

VACATION BIBLE SCHOOL



FLIGHT SCHOOL

FAITHFULLY LIVING IN GOD'S HOLY TRUTH

FLIGHT SCHOOL

SAMPLER

AN OVERVIEW OF THE FLIGHT SCHOOL VBS KIT

© 2007 TRUTHQUEST® MINISTRIES
WWW.TRUTHQUEST.NET



AIM HIGHER.
I TIMOTHY 4:12



FLIGHT SCHOOL SAMPLER



CONTENTS

VBS FastFacts.....	3
VBS Flight Plan	4
Introduction to Flight School.....	5
How Flight School Operates Each Day.....	6
Scaling Flight School to Fit Your Church	7
Bringing the Aviation Theme to Life.....	8
The VBS Departments / The Drama Department.....	9
The Teaching Department.....	10
Age Group Leaders, Crafts, Games, Snacks, and Music	11
Missions, Advertising, Registration and Decorations.....	12
TruthQuest Doctrinal Statement.....	13
Introduction to the Sample Lessons.....	14
Bible Story Sample Lesson.....	15
Complete Bible Application Lesson Pack (Day 5 of VBS).....	16-27





VBS FASTFACTS

THEME:

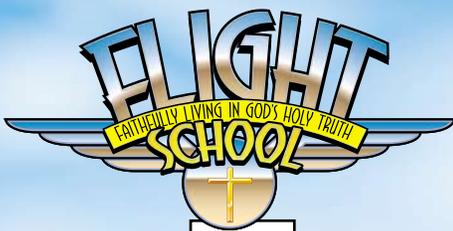
A Flight School where kids learn the basics of aviation and flight. Amid the airplanes and hangars, kids will learn how to achieve higher standards for godliness as they are encouraged to fly higher with Jesus.

OBJECTIVE:

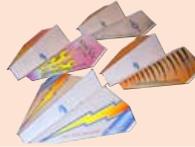
To spur children on towards a life that is lived out every day for Christ. Flight School aims to shake children out of complacency and seeks to create a hunger in children to draw closer to God every day, committing all things to Him for His glory.

BIBLE VERSIONS INCLUDED:	NIV, KJV, NKJV, NLT, ESV, and HCSB. Materials are included on the CD-ROM in each of these Bible translations.
LENGTH OF THE PROGRAM:	Five days, with a daily running time of 2½ hours.
FOR AGES:	Can accommodate age 3 thru 6th grade, and also includes workshops for adults.
SCALE OF THE PROGRAM:	Adjustable scale allows Flight School to fit the needs of very small churches, medium-sized churches, and large churches.
AGE GROUP DIVISIONS:	Small churches: Two (Preschool thru grade 1 / grade 2 thru grade 6) Medium churches: Four (3s & 4s / K-1st / 2nd & 3rd / 4th thru 6th) Large churches: Eight (3s / 4s / K5 / 1st / 2nd / 3rd / 4th / 5th & 6th)
CLASSROOMS NEEDED:	Minimum of four. In large churches, up to eight rooms may be needed.
VOLUNTEERS NEEDED:	One adult for every ten children, plus five (minimum requirements). One adult for every eight children, plus ten (ideal number of staff).
GOSPEL PRESENTED:	Every day in drama skits at closing assemblies.
FORMAT:	CD-ROM for Windows and Macintosh or WebLink downloadable format
REPRODUCIBLE?	Yes, in unlimited quantities for use in your ministry. Re-selling and re-distribution is prohibited.

COMPONENTS INCLUDED IN THIS VBS KIT	DESCRIPTION AND CONTENTS
DIRECTOR'S GUIDEBOOK	Overview of VBS, tips and directions for planning and organizing VBS, and recruiting and supplies flyers
DRAMA KIT WITH DAILY GOSPEL	Skits and gospel presentations for five days and directions and tips for planning and performing drama
TEACHING DIRECTOR'S GUIDE	VBS lessons and directions for organizing all VBS teaching activities
BIBLE STORY LESSON KIT	Bible story lessons designed for four teaching levels covering five days
BIBLE APPLICATION LESSON KIT	Object lessons with Scripture designed for four teaching levels which illustrate how to apply each day's Bible lesson
SEND-HOME MATERIALS KIT	Take-home worksheets at four levels for kids, and take-home Bible studies for parents, covering the five days of VBS
ADULT WORKSHOP KIT	Workshop-style lessons for adults covering five days
MUSIC KIT	Song lyrics, hand motions, sheet music and music CD containing seven original VBS songs
CRAFTS KIT	Complete directions, supply lists and templates for five VBS craft projects
SNACKS KIT	Complete directions, supply lists and recipes for five VBS snacks
GAMES KIT	Complete directions, supply lists and diagrams for five VBS games
AGE GROUP LEADER GUIDES	Directions for all VBS Age Group Leaders
MISSIONS KIT	Suggestions for VBS missions projects, fund-raising ideas, and progress tracking poster
REGISTRATION & SCORING KIT	Complete directions, name tags, score sheets, information cards and flyers for VBS registration and scorekeeping
DECORATIONS KIT	Ideas, suggestions and clip art to be used for decorating your facility for VBS
ADVERTISING KIT	Directions, suggestions, flyers, posters, banner artwork, a promotional skit, and a radio script for promoting your VBS
DISCIPLESHIP BOOKLET: "GROWING UP IN CHRIST"	Thirteen lessons and activities, along with extensive Scriptural references designed for parents and children to go through TOGETHER
GOSPEL TRACT: "ALL ABOUT JESUS"	A one-page explanation of the problem of sin and how Jesus' death and resurrection can save us
GOSPEL TRACT: "SOMETHING'S WRONG"	A one-page discussion of how sin curses our world and how Christ is the only solution
GOSPEL TRACT: "THE BIBLE IN 30 SECONDS"	A two-page rhyming summary of the Bible, showing how sin threatens us and how Jesus can save us
CLIP ART LIBRARY	A large selection of decorating and advertising artwork, signs and large posters on CD-ROM
T-SHIRT ARTWORK	Artwork for VBS T-Shirts which you can have printed at a t-shirt shop or iron on to your own shirts
FLYERS	Recruiting, registration and advertising flyers on CD-ROM



VBS FLIGHT PLAN

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
OVERALL FOCUS	PREPARE FOR TAKEOFF! Unless an aircraft is molded to the right shape, it cannot fly. In the same way, it is only through Christ that we can be saved, and only by being molded to His likeness that we can fly!	TRUST YOUR INSTRUMENTS! Pilots cannot trust their senses while in flight. In the same way, we cannot trust our hearts. We must instead rely on God's Word and the Holy Spirit to navigate us through life.	DON'T STALL; DON'T FALL! Unless an airplane has enough forward thrust, it will go into a stall and crash. Likewise, unless we constantly grow in Christ, we will backslide. There's no standing still!	AVOID DRAG! Every aircraft has to be as free from drag as possible in order to fly effectively. We also have to rid ourselves of the things that drag us down as we strive to grow in Christ.	GO SUPERSONIC! Like a pilot breaking the sound barrier, we must break through barriers with the gospel, overcoming our fears and making a sonic boom for Christ!
MEMORY VERSE (NIV SHOWN HERE)	JOHN 14:6 I am the way, the truth, and the life. No one comes to the Father except through me.	PROVERBS 3:5-6 Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge Him, and He will make your paths straight.	COLOSSIANS 3:23 Whatever you do, work at it with all your heart, as working for the Lord, not for men.	HEBREWS 12:1B Let us throw off everything that hinders and the sin that so easily entangles, and let us run with perseverance the race marked out for us.	1 PETER 3:15A But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.
DRAMA SKIT 	"THE PRINCIPLE OF LIFT" "Will" explains to Amelia that Christ is the only way to get off the ground. INCLUDES GOSPEL PRESENTATION	"OFF COURSE" Instead of flying by the book, "Boomer" flies by his instincts and crashes. INCLUDES GOSPEL PRESENTATION	"VELOCITY" "Will" explains to Boomer that, though he thinks he's a hot shot, he's really in a stall. INCLUDES GOSPEL PRESENTATION	"DRAGGING DOWN" Boomer and Amelia are faced with surrendering the things that keep them from flying high. INCLUDES GOSPEL PRESENTATION	"SONIC BOOM" Will challenges Amelia and Boomer to make some noise by living out the gospel. INCLUDES GOSPEL PRESENTATION
BIBLE STORY 	"SAUL SEES THE LIGHT" A Pharisee's Life Takes Off (Adapted from Acts 7 and 9) <i>Saul THOUGHT he was flying high, until he met Jesus on the road. Then, his life finally took off in Christ!</i>	"SENSELESS SENSES" The Israelites Learn to Trust God by Collecting Manna (Adapted from Exodus 6-16) <i>Their senses told them there was no food in the desert. God told them otherwise.</i>	"UZZIAH STALLS AND FALLS" How a Good King Crashed (Adapted from 2 Chronicles 26) <i>Though he got off to a great start, Uzziah became complacent in his relationship with God, resulting in a fall.</i>	"EVERYTHING THAT HINDERS..." From the Parable of the Sower (Adapted from Matthew 13:3-23) <i>The things that prevent people from responding to the gospel must be thrown off!</i>	"THROUGH THE BARRIER" Paul's Supersonic Life (Adapted from Acts and 2 Tim.) <i>Paul reflects on a life of ups and downs, breaking through barriers with the gospel.</i>
APPLICATION LESSON 	FLAPS UP, FLAPS DOWN! Paper airplanes will demonstrate that an airplane can only go where the air pushes it, just as we must be conformed to Christ's likeness in order to function as Christians.	ROUND AND ROUND! Kids will experience an object lesson illustrating how their senses and sense of direction can be fooled. This is contrasted by the fact that God's Word is always trustworthy.	DON'T SLOW DOWN! A spinning airplane toy will demonstrate that a lack of thrust causes stalls. This principle will challenge the kids to always strive for a better and more mature relationship with God.	LOSE THE DRAG! An object lesson will illustrate how hard it is to excel when fighting the force of drag. Kids will then consider how to rid themselves of things that hinder their growth in Christ.	BREAK THROUGH! An object lesson illustrates how Chuck Yeager broke the sound barrier, compared to the barriers broken by missionary pilot Nate Saint. Kids will then be challenged to break barriers with the Gospel.
SONGS 	TAKE OFF! Give your life to Christ and get off the ground!	KEEP YOUR EYES ON JESUS Trust God over yourself and He will keep you on course!	NEED FOR SPEED Never stop moving forward with God!	SIN IS A DRAG Sin will drag you down, but faith will lift you up!	SUPERSONIC Break through the barriers by living for God!
SNACKS 	AIRLINERS: Tasty celery and cheese treats that will have kids flying high 	AIRCRAFT GREASE: Applesauce and apple butter to dip graham crackers into 	PROPELLERS: Boiled hot dogs made to look like propellers 	CLOUD COOKIES: Billowy marshmallow-topped brownies 	JET FIGHTERS: Supersonic cheese, apple and cracker treats 
SCRIPTURE MEMORY GAMES 	PROPELLER Kids try to duck or jump over a rotating pool noodle "propeller".	AIR MAIL Teams race to transfer balls down a line of five buckets.	AIRBORNE Teams play volleyball using multiple balloons instead of a ball.	JETTISON Kids try to shake all the balls off of a parachute.	BREAKTHROUGH Teams race to get through an obstacle course.
	FLIGHT PLAN Kids try to throw pool noodles through hula hoops.	AIR MAIL Teams race to transfer balls down a line of five buckets.	DON'T STALL! Teams race to keep hula hoops rolling so they don't fall.	IT'S A DRAG! Teams compete to drag their opponents across their finish line.	BREAKTHROUGH Teams race to get through an obstacle course.
CRAFT PROJECTS 	TEST FLIGHT AIRPLANES: Fun, simple airplanes that really fly! 	WIND SOCKS: This "instrument" will remind kids to trust their instruments! 	JET STREAMERS: Foam airplanes that fly by centrifugal force. A great toy! 	P-51 MUSTANGS: Foam models of the WWII fighter that just might fly! 	PILOT'S LICENSES: Laminated keepsakes to remind kids of all they learned! 

