can be done with a partner, or with a volunteer from the class. If you are using a partner/leader, then allow that person complete the teaching at the end to lead into the teaching section. If you are performing this demonstration alone, then once you explain how you did it, make sure to change your demeanor so that the children understand that it is wrong to try to trick someone and call it God.

## LESSON - THE ICE LIFT

**PREPARATION:** Have the bowl of water, string and salt ready in a staging area on a tray ready to be brought out when needed. Keep the ice cool until needed.

**INSTRUCTION:** To make this "miracle" happen, you will be placing the ice cube into the bowl of water. When it's time, hold the string in one hand over the ice cube so that the end coils slightly on top of the ice. With your free hand, you will want to have a pinch of salt ready to sprinkle on top of the ice where the string touches it.

The ice will actually melt the ice slightly, then the water will refreeze because of the cold from the ice. Once this happens, the string will be attached to the ice and you will be able to pick it up out of the water. Make sure that you practice this before your classtime so that you are comfortable with the timing and the results.

**I have something wonderful to show you. I have learned how to do a miracle. Do you want to see it? (Allow responses, then bring out the tray of items.) I can actually place this ice cube into water, then lift it out without touching it. All I need is this string. First I need a volunteer from the audience... (Select someone and have them come and face the class.)**

**First, I want my helper here to try to see if it can be done. (To the volunteer) Take the string and allow it to touch the ice cube, then hold it there for a second and see if you can make it lift the ice out of the water. I bet you can't do it!**

Allow the volunteer a few tries and encourage them before taking the string in your own hand. In your other hand, have some salt ready.

**Now, it's my turn to show you my miracle... I just need to sprinkle this magic dust over the ice and say the magic words...**

### LEADER'S NOTE:

In each lesson, you will notice as you read through that some of the text is **BOLD**, some is in *ITALICS* and other text is just REGULAR.

In most cases, the REGULAR text is instructional text for the teachers and leaders who will be using this lesson plan. The *ITALIC* text content is usually actions or notes that require your attention to have something happen.

Things written in **BOLD** text are meant to give an example of how the information could be shared with the class. It is not a formal script that should be read or memorized. It's merely a suggestion to give you ideas. Feel free to add your own personal flare and style.

### ITEMS NEEDED:

- A large ice cube
- A clear glass bowl with water in it
- A 3-foot piece of string
- Some salt
- A volunteer from the group (*a child*)
- A partner (*optional*)



# WEEK 01

\* **MUNYU MPIGAJIRI** (pronounced - mun YU um PEE ga JEE ree)

Note: The basic translation in Swahili is 'salt makes it happen'.

**And presto... I can now pickup the cube with the string. It's my miracle amazing!** (Allow responses.) **I have shown you how powerful I can be!** (Pause.) **Or have I really...**

NOTE: This object lesson is intended as a lead into the teaching, so make sure that it is the last thing that you do before you start to teach the Bible lesson for this week.

## THE EXPEDITION (TEACHING TIME)

Have the volunteer return to his or her seat and put everything out of site as you transition into the teaching.

### LESSON INTRODUCTION

Although the trick was impressive, it was NOT a miracle. It was only a trick that anyone can do. The 'magic powder' was merely salt and even the 'magic words' are Swahili for 'Salt makes it happen'. This was not a miracle, but then we still have to answer the question that Headquarters asked us... **What is a miracle and why does God need to perform them?** (Allow the class a chance to give their ideas and thoughts. You may even want to write them on a chalk- or dry erase board.)

### WHAT MAKES A MIRACLE?

According to the Webster's Dictionary, it defines a miracle as an extraordinary event manifesting divine intervention in human affairs. In other words, even the dictionary recognizes that if there is to be a miracle, it's because God caused something to happen to help people.

Do you remember our Key Verse for this week? (Pick someone to say it again from memory.) Very good, explains that God performs miracles to display His power among the peoples. People can't do this. Only God with His infinite power and authority can do it. Even His creation is a miracle in itself, and everything we see around us is proof of His power.

Everything that God has made was created for a purpose and everything He does is for a reason. There are no accidents with God. The Bible is full of stories where God did something powerful to help people, but the problem is that we too often forget about it or start to take it for granted. Let's see if we can remember some of the miracles that we know from the Bible. (Allow responses from the children and take time to write them on a chalkboard or blackboard.)

These are all great, and there are so many more that we could be here all day and still not get them all! Each of these were done for a reason and each had a part in fulfilling His perfect plan for people.

### THE WHO, WHAT, WHEN AND WHY OF A MIRACLE

So many times, we only look at the surface of a miracle when it is performed. Yes, we realize that God did something wonderful, we accept it, and we remember it, but then we move on. But do we really look at WHY God did the miracle in the first place, or see who the miracle was for? Too many times, we forget that this is the most important lesson of all.

You see, there are times that God performs a miracle because His people have been obedient and following close to Him. He does something great to show the people how pleased He is with them all. It could be providing food or even protection from a danger or a threat.

There are other times that He has to perform a miracle for other reasons. Sometimes, it's because people are being disobedient and refusing to listen. His miracle then has a different purpose. It is meant to get people's attention



and help them remember that He is the only God that they need. When the people see these miracles, they can choose to listen and their faith will increase or they can turn away and be lost forever. God wants them to be strong and remain in Him so He goes to great measures to get their attention.

If we remember to take time and look, read, think and pray, God will give each of us greater understanding of His word and His purpose for our lives. It's like the Rebus puzzle that we solved earlier. There are many things that God wants us to understand. But sometimes, we need to look at things differently before we see the hidden message that He wants us to see.

### HOW DO MIRACLES AND ANIMALS GO TOGETHER?

Do you remember what I said earlier about how God performs miracles at times because people are being disobedient and stubborn? It is during these times that God really seems to go out of His way to get the people's attention and help them put their focus back on God. When people's hearts get hard, it takes something extremely different or out of the ordinary to get their attention. There are many times that God uses His creation to do just that.

God uses animals to get people's attention by having them defy what would happen normally. When people start to look closer, they realize that there must be a reason for these things happening. It's not long before they realize that its God behind it all, and the people then stop looking at the animals and start looking back at God and what He is trying to tell them. These are the kinds of stories, places and times that we will be looking at closer during this series.

### CLOSING PRAYER TIME

There is one thing that I can think of that is the greatest miracle of all. It's that God loved each and every one of us so much that He was willing to do anything for us. He was even willing to allow Jesus to come to the earth and die on a cross for us so that we could be forgiven. All we need to do is accept what he did, believe in our hearts and confess our need with our mouth that we need Jesus in our lives. After that, the real miracles take place. He promises to come into our lives and make us into the person He created us to be.

So, speaking of asking, let's take some time now to pray one last time before we go. First, let's thank God for not giving up on us and for all that He does to get our attention. Then, let's pray that we can stand even stronger with Him.

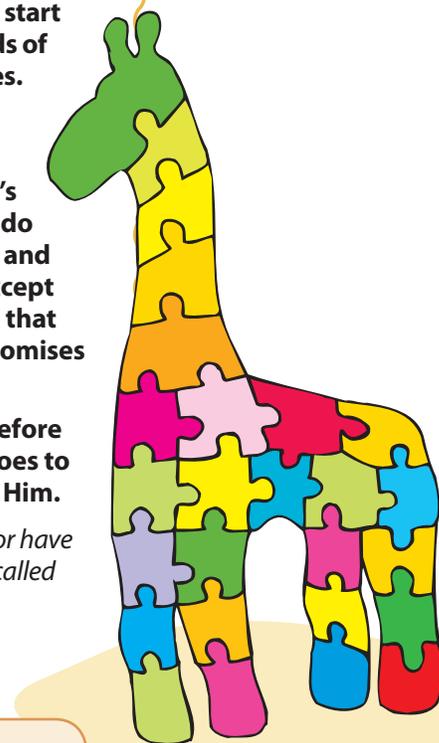
*Now it is time to pray for salvation. Ask if there are any children who are not sure or have never asked, then pray for them. There is a section in this book on pages xiii – xiv called "Leading Children to Christ" if you need help or suggestions.*

### CLOSING ACTIVITIES/GAMES

**LEADER'S NOTE:** The following games and activities have been provided so that you can keep the children engaged with the lesson at the end of the class. There is always an awkward time once the teaching is done but before parents arrive where you wonder what to do. Make sure to announce the boy and girl who won for the day, then start any of these games. They can be added to your repertoire and used anytime.

### FILL IN THE LINES

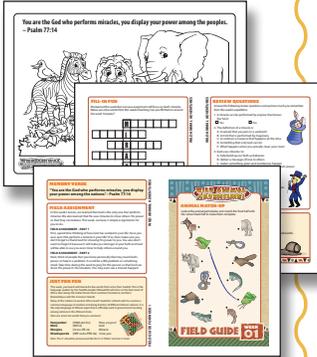
This game is based on the "Hangman" concept but instead of using a man and the noose, it uses a Zebra whose stripes change from green to red as the number of guesses left diminishes. There is a PowerPoint and a PDF of the graphics supplied on the Leader's Resource CD and in the book.