5 TradQuest Ministries Permission is granted for the PURCHASER of this VBS kit to reproduce this page. Reproduction or distribution of these materials for use by any individual or organization other than the purchaser is prohibited. <http://tradquest.net>



FLIGHT SCHOOL SAMPLER



WELCOME TO FLIGHT SCHOOL!

Welcome to Flight School! As the director of your church's VBS program, you have many responsibilities. This VBS kit is designed to make your job as easy as possible for you and your volunteers. But, before you dive into the logistics of planning your VBS, here's a quick look at the nuts and bolts of Flight School.

BASIC INFORMATION

THE THEME

Start your engines and prepare for takeoff! From propellor-driven biplanes to supersonic jet fighters, Flight School takes kids into the world of aviation and draws parallels to the Christian life. From airplane hangars to flight simulators to the cockpit of an airplane, the sky's the limit when it comes to where you can take your kids at Flight School!

More importantly, along the way, children will learn why they should aim higher and strive for a closer relationship with Jesus in their everyday lives.

THE OBJECTIVE

"Aim Higher" is a phrase that summarizes the objective of Flight School. For unbelieving children, this involves sharing the gospel in clear and powerful ways, leading children to Christ. In Flight School, the gospel is communicated every day during the closing drama skits, ensuring that all the kids—even those who only visit VBS for one day—will hear the gospel. For believing children, Flight School offers a strong challenge not to be complacent. Our prayer and our objective is to jolt kids (and adults) out of the Christian complacency that permeates so much of the church and spur them on toward the closest relationship with Christ, pursuing Him through constant prayer, daily devotions, and daily commitments to live each day for Him. By doing so, kids will be flying high!

TEACHING PERSPECTIVES

Flight School's title is an acronym. "Flight" stands for "Faithfully Living In God's Holy Truth." Flight School trains children to do this by including two different and complimentary teaching times to ensure that children understand both the Biblical truths we should live by and how those truths apply to them today.

BIBLE STORY LESSONS

The Bible Story Lesson Kit, included with this program, contains Bible Story Lessons for each day of VBS. These Bible stories will show children how the VBS lesson concepts were demonstrated in the Bible, while also familiarizing the children with stories they may not have heard before.

BIBLE APPLICATION LESSONS

Additionally, Flight School includes a full set of Bible Application Lessons. These are interactive, visual object lessons which demonstrate how the lessons learned from the Bible stories apply to our lives today. These two teaching methods result in a well-rounded learning experience for the children.

THE GOSPEL

One of the prime objectives of Flight School is to share the gospel of Jesus Christ with children and their families. Through the use of Bible lessons, gospel tracts, and discipleship materials which can all be printed from the Flight School CD-ROM or WebLink, you can share the gospel with all the children in your VBS program.

Additionally, the Flight School drama skits share the gospel with children every day of VBS. During the five days of VBS, "Will," our main drama character, will constantly share the gospel with a sense of urgency, and of course, with a great deal of fun. The Flight School drama skits allow you to share the gospel on EVERY DAY OF VBS, making Flight School a very evangelical program.

PREFLIGHT NEIGHBORHOOD VBS PREVIEW

Flight School includes a "Preflight Kit" that allows families in your neighborhood to host a one day, 2-3 hour long mini-VBS in their local neighborhoods in the weeks leading up to VBS. The Preflight Kit provides a simple lesson, craft, game, and snack ideas on a scale that allows one or two families to host a small number of neighborhood children in their homes, giving them a preview (and an invitation) to VBS at your church, and also a gospel presentation. This is an excellent way to invite local kids to VBS, and we encourage as many families as possible to host a Preflight event in their local neighborhoods in the weeks leading up to VBS.

SIX BIBLE VERSIONS INCLUDED IN THIS VBS KIT

Nearly every publication in this VBS kit that directly quotes Scripture is provided in six different versions. So, as you're printing your materials, just indicate which Bible version you want, and that's what you'll get! The Bible versions included in this kit, and their copyright notices, are:

NEW INTERNATIONAL VERSION (NIV)

Scripture quoted by permission. Quotations designated (NIV) are from THE HOLY BIBLE: NEW INTERNATIONAL VERSION (NIV). Copyright © 1973, 1978, 1984 by International Bible Society. Used by permission of Zondervan Publishing House. All rights reserved.

KING JAMES VERSION (KJV)

Written in 17th century English, this classic translation is viewed by many to be the best available. Quotations from the KJV are public domain.

NEW KING JAMES VERSION (NKJV)

Copyright © 1982, Thomas Nelson, Inc. Bible text from the New King James Version is not to be reproduced in copies or otherwise by any means except as permitted in writing by Thomas Nelson, Inc., Nelson Place at Elm Hill Pike, Nashville, Tennessee, 37214-1000.

NEW LIVING TRANSLATION (NLT)

Holy Bible, New Living Translation copyright © 1996 owned by Tyndale Charitable Trust. Used by permission of Tyndale House Publishers Inc., Wheaton, Illinois 60189. All rights reserved. New Living, NLT, and the New Living Translation logo are registered trademarks of Tyndale House Publishers.

ENGLISH STANDARD VERSION (ESV)

The Holy Bible, English Standard Version. Copyright © 2001 by Crossway Bibles, a division of Good News Publishers. All rights reserved.

HOLMAN CHRISTIAN STANDARD BIBLE® (HCSB)

All quotations from the HCSB are Copyright © 1999, 2000, 2002, 2003 by Holman Bible Publishers.



FLIGHT SCHOOL SAMPLER



FIVE DAYS, TWO AND ONE-HALF HOURS PER DAY

Although you may alter the time frame in which this VBS program operates in your church, it is designed to run for five days, running for 2½ hours or more each day. This allows VBS to be done either in the daytime or in the evening. Extending the daily running time is possible, although we do not recommend reducing the running time to less than 2½ hours per day, as the children will not be able to participate in all the VBS activities in less than 2½ hours per day.

SEE THE VBS SCHEDULING TOOLS PROVIDED LATER IN THIS GUIDEBOOK TO EASILY ESTABLISH YOUR DAILY VBS SCHEDULE.

HOW THIS VBS PROGRAM OPERATES EACH DAY

SESSION 1: OPENING ASSEMBLY (20 MINUTES)

After children have arrived each day and checked in with their Age Group Leaders, all the children will assemble as one large group in a large room such as a church sanctuary. The opening assembly consists of the following:



OPENING SONG

The worship leader or drama leader will lead the children in singing the VBS Theme Song to start off on the right foot.

OPENING SKIT

A fun drama skit is performed for all the children which introduces the lesson focus for that day of VBS.

SESSIONS 2-5: VBS LESSON AND ACTIVITIES

After the opening assembly, the children are divided into their respective age groups (described later in this packet) and sent off to participate in five VBS activity sessions. During any given time session, each VBS age group will be involved in a different activity than the other groups. At the end of each time session, each group will ROTATE to a different activity until all of your age groups have participated in all of the activity sessions (meaning that each group will go to the VBS activities in a different order). You will need a room or area for each of these activity sessions, which are as follows:



BIBLE STORY LESSON & WORKSHEET TIME WITH MEMORY VERSE (20 MINUTES)

During this important teaching time, the children learn from the Bible each day and also have time to work on worksheets which they will take home.



BIBLE APPLICATION LESSON TIME (20 MINUTES)

This equally important teaching time provides children with a Scripture-filled hands-on object lesson that shows how the day's Bible lesson can be applied to their lives on a daily basis.



GAME TIME (20 MINUTES)

For a break, the children get to run off some energy by participating in a fun game which either helps them to apply the day's lesson or just to have fun.



CRAFTS & SNACK TIME (20 MINUTES)

Here, the children get to create a simple but fun craft project to remind them of their day at VBS. As they do this, they are served a yummy and fun VBS snack.

SESSION 6: CLOSING ASSEMBLY (25 MINUTES)

At the end of each day, the children re-convene into one large group for the closing assembly, which takes place in the same room where your opening assembly took place. The closing assembly includes:



PRAISE & WORSHIP MUSIC

At the start of the closing assembly, the worship leader or drama leader leads all the children in singing worship songs such as those which have been provided on the VBS Music CD.



CLOSING SKIT

Next, the second half of the drama skit for the day is performed for the children, reviewing what has been learned and concluding the story for that day of VBS.

GOSPEL PRESENTATION & PRAYER

Each day's VBS skit includes an option to present the gospel to the children during the closing VBS skit, along with a closing prayer.

HOW LARGE IS YOUR VBS?

The scale of your VBS affects numerous things as you make plans. The number of children and staff you will have affects your staffing needs, the Age Groups you'll incorporate, the teaching levels you'll use, and the way you set up your daily VBS rotation schedule.

SCALING VBS TO YOUR NEEDS

Flight School can accommodate up to eight age groups and four teaching levels. However, depending on the scale of your VBS, you may not use them all. The charts in the right column show three different VBS models. Based on your anticipated VBS attendance, you need to determine which of these three models your VBS will follow.

SMALL VBS

50 OR FEWER CHILDREN EXPECTED

In this VBS model, you will OMIT six of the eight possible VBS age groups and two of the possible teaching levels. Teaching levels 1 and 3 will not be used in this model, and all materials in this VBS kit which are designed specifically for Level 1 or Level 3 should be disregarded.

MEDIUM-SIZED VBS

50-150 CHILDREN EXPECTED

This VBS model omits four of the eight possible VBS age groups, but uses ALL of the VBS teaching levels.

LARGE VBS

OVER 150 CHILDREN EXPECTED

This VBS model uses all of the age groups and teaching levels created for this program.

SMALL VBS (50 OR FEWER CHILDREN)		
GROUPS TO INCLUDE	FOR WHICH AGES / GRADES	TEACHING LEVEL
	MUSTANG SQUADRON: AGE 3 THRU 1ST GRADE	 For Grades K-5 -1st Grade
	HORNET SQUADRON: 2ND GRADE THRU 6TH GRADE	 For 4th Grade thru Pre-teen
MEDIUM VBS (50 - 150 CHILDREN)		
GROUPS TO INCLUDE	FOR WHICH AGES / GRADES	TEACHING LEVEL
	STEARMAN SQUADRON: AGE 3 THRU AGE 4 (OR GRADE K-4)	 For Preschool Children
	MUSTANG SQUADRON: KINDERGARTEN THRU 1ST GRADE	 For Grades K-5 -1st Grade
	JUMBOJET SQUADRON: 2ND GRADE THRU 3RD GRADE	 For 2nd and 3rd Graders
	HORNET SQUADRON: 4TH GRADE THRU 6TH GRADE	 For 4th Grade thru Pre-teen
LARGE VBS (150 OR MORE CHILDREN)		
GROUPS TO INCLUDE	FOR WHICH AGES / GRADES	TEACHING LEVEL
 	TRAINER SQUADRON: AGE 3 STEARMAN SQUADRON: AGE 4 / GRADE K-4	 For Preschool Children
 	SKYHAWK SQUADRON: KINDERGARTEN MUSTANG SQUADRON: 1ST GRADE	 For Grades K-5 -1st Grade
 	ELECTRA SQUADRON: 2ND GRADE JUMBOJET SQUADRON: 3RD GRADE	 For 2nd and 3rd Graders
 	FALCON SQUADRON: 4TH GRADE HORNET SQUADRON: 5TH & 6TH GRADE	 For 4th Grade thru Pre-teen



FLIGHT SCHOOL SAMPLER

PAGE 9

VBS



BRINGING THE AVIATION THEME TO LIFE

The aviation theme of this VBS includes a few special details for you to consider. The information on this page is meant to help you to get the most out of VBS.