# WEEK 01

## ITEMS NEEDED:

- Field Guides printed ahead of time and folded in half



Field Guides for Week 1 can be found on the Leader's Resource CD.

## ITEMS NEEDED:

- Sheets of paper with animal names written on them
- A stool or chair at the front centered at the front facing the class for the volunteer each round

## ITEMS NEEDED:

- Slips of paper with animal names written on them
- A bowl, bucket or container to hold all the folded animal slips

To use the PowerPoint, click anywhere on the slide to advance to the next slide. Click directly on either the "Start Over" or "Correct" buttons to advance the PowerPoint. The Start Over button takes you back to frame 3 with 10 guesses for a new word. The Correct button takes you to a "Great Job!" screen to congratulate the children for their hard work.

## HOW TO PLAY:

Divide the class into 2 teams. Each team will take turns guessing letters. Write the letters that have been guessed on the board along with the lines for each letter to be filled in. As the children guess, fill in the letters for correct responses. For incorrect answers, write the letter on the board and advance the PowerPoint by one slide.

The children only have 10 incorrect guesses before the round is over. A point is earned for each correct letter and 5 points is earned for each correctly guessed word. Choose words from this week's lesson.

**LEADER'S NOTE:** This game and many of the others can be played at any time during the series and added to your repertoire of classroom materials for the future. Although they are still themed around the series, they can be played in any environment and are great to have for special events or longer service times to help keep the children occupied and entertained. They may not even want to leave!

## FIELD GUIDES

These weekly assignment sheets should be handed out at the end of the class as children leave the class. If you like, you can give them ahead of time so they can start to fill them in before parents arrive. Remind the children that there is a field assignment that they need to complete before next week.

## WHO AM I? (ANIMAL GUESSING GAME)

Take full sheets of paper and write a different animal on each piece. Keep them off to the side and hidden from view. The animals can be anything that God created, including insects, fish, birds, or even something like a germ.

To play this game, a person will come to the front and turn their back to the class. Have one of the leaders choose one of the pieces of paper and show the entire class so that everyone except the volunteer knows what it is. Then the volunteer can ask only 'yes' or 'no' questions in order to figure out what animal they are.

## ANIMAL CHARADES

Write the names of different animals on small strips of paper, and then fold them up and place them in a hat or bowl. Divide the class into 2 or more teams. Each member of each team will take turns acting out the animal that they selected as the other team(s) tries to guess.

The team that guesses correctly wins a point and is the next one to select an animal for the next round. The team with the most points wins the game.

## ADDITIONAL RESOURCES

It can be fun to add some Swahili vocabulary each week. Here are some sites that can help you out. There are a few that will offer basic vocabulary and one that offers a translator from English to Swahili.

Here are a few sites to get started:

**www.glcom.com/hassan** - Online information and basic vocabulary.

**www.freedict.com** - Online translation site with Swahili and many other languages. This is a good resource.

### Online English-Swahili Translator

**kamusiproject.org** - Kamusi Project is an organization that offers a translator from English to Swahili. There is also a pronunciation guide on the site to help you say the words correctly.



# LEADER'S ANSWER KEY & RESOURCES

## MEMORY VERSE – REBUS PUZZLE



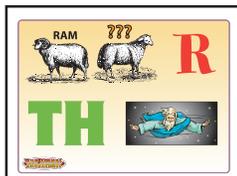
The pictures are used to represent a word or phrase from this week's verse. The meaning of each picture is listed below each slide.



**FRAME 1: PUZZLE SAMPLES**  
These samples should help the children understand how a rebus puzzle works. Tips of how to solve the puzzle are supplied above each picture and the meaning is below.



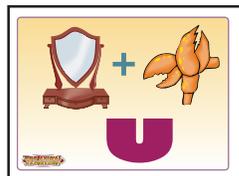
**FRAME 2: THEN LET US START FOR REAL**  
The tall man is thin, which sounds like 'Then'  
The 'lettuce' stands for 'Let Us'  
The arrow shows the key moving to 'start' and '4' is 'for'  
The circled reel on the fishing pole stands for 'real'



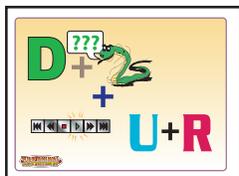
**FRAME 3: YOU ARE THE GOD**  
The female sheep is a 'ewe' which stands for 'you'.  
'R' is 'are' and 'TH' is 'the'  
The picture of the old man in the stars represents 'God'.