STAFF NAME TAGS

All of your VBS staff who will be working directly with children should have name tags to identify them. These name tags are all included with the materials you will give to each volunteer. For example, the Crafts Kit includes a name tag for a Crafts Leader, and the Bible Lesson Kits include name tags for teachers. However, you can also print extra staff name tags (as well as name tags for children) from the "Helpful Aids" section of the Flight School CD-ROM or WebLink.

SQUADRON FLAGS

Each of the VBS Age Groups is identified as a "squadron," and each squadron has its own flag. These squadron flags can be printed from the "Helpful Aids" section of the Flight School CD-ROM or WebLink. We suggest printing a flag for each squadron and fastening it to a dowel rod. These squadron flags can be carried by children as they travel from one VBS activity to the next.

CHECK-IN LOCATIONS

For faster VBS check-in, we suggest designating a specific area for each Age Group to meet and check in with their Age Group Leaders each day. Since the first VBS activity each day is an opening assembly, a good location for check-in areas is to rope off a seating area in your assembly room where each age group is to gather each day. For instance, the first couple of seating rows could be a check-in area for the Preschool group, and the two rows behind that would be for the Kindergartners, and so on. We suggest posting additional copies of the squadron flags in each check-in area so that children will recognize which area they should go to.

BOYS VS. GIRLS COMPETITION

To motivate children to listen closely and participate in VBS, the lesson times utilize a "boys vs. girls" competition. Certain questions during lesson time are worth points, and boys and girls race to correctly answer the most questions. When a question is asked, any child who thinks they know the answer is to STAND UP. The first child to stand is called on for their answer. If they are correct, they score a point for their team, which is recorded on a Scoreboard sheet (included in the Lesson kits). At the end of each day of VBS, all of the Scoreboard sheets from each group are turned in and tallied. If the boys answered the most questions, then Amelia, the girl drama character, will be sprayed with Engine Gunk (silly string) in the closing assembly. If the girls win, then Boomer, the boy character, will be sprayed. This simple competition will motivate children to listen closely, therefore helping them to learn more.

BASIC DECORATING IDEAS

While more complete decorating ideas are found in the Flight School Decorations Kit (from the Flight School CD-ROM or WebLink), we've listed a few basic ideas here to give you an idea how to bring the aviation theme to life.

AIRPLANE HANGARS

Airplane hangars are often built from corrugated aluminum. You can simulate this look by accordion-folding grey butcher paper and then hanging it on your walls (with folds going vertically). Tool boxes, old tires, automotive spare parts and the like can help to create this look.

RUNWAYS

Line the floors of your hallways or traffic areas with white Christmas lights or rope lights, and you've got a runway for takeoffs, landings, and simple fun!

AIRPORT TERMINAL AND GATES

You could also make parts of your facility look like the terminal or gates of the local airport, including gate number signs, baggage claim areas with suitcases, ticketing counters, and flight arrival and departure information displays. Travel posters, provided they do not include inappropriate images, can also help create the illusion of an airport.

MODEL AIRPLANES

Consider borrowing or purchasing model airplanes and displaying them in your facility during VBS. At the end of VBS, those same model airplanes could be given away as prizes or awards to kids.

COSTUMING

To add to the fun, your workers can dress in costumes, such as mechanics, old-school aviators' gear like bomber jackets, scarves and goggles, or modern-day flight suits or jumpsuits with helmets. Other costumes could include airline pilots or flight attendants.

FLIGHT SCHOOL CD-ROM SIGNS

Official-looking signs like "Flight School," "Hangar B," "Supply Room" and others can add further authenticity if posted strategically around your facility. A variety of signs and other decorative artwork is available on the Flight School CD-ROM or WebLink. We suggest borrowing or printing a copy of the Decorations Kit from the Flight School CD-ROM or WebLink for more ideas.



FLIGHT SCHOOL SAMPLER



THE VBS DEPARTMENTS

The Flight School VBS kit is divided into what we call "Resource Kits." Each kit is designed for a particular area, or "department" of VBS. This allows the VBS Director to recruit heads for each VBS department, providing them with the appropriate kits and materials for their assigned departments from the Flight School CD-ROM or WebLink. In this way, all of the VBS "Department Directors" will be equipped with all the VBS materials they need for operating their department of VBS.

SUMMARY OF VBS DEPARTMENTS

Now it's time to take a brief look at what the VBS Department Directors will be doing and how each department will work. Being aware of what your volunteers are doing will be very important for keeping everyone organized and enabling you to answer questions from your workers.

We recommend that you take a quick look at the VBS kits which pertain to each department for a full understanding of the needs and responsibilities of each department. However, for your reference, we've included an overview of what each department and director will be doing. This overview is as follows:

DRAMA DEPARTMENT

The Drama Staff for VBS will be overseeing the dramatic portions of the VBS program, including the opening and closing skits for each day of VBS. The drama skits feature three fun characters (shown in the next column). Will B. Wright is the flight instructor for the VBS week. Will has two students (aside from all the VBS kids) whom he is trying to guide into a godly worldview. The first is Amelia Pureheart, an enthusiastic and teachable girl, and "Boomer," a reckless know-it-all boy who thinks he's a fighter pilot.

Each day's skit sets the stage for the Bible lessons to be taught that day. On each day of VBS, the first part of the drama skits will be performed, and then paused at a crucial point. Then, the children will be sent off to their other VBS activities while thinking about the unresolved issues of the skit. At the end of each day in the closing assemblies, after a time of praise & worship, each day's skit will then be concluded, showing the children how each issue is resolved. The drama skits will be great fun for children to watch, all while teaching important concepts.

NEEDS OF THE DRAMA DEPARTMENT

The Drama Department will need a stage area on which to perform and where all of your VBS children can watch the drama skits. Depending on the size of your facility, they may also need a sound system and some minor technical equipment. You'll need an adult actor to play "Will" and actors to play the parts of Amelia and Boomer (teens with dramatic talent are good choices). The Drama Kit contains all of the VBS skits and includes many of the props and instructions needed. The Flight School CD-ROM and WebLink also contains teleprompter versions of each skit, along with instructions for setting up a simple teleprompter.

VOLUNTEERS NEEDED

- An adult to play "Will." This should be a middle-aged, wise-looking man.
- A male actor to play the part of "Boomer". This can be an adult, but a teenager would be very suitable.
- A female actor to play the part of Amelia. This can be an adult, but a teenager is very suitable.
- A technical crew for sound and lights if applicable
- People to help acquire props and prepare sets for your skits

THE CHARACTERS

Here's a quick summary of what each character is like:

AMELIA PUREHEART

At the start of VBS, Amelia is not a believer in Christ, but she is willing to listen and soon responds to the gospel and Will's subsequent teachings with enthusiasm. As VBS progresses, Amelia proves to be an excellent (though not perfect) student. Amelia represents unbelievers who are willing to respond to the gospel, and it will be her journey that unbelieving children at VBS will be interested in.



CHARLIE "BOOMER" LIMBERGER

Charlie Limberger is a reckless boy who fancies himself an ace fighter jet pilot. Charlie insists on being called "Boomer" and is never seen without a flight helmet or goggles. Unlike Amelia, Boomer is a believer in Christ when VBS begins, but he is complacent and difficult to teach. Boomer is therefore ineffective as a Christian and needs to be jolted out of his complacency. Boomer will represent all Christians who are in the same situation, and one objective of Flight School is that, like Boomer, Christian children will be jolted out of Christian complacency and spurred on to a closer walk with Christ.



WILLIAM B. WRIGHT

William, or "Will," as he prefers to be called, is a seasoned Flight Instructor who appreciates old-school aviation and who isn't satisfied with anything but the best efforts from his students. Will has a gentle but enthusiastic spirit and will function as the primary teaching character during VBS drama skits. During the VBS week, Will challenges Amelia (and all the unbelieving kids at VBS) to make a decision for Christ, pointing out that Jesus is the only way to "get off the ground." Similarly, Will challenges Boomer (and all complacent Christians) to wake up and aim higher, not being content just to be saved, but striving for the closest walk with God on a daily basis.





FLIGHT SCHOOL SAMPLER



TEACHING DEPARTMENT

The Teaching Department is the backbone of your VBS, providing the most "face-to-face" in-depth teaching of the VBS program. The Teaching Department includes:

BIBLE STORY LESSONS KIT

Bible story lessons for each day of VBS, provided at four teaching levels for each day. Each lesson is connected to the drama skit for that day, and all lessons include some sort of interactive element for more effective teaching.

BIBLE APPLICATION LESSON KIT

Interactive object lessons with Scripture which show how each day's Bible lesson applies to our lives today. These lessons are provided at four teaching levels as well.

SEND-HOME MATERIALS KIT

Age-targeted worksheets relating to each day's VBS lesson to be sent home with the children. Also includes a take-home Bible study sheet designed for parents so they can study the same topics their children learned and continue the teaching process.

ADULT WORKSHOP KIT (OPTIONAL)

Including five workshop-style lesson outlines designed for parents.

GOSPEL TRACTS & DISCIPLESHIP BOOKLET (NIV OR KJV)

For use in evangelizing children and helping them to mature.

TEACHING DIRECTOR'S GUIDE

Summarizes all of the above items and includes directions for setting up his or her department, as well as how the Flight School lesson materials should be used.

NEEDS OF THE TEACHING DEPARTMENT

Based upon the size of your VBS, you'll need either one or two rooms for your Bible Story Lessons and an additional one or two rooms for your Bible Application Lessons. If desired, you will also need a classroom for the Adult Workshops. Certain supplies which are needed for teaching the Bible Lessons are listed in the Lesson Kits, though many of these supplies are included with the Lesson Materials.

BIBLE TEACHING PERSONNEL NEEDED

Based upon the size of your VBS you'll need staff as follows:

SMALL VBS:

- One Bible Story Lesson Teacher
- One Bible Application Lesson Teacher

MEDIUM VBS:

- One Bible Story Lesson Teacher
- One Bible Story Assistant
- One Bible Application Lesson Teacher
- One Bible Application Assistant
(recommend having a different teaching crew each day of VBS)

LARGE VBS:

- One Bible Story Lesson Teacher and Assistant for Junior Program
- One Bible Story Lesson Teacher and Assistant for Senior Program
- One Bible Application Lesson Teacher and Assistant for Junior Program
- One Bible Application Lesson Teacher and Assistant for Senior Program
(recommend having a different teaching crew each day of VBS)

ADULT WORKSHOP TEACHERS

Finally, if you choose to include adult workshops in your VBS, you'll need qualified people to teach them using the lessons in the Adult Workshop Kit.



FLIGHT SCHOOL SAMPLER



AGE GROUP LEADERS

Age Group Leaders are the adult helpers who will be with the kids throughout the VBS program, taking them from area to area, administering discipline, and most importantly, befriending the kids. At the start of each day's VBS session, Age Group Leaders will need to "check-in" the children for the age groups they're assigned to. Check-in involves greeting children, issuing them name tags, listening to them reciting memory verses, and keeping score for them on the score sheets.

NEEDS OF AGE GROUP LEADERS

We suggest equipping each Age Group Leader with a name tag and a clipboard on which they can keep notes or score sheets.

AGE GROUP LEADER T-SHIRT ARTWORK IS PROVIDED

The "Helpful Aids" section of the CD-ROM or WebLink includes t-shirt artwork for the leaders of each age group which you can print and iron on to white t-shirts. This will help children to quickly identify the leaders of their groups.