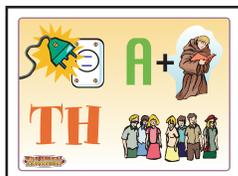
**FRAME 4: WHO PERFORMS**  
The owl has a text bubble that is missing letters. Owls make a sound like 'who'.  
The cat is purring, so 'purr' plus 'farms' sounds similar to 'performs' when said aloud quickly.



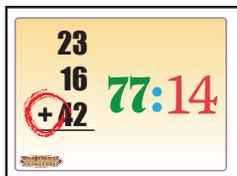
**FRAME 5: MIRACLES, YOU**  
This compound word is formed by sounding out 'mirror' and 'claws' to get 'miracles' when you run the words together.  
The 'U' stands for 'you'.



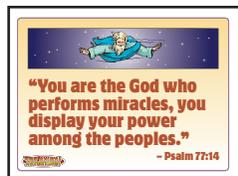
**FRAME 6: DISPLAY YOUR**  
Snakes make a hiss sound. When the 'D' is added to the front it becomes 'Dis' plus 'play' shown by the button form 'display'.  
The 'U' plus the 'R' form 'Your'.



**FRAME 7: POWER AMONG THE PEOPLES.**  
Electric cords are needed for 'power'.  
'A' plus 'monk' make 'among'.  
'TH' is 'THE'.  
The people are 'peoples'.



**FRAME 8: PSALM 77:14**  
The addition sign here stands for 'sum' which sounds close to 'Psalm'.  
The '77:14' are exactly what they say. It is the location of this week's verse.



**FRAME 9: COMPLETED MEMORY VERSE**  
This is the completed memory verse so that you can read through the verse several times before you move on to the next part of the lesson.

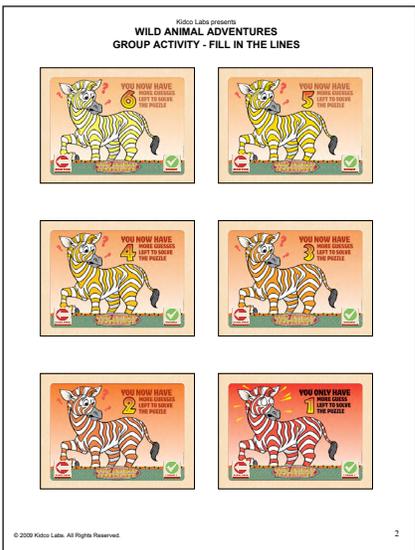


**FRAME 10: GREAT JOB!**  
On the PowerPoint activities, we usually include a closing slide that has a simple graphic and something encouraging. It is your choice if you want to use it or not.

FILE NAME: 01\_AA\_MemVerse.ppt —or— 01\_AA\_MemVerse.pdf (All the slides in the presentation/PowerPoint are shown above.)

## CLOSING ACTIVITY – FILL IN THE LINES

This PowerPoint and PDF file included on the Leader's Resource CD have the same graphics. The first two slides/pages help to explain how the game is played. Everything after that shows how many incorrect guesses are left. The last frames are used to either end the round with a "Great Job" or "Sorry, Try Again" depending on the status of the game.



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FILE NAME: 01\_AA\_LineFill-in.ppt —or— 01\_AA\_LineFill-in.pdf (All the slides in the presentation/PowerPoint are shown above.)

# WEEK 01

## ACTIVITY SHEET ANSWER KEY

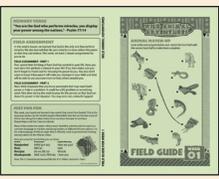
Below is the completed field guides for this week. Use the answers below to assist children with their activities and verify the correct answers for the puzzles and games when they return next week. You will need to ask the children about the "Field Assignments" and who they prayed for during the week.

**LEADER'S NOTE:**  
If you have looked through the lesson materials for future weeks, you will see that the border and number medallion on the front panel of the activity sheets change color from week to week. This will help the children identify the activity sheets from one week to the next.



FILE NAME: 01\_AA\_ActSheet\_JR.pdf (intended for younger children only)

**LEADER'S NOTE:**  
Although the electronic files are created in full color, you may choose to lower your printing costs by printing in black and white. We recommend that you do not photo copy from the sample in the book. You will get better results printing from the files on the Leader's Resource CD. You can then choose to either send it to a black and white printer, or select "print as grays" from your printer menu.  
  
If you do choose to print in black and white, you may want to consider using different colored paper so that you can distinguish the weeks from one another easily.

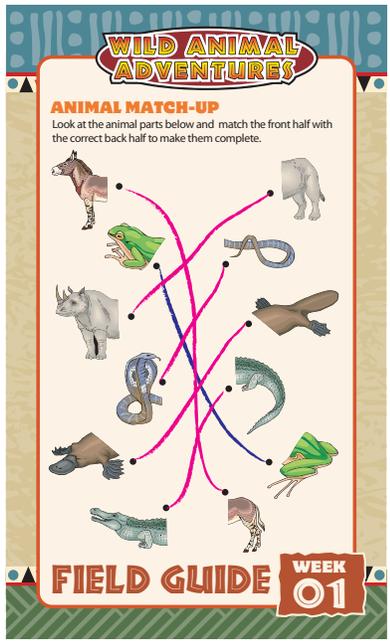


**MEMORY VERSE**  
"You are the God who performs miracles, you display your power among the nations." - Psalm 77:14

**FIELD ASSIGNMENT**  
In this week's lesson, we learned that God is the only one that perform miracles. We also learned that He uses miracles to show others His power so that they can believe. This week, we have 2 simple assignments for you to do.  
  
**FIELD ASSIGNMENT - PART 1**  
First, spend time thinking of how God has worked in your life. Have you ever seen Him perform a miracle in your life? If so, then make sure you don't forget to thank God for showing His power to you. You also don't want to forget it because it will make you stronger in your faith and God will be able to use you even more to help others around you.  
  
**FIELD ASSIGNMENT - PART 2**  
Next, think of people that you know personally that may need God's power or help in a problem. It could be a BIG problem or something small. Take time during the week to pray for this person so that God can show His power in the situation. You may even see a miracle happen!

**JUST FOR FUN**  
This week, you heard and learned a few words that come from Swahili. This is the language spoken by the Swahili people (Wawahili) who live on the East coast of Africa near along the Indian Ocean from southern Somalia to northern Mozambique and the Comoros Islands.  
  
Many of the nations in eastern Africa teach Swahili in schools and it is used as a common language in markets and along borders of different African nations. It is the only language of African origin that is officially used in government meeting among nations in the African Union.  
  
Here are some fun words that you can learn:  
Swahili Pronounced English Meaning  
**Hanjambol** (HAM jam bo) How are you?  
**Mola** (MO la) God  
**Mwujiza** (m wu JEE za) Miracle  
**Ninakupenda** (NEE na ku PEN da) I love you  
  
*Note: The 'r' should be pronounced like the 'r' in 'father' and not in 'ham'.*

WILD ANIMAL ADVENTURES  
FIELD GUIDE FOR WEEK 1



**FILL-IN FUN**  
We learned this week that our new assignment will focus on God's miracles. Below are a few words from this week's teaching. Can you fill them in around the word 'miracles'?

M	E	S	S	A	G	E	
S	P	E	C	I	A	L	
P	U	R	P	O	S	E	
A	N	I	M	A	L	S	
C	R	E	A	T	I	O	N
B	E	L	I	E	V	E	
P	O	W	E	R			
R	E	A	S	O	N		

ANIMALS BELIEVE CREATION	MESSAGE MIRACLES POWER	PURPOSE REASON SPECIAL
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*Hint: If you get stuck, then count the number of letters in each word, and write it next to the word. Then count the number of spaces and fill in the words that match up.*

WILD ANIMAL ADVENTURES  
FIELD GUIDE FOR WEEK 1

FILE NAME: 01\_AA\_ActSht.pdf

NOTE: This is a 2-page PDF that should be printed on 2 sides of the same sheet and folded in half.

**REVIEW QUESTIONS**  
Answer the following review questions and see how much you remember from this week's expedition.

- A miracle can be performed by anyone that knows the 'trick'.  
 Yes  No
- The definition of a miracle is:  
A. A spread that you put on a sandwich  
B. A trick that is performed by magicians  
C. A common occurrence that happens all the time  
D. Something that only God can do  
E. What happens when you actually clean your room
- God uses miracles to:  
A. help build up our faith as believers  
B. deliver a message of love to others  
C. makes something great and wonderful happen  
D. gives others who see it a chance to believe in God's power  
E. All of the above
- God uses animals to perform miracles because:  
A. animals are great at doing tricks.  
B. animals will work for food.  
C. people are not listening to God or his messengers  
D. It's the reason that they were created
- True or False —  
If I trust in God, I can expect to see God perform miracles around me and through me.

**DID YOU KNOW...**  
An ostrich's eye's are bigger than its brain.  
No two zebras have the same striped pattern.  
Hummingbirds are the only birds that can fly backwards.  
A beaver can hold its breath for 45 minutes.  
The original name for a butterfly was 'flutterby'.  
A snail can sleep for 3 years.  
A jellyfish is 95 percent water.

WILD ANIMAL ADVENTURES  
FIELD GUIDE FOR WEEK 1