VOLUNTEERS NEEDED

We suggest one adult for every ten children.

CRAFTS DEPARTMENT

The Crafts Department will handle the Craft Time sessions of each day of your VBS program. Special craft projects are included in the Crafts Kit, including supply lists, templates, diagrams, directions and photos of finished crafts. All of the craft projects relate in some way to the theme of the lessons of VBS, and all of the projects are simple and easy. The five Flight School craft projects are shown on page five of this Guidebook.

NEEDS OF THE CRAFTS DEPARTMENT

You will need an area in which to host Craft Time for each day of VBS. We suggest a non-carpeted area if one is available. Otherwise, we suggest protecting floors with painting tarps and protecting craft tables with newspapers. Supplies needed for craft projects are listed in the Crafts Kit and on the "Supplies Needed" flyer from this kit.

VOLUNTEERS NEEDED

- Craft Teachers who can demonstrate crafts and assist children
- Preparation workers who can prepare the supplies needed for each craft project, as well as preparing (mess-proofing) the area in your facility where the crafts will be taught.
- Clean-up personnel to assist in cleaning up after craft time.

SNACKS DEPARTMENT

The Snacks Department will be responsible for preparing and handling the daily Snack Time of your VBS program. The Snacks Kit includes recipes for five simple but fun VBS snacks, as well as suggestions for preparation, cleanliness, and more. The five Flight School snacks are found on page five of this Guidebook.

NEEDS OF THE SNACKS DEPARTMENT

You will need an area in which to serve the snacks to the children. In some cases, children are asked to assemble their snacks before eating them, meaning that you will need to have tables for the children to be served at. We also suggest a non-carpeted area for Snack Time. A list of the items needed for Snack Time is included in the Snacks Kit.

VOLUNTEERS NEEDED

- Preparation volunteers who will make necessary preparations
- Snack supervisors who will serve the children
- Clean-up volunteers

GAMES DEPARTMENT

The Games Department will prepare and administer each day's VBS games. The games are a good way for children to release extra energy and to let loose for a while at VBS. All of the VBS games are loosely related to the theme and the VBS lessons. The Games Kit includes detailed directions, diagrams and props for use with the VBS games. The Flight School games are briefly described on page five of this Guidebook.

NEEDS OF THE GAMES DEPARTMENT

We suggest an outdoor grassy area or an indoor area with soft flooring or carpeting. A first aid kit is always a good idea, and we suggest making water available for thirsty kids. Other supplies needed for games are listed or provided in the Games Kit.

VOLUNTEERS NEEDED

We suggest having a few adult helpers to play with the children, to keep order, and to keep the games safe.

MUSIC DEPARTMENT

The Music Department will handle the Praise & Worship segment of your VBS program, learning, teaching and performing the songs for VBS. Your Music Director may perform the VBS songs from the Flight School Music CD as well as other children's songs favored by the children in your church.

NEEDS OF THE MUSIC DEPARTMENT

Your music leaders will need the Flight School Music CD and Music Kit to work from. They may also need some sound equipment so they can lead the children in worship.

VOLUNTEERS NEEDED

We suggest having a few teens or children assist the worship leader in leading the VBS children in Praise & Worship.



FLIGHT SCHOOL SAMPLER



VOLUNTEERS NEEDED

We suggest recruiting 3-4 people to assist with the registration and scoring process. Workers from other VBS departments may be able to assist when they are not engaged with their own duties.

MISSIONS DEPARTMENT

This department will oversee the VBS Missions project, promoting the project each day at VBS and getting the VBS children involved in the process. This department will determine what the missions project will be and how high to set the fund raising goal.

NEEDS OF THE MISSIONS DEPARTMENT

You will need an area where you can display the fund-raising progress for your missions project so that your VBS children can see it. Artwork for a "tracking board" is provided in the Missions Kit. One person should be adequate for this department.

ADVERTISING DEPARTMENT

The Advertising Department is responsible for advertising and promoting your VBS program before VBS begins. Using flyers, posters and artwork provided in the Advertising Kit and on the Flight School CD-ROM or WebLink, the department will create interest and excitement both within your church and around your community for your VBS program.

NEEDS OF THE ADVERTISING DEPARTMENT

Your Advertising Director will need access to the Flight School CD-ROM or WebLink so that all of the flyers, posters and artwork needed can be printed and used. Otherwise, it is up to your church to determine an advertising budget.

REGISTRATION & SCORING DEPT.

The Registration and Scoring Department will oversee the registration process for your VBS, making sure that you have all of the important information needed for each child in your VBS program. This department will also be keeping score as the children accumulate points for their participation in VBS. They will also determine what kinds of awards or prizes to give to the kids. This department will promote early registration within your church and "day-of-event" registration during the five days of your VBS program. The Registration Department will make name tags for each child in your VBS program and ensure that Age Group Leaders have important information for each child. Additionally, this department will tally up scores for all children throughout VBS as directed in the Registration & Scoring Kit.

NEEDS OF THE REGISTRATION & SCORING DEPT.

You will need a table where registration will take place. Your volunteers will need to use this table throughout VBS, both for registration and for scoring. Name Tags, Registration & Scorekeeping Cards, and other tools are provided in the Registration Kit. You will also need a calculator and a supply of 3" X 4" Avery Top-Loading Clip-Style Name Tags.

DECORATIONS DEPARTMENT

This department will be transforming your facility to look like a Flight School, airport, or airfield. This can be accomplished through the use of corrugated paper, model airplanes, toolboxes and tools, spare mechanical parts, posters, and more. Some of these things can be found at your local thrift store or online. More decorating ideas are found in the Decorations Kit. Additionally, the Decorations Kit includes a directory of clip-art and signs which can be used for making your facility look like an aviation facility.

NEEDS OF THE DECORATIONS DEPARTMENT

The Decorations Department will need a number of supplies for decorating your facility, many of which are included in the Decorations Kit and on the Flight School CD-ROM or WebLink. The Decorations Director will need access to the CD-ROM / WebLink so that he or she can freely locate and print whatever is needed from the clip art library. You will also need to set a VBS decorating budget.

VOLUNTEERS NEEDED

- Carpenters may be needed to build any special props you might want for your VBS
- Artists to paint scenes or signs
- Thrift store or garage sale shoppers to acquire decorating items
- Craft hobbyists to assist in producing props and scenes



FLIGHT SCHOOL SAMPLER



THERE YOU HAVE IT!

In a nutshell, that's a brief summary of the Flight School VBS program. If you have any questions about this VBS kit, please feel free to contact us as shown below.

We'd also like to tell you about our weekly Truthopolis Sunday School and Children's Church curriculum, designed for ages 3-11. Our Truthopolis program is very much like this VBS program, including drama skits, Bible/object lessons, take-home worksheets, family study sheets, gospel and discipleship materials, clip art, and much more. Truthopolis also involves many fun characters for drama skits, including puppets. Bring the fun and effective Bible teaching of VBS to your church EVERY WEEK through the TruthQuest® Truthopolis Program! Visit our web site and check it out!

TRUTHQUEST® MINISTRIES

WEB SITE: WWW.TRUTHQUEST.NET
EMAIL: INFO@TRUTHQUEST.NET
PHONE: 303-920-1463
ADDRESS: 11500 SHERIDAN BOULEVARD
DENVER, CO 80020

TRUTHQUEST® DOCTRINAL STATEMENT WE BELIEVE:

1. The Scriptures, both Old and New Testaments, to be the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of men and the Divine and final authority for Christian faith and life.
2. In one God, Creator of all things, infinitely perfect and eternally existing in three persons: Father, Son and Holy Spirit.
3. That Jesus Christ is fully God and fully man, having been conceived of the Holy Spirit and born of the Virgin Mary. He died on the cross, a sacrifice for our sins according to the Scriptures. Further, He arose bodily from the dead, ascended into heaven, where, at the right hand of the Majesty on High, He is now our High Priest and Advocate.
4. That the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and, during this age, to convict men, regenerate the believing sinner, and indwell, guide, instruct and empower the believer for godly living and service.
5. That man was created in the image of God but fell into sin and is, therefore, lost, and only through regeneration by the Holy Spirit can salvation and spiritual life be obtained.
6. That the shed blood of Jesus Christ and His resurrection provide the only grounds for justification and salvation for all who believe, and only such as receive Jesus Christ are born of the Holy Spirit and, thus become children of God.
7. That water baptism and the Lord's Supper are ordinances to be observed by the Church during the present age. They are, however, not to be regarded as means of salvation.
8. That the true Church is composed of all such persons who through saving faith in Jesus Christ have been regenerated by the Holy Spirit and are united together in the Body of Christ of which He is the Head.
9. That only those who are, thus, members of the true Church (above) shall be eligible for membership in the local church.
10. That Jesus Christ is the Lord and Head of the Church and that every local church has the right, under Christ, to decide and govern its own affairs.
11. In the personal premillennial and imminent coming of our Lord Jesus Christ and that this "Blessed Hope" has a vital bearing on the personal life and service of the believer.
12. In the bodily resurrection of the dead; of the believer to everlasting blessedness and joy with the Lord; of the unbeliever to judgment and everlasting conscious punishment.

VACATION BIBLE SCHOOL



AIM HIGHER.
1 TIMOTHY 4:12

SAMPLE MATERIALS

SAMPLES ON THE FOLLOWING PAGES INCLUDE:

A BIBLE STORY LESSON (LEVEL 3) FOR DAY FIVE OF VBS

This Bible Story Lesson is typical of how our Bible Story Lessons are laid out for all of VBS. As with the Bible Application Lessons, Bible Story Lessons are laid out in Lesson Packs.

A COMPLETE APPLICATION LESSON PACK FOR DAY FIVE OF VBS

This is an actual Lesson Pack for Day Five of VBS and includes all of the teacher instructions and tools needed for teaching the lesson. This Lesson Pack is typical of how all five days of VBS Lesson Packs are laid out. This sample is the NIV version, though the lessons are available in five other Bible versions as well.



LEVEL 3
For 2nd and 3rd Graders

FLIGHT PLAN BIBLE STORY



DAY 5
ALL

TODAY'S STORY: **"THROUGH THE BARRIER"**



PAUL LOOKS BACK AT A SUPERSONIC LIFE
ADAPTED FROM ACTS AND 2 TIMOTHY

"I have fought the good fight," Paul wrote from a damp, chilly prison cell, "I have finished the race. I have kept the faith." Paul paused as he thought over his words. This would be his last letter to his dear friend Timothy. Soon, Paul would be dying for Christ. **"I HAVE FOUGHT THE GOOD FIGHT..."** Paul's mind drifted back to a memory of long ago.

"Paul, I thought we would die today!" Silas said to his friend as they sat in jail, covered with wounds from a beating.

"No, my friend," Paul answered, "I believe God still has much for us to do. We must continue **TELLING OTHERS ABOUT JESUS, NO MATTER WHAT HAPPENS.**" Soon, Paul and Silas began to pray and praise God in song. Suddenly, the earth began to shake at the sound of their praises. Soon after, the chains on their hands and feet fell off, and the prison door swung open with a crash!

The jailer raced in and saw the door open. "Oh no!" thought the jailer, "I'll be killed when my boss finds out Paul and Silas escaped!" The frightened jailer drew his sword to kill himself, but then he was startled by Paul's voice. "Stop!" Paul yelled. "We're still here!" The jailer rushed to Paul, fell to his knees and asked Paul and Silas, "Please, sirs, how can I be saved?" That night, the jailer and his family put their trust in Jesus.

? QUESTION: (1 POINT):

Who came to Christ because Paul and Silas were willing to go to prison for Jesus?

ANSWER: The jailer.

"Ah, what a memory that was," Paul thought to himself as he continued to ponder his letter. Paul looked to his scribe, the man who was helping him to write his letter.

"Where was I?" Paul asked. "Sir," the scribe answered, "your last words were, I have fought the good fight, **I HAVE FINISHED THE RACE,** I have kept the faith." "Ah yes," Paul remembered, "I have finished the race..." And Paul's mind drifted to another memory.

What a race it had been those several months! Paul and his friends had traveled all over Greece **PREACHING THE GOOD NEWS** of Jesus. First there had been Philippi, where he and Silas had been put in prison. Then they traveled to Thessalonica, where some people stirred up trouble for Paul. They had certainly had to leave quickly that time! And then, there was Berea. Now, **THOSE** were some folks who truly wanted to know God's Word! Paul would never forget how those Bereans would **STUDY THEIR SCRIPTURES** to make sure Paul was teaching them the truth! Next, there was Athens, where Paul had a chance to speak to many city leaders. Then Paul traveled on to Corinth.

Paul remembered Christ's words, "Don't be afraid any longer. Go on speaking and don't be silent. I am with you. No man will attack you for I have many people in this city!" Sure enough, just as God had promised, Paul was able to **PREACH THE GOSPEL**, and many people put their trust in Jesus.

DIRECTIONS:

Whenever you come to words in this story rendered in **BOLD RED**, you should **raise your hand** to signal your class, and they should perform the action specified below. Practice this before reading the story!

RAISE YOUR HAND WHEN YOU READ: WORDS IN BOLD RED

WHEN YOU RAISE YOUR HAND, THE KIDS SHOULD SHOUT:

"Give it all for God!"

? QUESTION: (1 POINT):

Where are some places Paul went to tell others about Jesus?

ANSWER: Philippi, Thessalonica, Berea, Athens, Corinth, etc.

"Sir, do you want to continue the letter?" Paul quickly came back to the present and looked at his scribe. "Oh, yes, where were we again?" Paul asked.

"I have fought the good fight, I have finished the race. I have kept the faith," replied the Scribe. Paul thought in his head, **"I HAVE KEPT THE FAITH..."** Once again, Paul's memories crowded his mind.

"Away with him!" the crowd yelled. Paul's fellow Jews were once again causing him trouble. Paul had come to Jerusalem to worship. But although Paul was a Jew, other Jews hated him. They hated that he was friends with those who were not Jews. They hated him for **LOVING JESUS** and preaching about Him. When Paul entered the temple in Jerusalem, they seized him and spread lies about him. Soon a great had gathered against Paul, ready to kill him. It was so bad that Roman soldiers had to be sent in to protect Paul from the crowd.

If Paul had just pretended not to believe in Jesus, the Jews might have left him alone. But Paul could never deny the truth about Jesus. Paul had **COMMITTED HIS LIFE TO SERVING CHRIST**, even if it meant death. Although his belief in Jesus had gotten him into trouble many times, through it all, Paul had kept his faith. He had honored Christ with his life.

? QUESTION: (1 POINT):

How did Paul spend his life serving Christ?

ANSWER: He traveled to many places, telling others about Jesus.

"Sir..." Paul looked up again to his scribe. "Yes, yes, I know," Paul answered, "my mind wandered again. This is probably my last letter to Timothy. Soon I will be with Christ, my friend. My life is almost over. Now I am eagerly waiting for the crown of righteousness Christ had prepared for me. Hmmm..." Paul realized, "That's something I should tell Timothy. Let's get this letter finished, my friend."

! WHY IT MATTERS...

Paul finished his letter, which we now know as the book of Second Timothy. As Paul thought over his life, he was filled with joy, knowing that God had used him to reach thousands of people for Christ. Paul had not backed down in the face of danger. Christ's command was to go and preach the gospel and make disciples, and Paul had done so. Even though it was hard, even though there were many barriers, Paul boldly broke through, trusting in God for a high-flying supersonic life with Jesus. And with God's strength, you can too!

T END OF BIBLE STORY!



VACATION BIBLE SCHOOL

WWW.TRUTHQUEST.NET

DAY 5

BIBLE APPLICATION LESSON PACK

WELCOME TO FLIGHT SCHOOL!

We want to sincerely thank you for serving as a teacher at VBS. Now's your chance to challenge kids to aim for higher standards of godliness while also growing yourself! Use this time to impact children with God's Truth, and may God bless you as you do so!

YOUR RESPONSIBILITIES...

1. Read the "Information for Teachers" page (on the next page) to familiarize yourself with the following:
 - The structure of the Bible lessons
 - The four teaching levels
 - What ages each level of lesson is designed for
 - The purpose and use of the Scoreboard Sheet
 - Information about the Take-Home Worksheets
 - Tips for Teachers
2. Gather all of the materials needed for this lesson as shown in the "Lesson Materials" section in the next column.
3. Prepare the lesson materials as shown in the "Lesson Preparation" section in the next column.
4. Read through the lessons you'll be teaching, and familiarize yourself with the Scripture passages and object lessons involved.
5. Fill out your "Teacher" name tag to identify yourself.
6. Read through the "Tips for Teachers" section on the next page for helpful hints about teaching children.
7. Teach all Age Groups the appropriate level of lesson on Day 1 of VBS.

THIS LESSON PACK INCLUDES:

- Information for Teachers
- Lessons for levels 1, 2, 3, and 4
- Scoreboard Sheet
- Day 5 Lesson Diagram

YOUR NAME TAG

Write your name on the Name Tag to the right, cut it out, and insert it into a 4 inch X 3 inch top-loading clip-style name tag from Avery, which your VBS Director should have a supply of. Wear this Name Tag to identify yourself during VBS.

LESSON MATERIALS & PREPARATION

LESSON MATERIALS

- A bowl of water
- Two small pebbles
- Transparent tape
- Scissors
- Seven "Lincoln Log" logs (about 6" long)
(alternately, you could use pencils for smaller budgets, or pieces of 2X4 for a larger scale object lesson)
- The included Lesson Diagram sheet

LESSON PREPARATION

1. See the "Information and Advice for Teachers" page for information and teaching tips.
2. Make the preparations called for on the Day 5 Lesson Diagram page. You will want to do this IN ADVANCE of your teaching time or you will not be prepared.

LESSON CONTEXT:

IN OTHER AREAS OF VBS TODAY, KIDS ARE LEARNING:

- Bible Story Lesson Summary: The book of Acts and 2 Timothy
Children learn about Paul's "supersonic" life and how he broke through numerous barriers to bring the gospel to many parts of the world.

FIRST NAME _____

LAST NAME _____

FLIGHT INSTRUCTOR



VACATION BIBLE SCHOOL

WWW.TRUTHQUEST.NET

INFORMATION FOR TEACHERS

In order to be well prepared and equipped for your VBS teaching opportunity, please read the important information on this page.

ABOUT THE BIBLE LESSONS...

You have been given four two-page lessons to teach the kids during Day 1 of VBS. While these lessons are basically the same, each of the four lessons has been adjusted to a different aptitude level. Each lesson level is designed for certain age groups of children as detailed here:

 LEVEL 1 For Preschool Children	DESIGNED FOR:	 TRAINER SQUADRON	 STEERMAN SQUADRON
 LEVEL 2 For Grades K-5 - 1st Grade	DESIGNED FOR:	 SKYHAWK SQUADRON	 MUSTANG SQUADRON
 LEVEL 3 For 2nd and 3rd Graders	DESIGNED FOR:	 ELECTRA SQUADRON	 JUMBOJET SQUADRON
 LEVEL 4 For 4th Grade thru Pre-teen	DESIGNED FOR:	 FALCON SQUADRON	 HORNET SQUADRON

IGNORE LEVEL 1 AND LEVEL 3 IF...

If you're a smaller church and you're expecting 50 or fewer children at VBS, you'll probably only be using the Level 2 and Level 4 Lessons. Check with your VBS Director to be sure!

THE SCOREBOARD SHEET

This optional component can be used for keeping score between the boys and the girls to see who can correctly answer the most questions during your lesson time. This friendly competition promotes better listening, participation, and learning. Each day at the end of VBS, the Scoreboard sheets will be collected and tallied, and the winning team (the boys or the girls) will be announced. Be sure to read the directions on the Scoreboard Sheet (on the next page) to ensure that you understand the proper use of the Scoreboard.

THE SEND-HOME MATERIALS

Aside from the lessons in this packet, Flight School includes the option of sending home Worksheets for the kids and Family Bible Study sheets for their parents each day of VBS. Depending upon how your VBS Director chooses to operate, these materials (which can be printed from the Send-Home Materials Kit on the Flight School CD-ROM or WebLink) might be passed out to the kids during your lesson times. If time allows, you may even have the kids start working on their Worksheets during your lesson times. Check with your VBS Director to see how your church will use the Worksheets.



TIPS FOR TEACHERS

Teaching children can be a wonderful experience, but there are several things you should keep in mind:

- **HAVE FUN!**

VBS is supposed to be fun, and it should be fun for you TOO! Take advantage of the aviation theme. Try dressing up as a pilot or mechanic. Be willing to act a little silly. Remember, if YOU have fun, the kids will too, and your teaching will be more effective!

- **MAKE EYE CONTACT**

Make eye contact with the kids. Don't just read the lessons to them. The kids need to know that you care about them.

- **LEARN KIDS' NAMES**

Try to learn the kids' names. It means a great deal to a child when you can greet him or her by name.

- **EXAGGERATE VOICE INFLECTIONS**

Exaggerate your voice inflections slightly. It is easier to hold a child's attention when you avoid speaking in monotone. Exaggerated voice inflections can make the lesson more interesting to a child.

- **INVOLVE CHILDREN IN LESSONS**

Involve the children in the lesson as much as possible. Encourage them to participate by giving answers, making appropriate comments, and experiencing the interactive aspects of the lessons.

- **REPEAT CHILDREN'S ANSWERS**

Whenever you ask a question during the course of the lessons, children will answer them. However, just because a child answers your question doesn't mean that the rest of the class heard it. We recommend repeating all answers that children give to ensure that everyone can hear the answers.

- **BE PREPARED!**

Have all of your materials ready and on hand so that you don't find yourself searching for them during the lesson time! Go over the lesson(s) BEFORE you meet the kids! Make sure that you can teach the lesson in the time allotted to you BEFORE VBS begins. Work on your timing. Carefully study the Bible passages involved in each lesson BEFORE lesson time arrives!

- **HAVE YOUR BIBLE AVAILABLE**

It's a good idea to have your Bible available so that you can refer to additional Scriptures when necessary.

- **PRAY**

Pray for God to guide you as you teach. Pray for God to prepare you and use you, and pray for God to be glorified. Open your teaching time in prayer and close your teaching time in prayer. If time allows, take prayer requests from the children.



VACATION BIBLE SCHOOL

WWW.TRUTHQUEST.NET

SCOREBOARD SHEET

NOTE: Throughout Lesson Time, the BOYS and the GIRLS will compete to answer QUESTIONS included in the Lessons. To Award a POINT, fill in a circle for the appropriate team like this: ● (please work from left to right, top to bottom)

BOYS									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

GIRLS									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

WHEN YOU COME TO A QUESTION...

Tell the kids that whenever they hear you say the word "QUESTION," they should listen carefully to the question, because it is worth points. QUESTIONS will be marked like this:



ASK THE QUESTION...

Once you've asked the QUESTION, any children who think they know the answer should quickly STAND UP.

AS SOON AS A CHILD STANDS UP...

1. STOP asking your question, even if you haven't finished.
2. Have the child answer the QUESTION.
3. You may NOT repeat the QUESTION.
4. After the child answers, whether right or wrong, thank him/her and have him/her sit back down.

IF A CHILD GIVES A CORRECT ANSWER...

Mark a POINT on this Scoreboard for that child's team.

IF A CHILD GIVES AN INCORRECT ANSWER...

1. Select a member of the OPPOSING TEAM to answer the QUESTION.
2. If they answer CORRECTLY, mark a point on the Scoreboard for that child's team.
3. If they answer INCORRECTLY, NEITHER TEAM WILL GET THE POINT. Read the correct answer to the kids, and move on.

USE THE SAME SCOREBOARD FOR ALL AGE GROUPS...

There is no need to start a new Scoreboard when a new Age Group comes to lesson time. You can simply continue to add to the points on this Scoreboard for each new Age Group on the day you teach.

GIVE THIS SCOREBOARD TO THE DRAMA DIRECTOR EACH DAY

Each Day at the end of VBS, give your Scoreboard Sheet(s) to your VBS Drama Director or performers so that they may tally the team points to determine the winner, which they will announce during the closing skit.

THE WINNER OF THE GAME

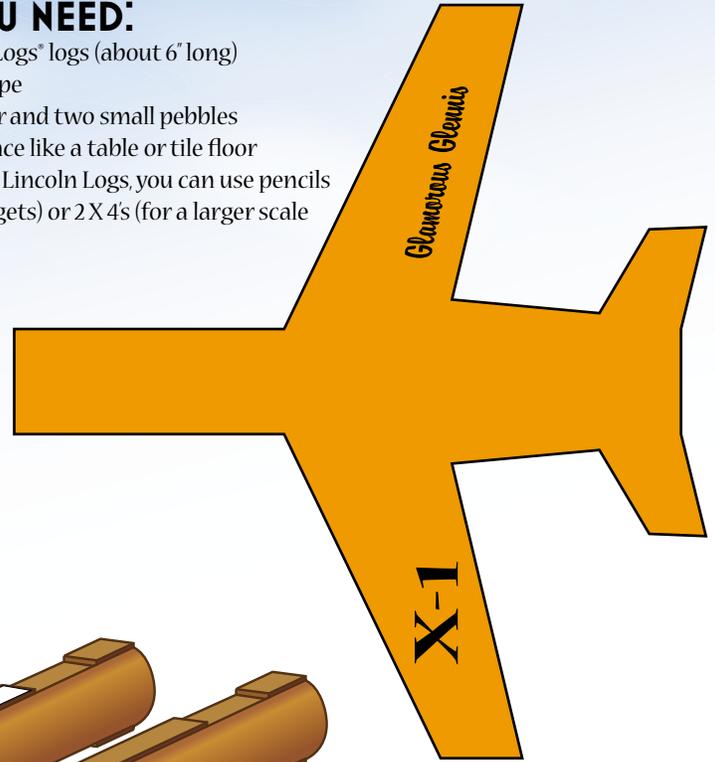
At each day's closing VBS assembly, the winning team will be announced. If the BOYS win, Amelia Pureheart will be sprayed with "Silly String" up on the stage in the closing assembly. If the GIRLS win, Boomer will be sprayed with "Silly String" up on the stage in the closing assembly.



DAY 5: LESSON DIAGRAM

WHAT YOU NEED:

- Seven Lincoln Logs® logs (about 6" long)
 - Scissors and tape
 - A bowl of water and two small pebbles
 - A smooth surface like a table or tile floor
- NOTE: Instead of Lincoln Logs, you can use pencils (for smaller budgets) or 2 X 4s (for a larger scale object lesson)

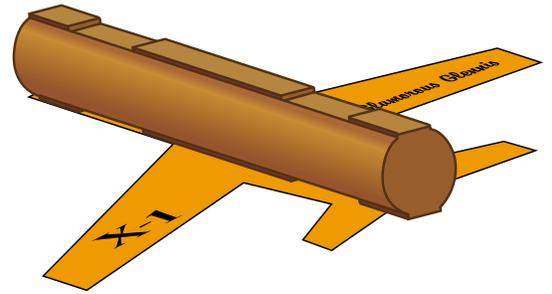
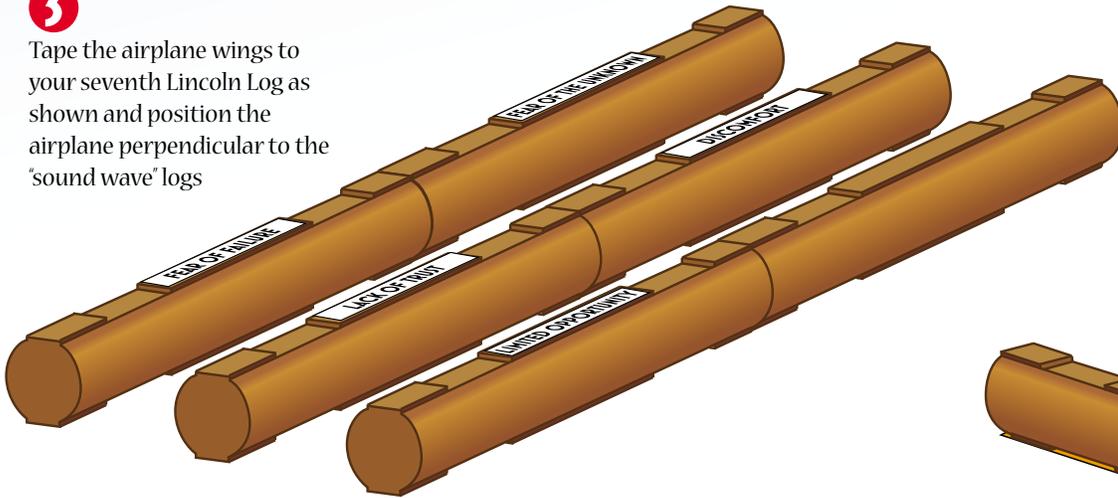


1
Cut out these five labels and the orange airplane shape.

FEAR OF FAILURE
FEAR OF THE UNKNOWN
LACK OF TRUST
DISCOMFORT
LIMITED OPPORTUNITY

2
Tape the labels to five of your Lincoln Logs® as shown. Set up the logs as shown in three rows of two. These will be your "sound wave" logs.

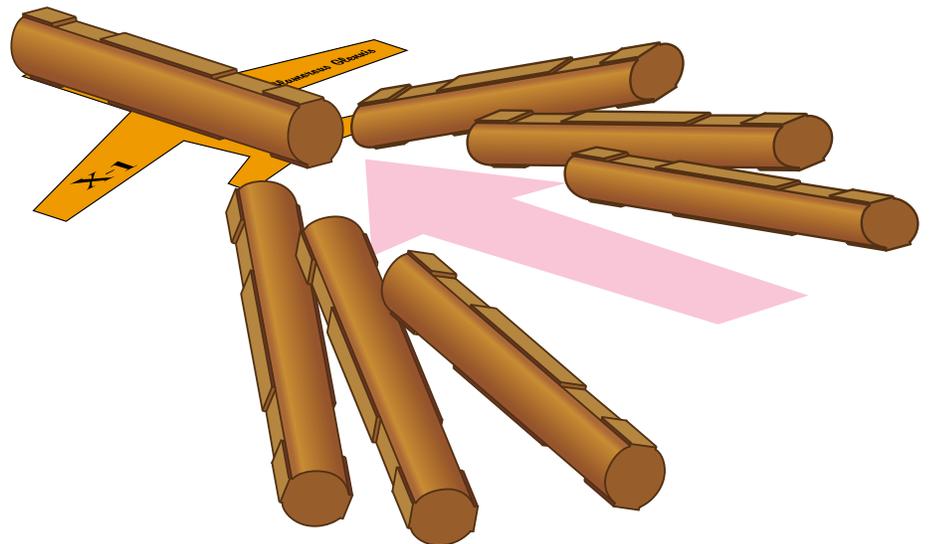
3
Tape the airplane wings to your seventh Lincoln Log as shown and position the airplane perpendicular to the "sound wave" logs.



4
At the start and finish of your lesson, you will be directed to drop a small pebble into a bowl of water to demonstrate the concept of waves.

5
When directed to do so in the body of the lesson, push your "airplane" through the "sound wave" logs and beyond as shown.

6
Once you've "broken the sound barrier," you'll need to reset the "sound waves" and the "airplane" so you can repeat the illustration as directed in the lesson.





LEVEL 1 For Preschool Children FLIGHT SIMULATOR APPLICATION LESSON



DAY 5
NIV

Memory Verse:

1 PETER 3:15 (PARAPHRASED)

Always be ready to tell others about Jesus.



LESSON PREPARATION:

Prepare your lesson as directed on the Lesson Diagram page.

LESSON INTRODUCTION:

At Flight School, we've been learning about flight and how we can fly higher with Christ, but today, we're going to learn one last thing. We're going to learn how to break the sound barrier!

! EXPLAIN:

Airplanes can fly very fast. In fact, some airplanes can fly even faster than sound can travel. But, if they want to do that, they have to break through BARRIERS. A "barrier" is like something that stands in your way.

? DISCUSSION QUESTIONS:

- Q. Can anyone tell me what a "barrier" is?
- A. A barrier is something that stands in your way.

ACTION:

Have the kids repeat, "a barrier stands in your way."

! EXPLAIN:

For airplanes that want to fly super-fast, there's a barrier called the "sound barrier," and many years ago, nobody could get past the sound barrier.

CHUCK YEAGER

One day, a man named Chuck Yeager flew a special super-fast airplane to try to break through the sound barrier. It was scary and it was dangerous, but guess what? He did it! And when that happened, it made a very loud BOOM!

ACTION:

Have all the kids jump up and yell "BOOM!"

! EXPLAIN:

Now, whenever an airplane breaks the sound barrier, it makes the same kind of loud BOOM!

ACTION:

Have all the kids jump up and yell "BOOM!" again.

! EXPLAIN:

That BOOM that airplanes make is called a "sonic boom," because it happens whenever an airplane flies faster than sound. But, there's another pilot who made a different kind of "BOOM," and his name is Nate Saint.

NATE SAINT:

Nate Saint was a missionary pilot who flew people into the jungles to tell people about Jesus. Often, this meant landing in places where the people had never heard about Jesus—people who could sometimes be very dangerous. Nate Saint faced many of the same challenges that Chuck Yeager had faced.

ACTION:

Show the "Fear of Failure" rod to the kids and tell them what it says. Place it in its original position as shown on the diagram.

FEAR OF FAILURE

Anyone who wanted to tell people in other parts of the world about Jesus had many things to be afraid of. Like, what if the tribes in the jungle were mean? People could be hurt or killed for talking about Jesus. But, that's where our Memory Verse comes in!

➔ MEMORY VERSE MOTIONS:

Go over the Memory Verse several times with the class, using the motions below with each part of the verse:

- 1 Peter 3:15 (March in place.)
- Always (Spread your arms out wide.)
- be prepared (Make a "#1" with your finger.)
- to tell others (Touch your lips, then move your hands up and away from your mouth.)
- about Jesus. (Spread out your arms as if on a cross.)

? DISCUSSION QUESTIONS:

- Q. Should we let fear stop us from sharing the gospel?
- A. No!

ACTION:

Show and read the "Fear of the Unknown" rod to the kids and place it in its original position as shown on the diagram.

FEAR OF THE UNKNOWN

What would the tribal people think? Would they get mad at the missionaries for talking about Jesus? Should we still be ready to tell people about Jesus?

➔ MEMORY VERSE MOTIONS:

- 1 Peter 3:15 (March in place.)
- Always (Spread your arms out wide.)
- be prepared (Make a "#1" with your finger.)
- to tell others (Touch your lips, then move your hands up and away from your mouth.)
- about Jesus. (Spread out your arms as if on a cross.)

? DISCUSSION QUESTIONS:

- Q. If people get mad at us for telling others about Jesus, should that stop us?
- A. No!

ACTION:

Show and read the "Lack of Trust" rod to the kids and place it in its original position as shown on the diagram.



Continued on Next Page...



LEVEL 1 For Preschool Children FLIGHT SIMULATOR APPLICATION LESSON



DAY 5
NIV

Continued from
Previous Page



LACK OF TRUST

What about all the things that could go wrong? Would God protect the missionaries who told people about Jesus?

READ: PROVERBS 3:3-6 (BELOW):

Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight.

DISCUSSION QUESTIONS:

- Q. Should we trust God, even when we're a little scared?
- A. Yes!

ACTION:

Show and read the "Discomfort" rod to the kids and place it in its original position as shown on the diagram.

BEING UNCOMFORTABLE

Most people aren't comfortable telling people about Jesus. We're afraid of what they'll think of us or of bad things they might do to us. Should we still be prepared to tell others about Jesus?

MEMORY VERSE MOTIONS:

Go over the Memory Verse with the motions once again.

- 1 Peter 3:15 (March in place.)
- Always (Spread your arms out wide.)
- be prepared (Make a "#1" with your finger.)
- to tell others (Touch your lips, then move your hands up and away from your mouth.)
- about Jesus. (Spread out your arms as if on a cross.)

ACTION:

Show and read the "Limited Opportunity" rod to the kids and place it in its original position as shown on the diagram.

NOT MANY CHANCES

What if we only get one chance to tell someone about Jesus? Should we do it, or should we keep quiet? What does our verse say?

MEMORY VERSE MOTIONS:

Go over the Memory Verse with the motions once again.

- 1 Peter 3:15 (March in place.)
- Always (Spread your arms out wide.)
- be prepared (Make a "#1" with your finger.)
- to tell others (Touch your lips, then move your hands up and away from your mouth.)
- about Jesus. (Spread out your arms as if on a cross.)

DISCUSSION QUESTIONS:

- Q. When we have a chance to tell others about Jesus, should we just be quiet, or should we do our best to tell others about Jesus?
- A. We should do our best to tell others about Jesus!

ACTION:

Show the remaining rod to the kids.

EXPLAIN:

There might even be other things that keep us from telling others about Jesus. Those are barriers. We could have barriers like being too tired or being lazy.

DISCUSSION QUESTIONS:

- Q. Should we let those barriers stop us?
- A. No!

ACTION:

Set the remaining rod in place. All of the "sound waves" should now be in place.

EXPLAIN:

Nate Saint had many of these barriers to face, and so do we. But God tells us to preach the good news.

READ: MARK 16:15 (BELOW):

He said to them, "Go into all the world and preach the good news to all creation.

EXPLAIN:

So, like Chuck Yeager and Nate Saint, we have to overcome our fear and break through the barriers.

ACTION:

Push the "airplane" through the "sound waves" as you did before.

EXPLAIN:

Nate Saint broke through the barriers that stood in his way to bring the gospel to tribal people in the jungle. And in his own way, he made his own "sonic boom!"

ACTION:

Have all the kids jump up and yell "BOOM!," again.

SONIC BOOM

Nate Saint died telling other about Jesus, and the whole world heard about it. Many people became missionaries because of Nate Saint's bravery. Later, Nate's sister returned to meet the people who had killed him. When they saw her love and forgiveness, they wanted to know about Jesus, and many came to believe. Nate Saint had made a kind of "sonic boom" for God's Kingdom that is still being heard today. We have a chance to do the same thing.

ACTION:

Drop a pebble into the bowl of water.

EXPLAIN:

And just like this pebble, when we share the gospel with someone, it sends out ripples that go further than we could ever dream.

CONCLUSION:

God tells us to share the gospel with people everywhere we go. Barriers may try to stop us, but we must obey and work in God's strength to break through anyway! Then, with God's help, you can also make a sonic boom for God's Kingdom! Go supersonic!

END OF LESSON!



LEVEL 2
For Grades K-5 -1st Grade
FLIGHT SIMULATOR
APPLICATION LESSON



DAY 5
NIV

Memory Verse:

1 PETER 3:15 (ABBREVIATED)

Always be prepared to give the reason for the hope that you have.



LESSON PREPARATION:

Prepare your lesson as directed on the Lesson Diagram page.

LESSON INTRODUCTION:

At Flight School, we've been learning about flight and how we can fly higher with Christ, but today, we're going to learn one last thing. We're going to learn how to break the sound barrier!

EXPLAIN:

Airplanes can fly very fast. In fact, some airplanes can fly even faster than sound can travel. Watch this:

ACTION:

With the kids watching, drop one of your pebbles into the water and draw the kids' attention to the ripples that form.

EXPLAIN:

Sound travels through the air in waves, kind of like the ripples in our water bowl, except that sound waves move at about 760 miles per hour! That's fast! But in the late 1940s, nobody could figure out how to fly an airplane faster than sound. In fact, many men who tried ended up crashing! Ouch! It was almost like there was an invisible wall up in the sky, and they called it the "sound barrier."

DISCUSSION QUESTION (NO POINTS):

- Q. What do you think a "barrier" is? Is it something that makes our lives harder?
- A. A barrier is something that tries to stop you from doing something you want to do.

CHUCK YEAGER

Figuring out how to fly faster than sound was very dangerous. Finally, a test pilot and war hero named Chuck Yeager tried to break through the sound barrier. But in order to do that, he had to overcome many problems. Let's think about that:

DISCUSSION QUESTIONS (NO POINTS):

- Q. Do you think Chuck Yeager was afraid he might crash and die?
- Q. Do you think he knew what would happen if he broke the sound barrier?
- Q. Chuck Yeager had to fly an airplane that hadn't flown very much. Do you think it was hard for him to trust his airplane?
- Q. Chuck Yeager had two broken ribs when he got ready to break the sound barrier. Do you think that was painful?
- Q. Chuck Yeager might only have one chance to break the sound barrier. Should he take that chance?

ACTION:

Show the kids your "airplane" rod and have them imagine that it is

Chuck Yeager's XS-1. As before, push it toward the "sound waves".

EXPLAIN:

As Chuck Yeager's airplane flew, it made sound that flew in waves in front of it at about 760 miles per hour. But as Yeager's plane got faster, it nearly caught up to its own sound waves, and the XS-1 became difficult to control, because all those sound waves got pressed together to make an invisible wall in the sky. But Yeager wasn't about to give up now!

ACTION:

Quickly push your "airplane" through and beyond the "sound waves" as shown on the Lesson Diagram, causing the sound waves to collide and make a "clack" noise.

DISCUSSION QUESTION (NO POINTS):

- Q. Did you hear the sound when our airplane broke through?
- Q. Do you think it makes noise when a real airplane breaks through the sound barrier?

SONIC BOOM

Chuck Yeager continued to pick up speed and finally broke through the invisible wall his sound waves had made. When all those sound waves got compressed together as the XS-1 broke through them, it made a loud "sonic boom" that could be heard for miles. The sonic boom followed Yeager through the air at about 760 miles per hour, with Yeager ahead of it, flying faster than sound. He had done it.

QUESTION: (1 POINT):

When Yeager broke the sound barrier, did it affect others?

ANSWER: Yes. Other people heard the sonic boom.

EXPLAIN:

Nowadays, aircraft break the sound barrier all the time, but it all began on October 14, 1947. Chuck Yeager had a big impact on the world, but there's another WWII pilot who had an even bigger impact by breaking through barriers. His name is Nate Saint.

ACTION:

Reset your "airplane" rod (but not the "sound waves") as shown in the Lesson Diagram.

NATE SAINT:

Nate Saint was a missionary pilot who flew people into the jungles to tell people about Jesus. Often, this meant landing in places where the people had never heard about Jesus—people who could sometimes be very dangerous. Nate Saint faced many of the same challenges that Chuck Yeager had faced.

ACTION:

Show and read the "Fear of Failure" rod to the kids and place it in its original position as shown on the diagram.

FEAR OF FAILURE

This represents a fear of failure. What if the tribes in the jungle were violent? People could be killed for sharing the gospel.

READ: 2 TIMOTHY 1:7 (BELOW):

For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline.

QUESTION: (1 POINT):

Should we let a fear of failure stop us from sharing the gospel?



Continued on Next Page...



LEVEL 2 For Grades K-5 -1st Grade FLIGHT SIMULATOR APPLICATION LESSON



DAY 5
NIV

Continued from
Previous Page



ANSWER: No!

ACTION:

Show and read the "Fear of the Unknown" rod to the kids and place it in its original position as shown on the diagram.

FEAR OF THE UNKNOWN

What would the tribal people think? Would they get mad at the missionaries for talking about Jesus?

QUESTION: (1 POINT):

If people get mad at us for telling others about Jesus, should that stop us?

ANSWER: No!

ACTION:

Show and read the "Lack of Trust" rod to the kids and place it in its original position as shown on the diagram.

LACK OF TRUST

This represents a lack of trust. Would God protect them? Would God be faithful?

READ: PROVERBS 3:5-6 (BELOW):

Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight.

QUESTION: (1 POINT):

What should we trust in; our own understanding, or God?

ANSWER: God.

ACTION:

Show and read the "Discomfort" rod to the kids and place it in its original position as shown on the diagram.

DISCOMFORT

This represents discomfort. Most people aren't comfortable telling people about Jesus. We're afraid of what they'll think of us or of bad things they might do to us.

READ: 1 PETER 3:14 (BELOW):

But even if you should suffer for what is right, you are blessed. "Do not fear what they fear; do not be frightened."

ACTION:

Show and read the "Limited Opportunity" rod to the kids and place it in its original position as shown on the diagram.

LIMITED OPPORTUNITY

This represents the limited chances we have. The chance to tell someone about Jesus may not come around again, so we have to jump at the chance whenever we can!

READ: COLOSSIANS 4:3 (BELOW):

Be wise in the way you act toward outsiders; make the most of every opportunity.

QUESTION: (1 POINT):

When we have a chance to tell others about Jesus, should we just be quiet, or should we do our best to tell others about Jesus?

ANSWER: We should do our best to tell others about Jesus!

ACTION:

Show the remaining rod to the kids.

DISCUSSION QUESTIONS (NO POINTS):

Q. What else makes us not share the gospel?

A. Answers may include: laziness, fear, tiredness, our parents, etc.

ACTION:

Set the remaining rod in place. All of the "sound waves" should now be in place.

EXPLAIN:

Nate Saint had many of these barriers to face, and so do we. But God tells us to preach the good news.

READ: MARK 16:15 (BELOW):

He said to them, "Go into all the world and preach the good news to all creation."

EXPLAIN:

So, like Chuck Yeager and Nate Saint, we have to overcome our fear and break through the barriers.

ACTION:

Push the "airplane" through the "sound waves" as you did before.

EXPLAIN:

Nate Saint broke through the barriers that stood in his way to bring the gospel to tribal people in the jungle. And, Nate Saint WAS indeed killed by the tribal people for doing so.

QUESTION: (1 POINT):

Should Nate Saint have shared the gospel, since he died for it?

ANSWER: Yes!

SONIC BOOM

Even though Nate Saint was killed, the whole world heard about his sacrifice. Many people became missionaries because of Nate Saint's bravery. Later, Nate's sister returned to meet the people who had killed him. When they saw her love and forgiveness, they wanted to know about Jesus, and many came to believe. Nate Saint had made a kind of "sonic boom" for God's Kingdom. We have a chance to do the same thing.

ACTION:

Drop one more pebble into the bowl of water.

EXPLAIN:

And just like the pebble, when we share the gospel with someone, it sends ripples far beyond what we could ever dream.

CONCLUSION:

God tells us to share the gospel with people everywhere we go. Barriers of fear, lack of trust, and discomfort may try to stop us, but we must be determined in God's strength to break through anyway! Then, with God's help, you can also make a sonic boom for God's Kingdom! Go supersonic!





Memory Verse:

1 PETER 3:15A

But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.



LESSON PREPARATION:

Prepare your lesson as directed on the Lesson Diagram page.

LESSON INTRODUCTION:

At Flight School, we've been learning about flight and how we can fly higher with Christ, but today, we're going to learn one last thing. We're going to learn how to break the sound barrier!

EXPLAIN:

Back in the late 1940's, airplanes were starting to go faster and faster, but there seemed to be an invisible wall in the sky that kept airplanes from flying any faster than about 760 miles per hour. They called it the "sound barrier." Here's what I mean:

ACTION:

With the kids watching, drop one of your pebbles into the water and draw the kids' attention to the ripples that form.

EXPLAIN:

Sound travels through the air in waves, kind of like the ripples in our water bowl, except that sound waves move at about 760 miles per hour!

ACTION:

Take your "airplane" rod and push it toward your "sound wave" rods until it almost touches them.

EXPLAIN:

Let's pretend that this rod is an airplane, and the other rods are the sound waves in front of the airplane. When an airplane flew so fast that it caught up to its own sound waves, it became so hard to control that it would crash.

CHUCK YEAGER

Finally, on October 14, 1947, a test pilot and war hero named Chuck Yeager tried to break the sound barrier. But in order to do that, he had to overcome many problems, including:

FEAR OF FAILURE

Others had died in crashes by trying to break the sound barrier.

FEAR OF THE UNKNOWN

Nobody knew what would happen if the sound barrier was broken. Could anyone survive that?

LACK OF TRUST

Chuck Yeager had to trust his aircraft; a new airplane called the Bell XS-1. Would this airplane work as it was supposed to?

DISCOMFORT

A couple days before his flight, Yeager suffered two broken ribs in a horseback riding accident. But despite the pain, Yeager went

ahead with his test flight anyway.

LIMITED OPPORTUNITY

Chuck Yeager knew he wouldn't have the chance to make history unless he jumped at this chance. He wasn't going to let anything stop him, no matter what. So, what happened?

ACTION:

Show the kids your "airplane" rod and have them imagine that it is Chuck Yeager's XS-1. As before, push it toward the "sound waves".

EXPLAIN:

As Chuck Yeager's airplane flew, it made sound that flew in waves in front of it at about 760 miles per hour. But as Yeager's plane got faster, it nearly caught up to its own sound waves, and the XS-1 became difficult to control, because all those sound waves were making an invisible wall in the sky. But Yeager wasn't about to give up now!

ACTION:

Quickly push your "airplane" through and beyond the "sound waves" as shown on the Lesson Diagram, causing the sound waves to collide and make a "clack" noise.

DISCUSSION QUESTION (NO POINTS):

- Q. Did you hear the sound when our airplane broke through?
- Q. Do you think it makes noise when a real airplane breaks through the sound barrier?

SONIC BOOM

Chuck Yeager continued to pick up speed and finally broke through the invisible wall his sound waves had made. When all those sound waves got compressed together as the XS-1 broke through them, it made a loud "sonic boom" that could be heard for miles. The sonic boom followed Yeager through the air at about 760 miles per hour, with Yeager ahead of it, flying faster than sound. He had done it.

? QUESTION: (1 POINT):

When Yeager broke the sound barrier, did it affect others?

ANSWER: Yes. Other people heard the sonic boom.

EXPLAIN:

Nowadays, aircraft break the sound barrier all the time, but it all began that day in 1947. Chuck Yeager had a big impact on the world, but there's another WWII pilot who had an even bigger impact by breaking through barriers. His name is Nate Saint.

ACTION:

Reset your "airplane" rod (but not the "sound waves") as shown in the Lesson Diagram.

NATE SAINT:

Nate Saint was a missionary pilot who flew people into the jungles to tell people about Jesus. Often, this meant landing in places where the people had never heard about Jesus—people who could sometimes be very dangerous. Nate Saint faced many of the same challenges that Chuck Yeager had faced.

ACTION:

Show the "Fear of Failure" rod to the kids and place it in its original position as shown on the diagram.

FEAR OF FAILURE

This represents a fear of failure. What if the tribes in the jungle were violent? People could be killed for sharing the gospel.



Continued on Next Page...



LEVEL 3
For 2nd and 3rd Graders

FLIGHT SIMULATOR APPLICATION LESSON



DAY 5
NIV

Continued from
Previous Page



READ: 2 TIMOTHY 1:7 (BELOW):

For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline.

QUESTION: (1 POINT):

Should we let a fear of failure stop us from sharing the gospel?

ANSWER: No!

ACTION:

Show the "Fear of the Unknown" rod to the kids and place it in its original position as shown on the diagram.

FEAR OF THE UNKNOWN

What would the tribal people think? Would they get mad at the missionaries for talking about Jesus?

READ: JOHN 12:42-43 (BELOW):

Yet at the same time many even among the leaders believed in him. But because of the Pharisees they would not confess their faith for fear they would be put out of the synagogue; for they loved praise from men more than praise from God.

QUESTION: (1 POINT):

In that verse, why didn't some folks confess their faith in Jesus?

ANSWER: They loved praise from men more than God.

ACTION:

Show the "Lack of Trust" rod to the kids and place it in its original position as shown on the diagram.

LACK OF TRUST

This represents a lack of trust. Would God protect them? Would God be faithful?

READ: PROVERBS 3:3-6 (BELOW):

Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight.

QUESTION: (1 POINT):

What should we trust in; our own understanding, or God?

ANSWER: God.

ACTION:

Show the "Discomfort" rod to the kids and place it in its original position as shown on the diagram.

DISCOMFORT

This represents discomfort. Most people aren't comfortable telling people about Jesus. We're afraid of what they'll think of us or of bad things they might do to us.

READ: 1 PETER 3:14 (BELOW):

But even if you should suffer for what is right, you are blessed. "Do not fear what they fear; do not be frightened."

ACTION:

Show the "Limited Opportunity" rod to the kids and place it in its original position as shown on the diagram.

LIMITED OPPORTUNITY

This represents the limited chances we have. The chance to tell

someone about Jesus may not come around again, so we have to jump at the chance whenever we can!

READ: COLOSSIANS 4:3 (BELOW):

Be wise in the way you act toward outsiders; make the most of every opportunity.

QUESTION: (1 POINT):

What should we do with every opportunity to share Christ?

ANSWER: Make the most of it!

ACTION:

Show the remaining rod to the kids.

DISCUSSION QUESTIONS (NO POINTS):

Q. What else makes us not share the gospel?

ACTION:

Set the remaining rod in place. All of the "sound waves" should now be in place.

EXPLAIN:

Nate Saint had many of these barriers to face, and so do we. But God tells us to preach the good news.

READ: MARK 16:15 (BELOW):

He said to them, "Go into all the world and preach the good news to all creation."

EXPLAIN:

So, like Chuck Yeager and Nate Saint, we have to overcome our fear and break through the barriers.

ACTION:

Push the "airplane" through the "sound waves" as you did before.

EXPLAIN:

Nate Saint broke through the barriers that stood in his way to bring the gospel to tribal people in the jungle. And, Nate Saint WAS indeed killed by the tribal people for doing so.

QUESTION: (1 POINT):

Should Nate Saint have shared the gospel, since he died for it?

ANSWER: Yes!

SONIC BOOM

Even though Nate Saint was killed, the whole world heard about his sacrifice. Many people became missionaries because of Nate Saint's bravery. Later, Nate's sister returned to meet the people who had killed him. When they saw her love and forgiveness, they wanted to know about Jesus, and many came to believe. Nate Saint had made a kind of "sonic boom" for God's Kingdom that is still being heard today. We have a chance to do the same thing.

ACTION:

Drop one more pebble into the bowl of water.

EXPLAIN:

And just like the pebble, when we share the gospel with someone, it sends ripples far beyond what we could ever dream.

CONCLUSION:

God tells us to share the gospel with people everywhere we go. Barriers of fear, lack of trust, and discomfort may try to stop us, but we must be determined in God's strength to break through anyway! Then, with God's help, you can also make a sonic boom for God's Kingdom! Go supersonic!

END OF LESSON!



LEVEL 4
For 4th Grade thru Pre-teen
FLIGHT SIMULATOR APPLICATION LESSON



DAY 5
NIV

Memory Verse:

1 PETER 3:15A

But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.



LESSON PREPARATION:

Prepare your lesson as directed on the Lesson Diagram page.

LESSON INTRODUCTION:

At Flight School, we've been learning about flight and how we can fly higher with Christ, but today, we're going to learn one last thing. We're going to learn how to break the sound barrier!

EXPLAIN:

Back in the late 1940's, airplanes were starting to go faster and faster, but there seemed to be an invisible wall in the sky that kept airplanes from flying any faster than about 760 mph. It was called the "sound barrier."

ACTION:

With the kids watching, drop one of your pebbles into the water and draw the kids' attention to the ripples that form.

EXPLAIN:

Sound travels through the air in waves, like the ripples in our water bowl, except that sound waves move at about 760 mph!

ACTION:

Take your "airplane" rod and push it toward your "sound wave" rods until it almost touches them.

EXPLAIN:

Imagine this rod is an airplane, and the other rods are the waves of sound from the plane. When an airplane flew fast enough to catch up to its own sound waves, the sound waves got compressed together like an invisible wall in front of the plane. That made airplanes hard to control, and many crashed.

CHUCK YEAGER

Finally, on October 14, 1947, a test pilot and war hero named Chuck Yeager tried to break the sound barrier. But in order to do that, he had to overcome many problems, including:

FEAR OF FAILURE

Others had died in crashes by trying to break the sound barrier.

FEAR OF THE UNKNOWN

Nobody knew what would happen if the sound barrier was broken. Could anyone survive that?

LACK OF TRUST

Chuck Yeager had to trust his aircraft; a new airplane called the Bell XS-1. Would this airplane work as it was supposed to?

DISCOMFORT

A couple days before his flight, Yeager suffered two broken ribs in a horseback riding accident. But despite the pain, Yeager went ahead with his test flight anyway.

LIMITED OPPORTUNITY

Chuck Yeager knew this was his only chance to make history, and he jumped at it, no matter what. So, what happened?

ACTION:

Show the kids your "airplane" rod and have them imagine that it is Chuck Yeager's XS-1. As before, push it toward the "sound waves".

EXPLAIN:

Yeager's XS-1 dashed through the sky so fast that it caught up to its own sound waves and compressed them together. All those compressed sound waves made an invisible moving wall in the sky, and Yeager's plane became hard to control. Would he crash, or would he be able to punch a hole in that invisible wall?

ACTION:

Quickly push your "airplane" through and beyond the "sound waves" as shown on the Lesson Diagram, causing the sound waves to collide and make a "clack" noise.

DISCUSSION QUESTION (NO POINTS):

Q. Did you hear the sound when our airplane broke through?

SONIC BOOM

Chuck Yeager continued to pick up speed and finally broke through the invisible wall his sound waves had made. When all those sound waves got compressed together as the XS-1 broke through them, it made a loud "sonic boom" that could be heard for miles. The sonic boom followed Yeager through the air at about 760 miles per hour, with Yeager ahead of it, flying faster than sound. He had done it.

? QUESTION: (1 POINT):

When Yeager broke the sound barrier, how did it affect others?

ANSWER: Other people heard the sonic boom.

EXPLAIN:

Nowadays, aircraft break the sound barrier all the time, but it all began that day in 1947. Chuck Yeager had a big impact on the world, but there's another WWII pilot who had an even bigger impact by breaking through barriers. His name is Nate Saint.

ACTION:

Reset your "airplane" rod (but not the "sound waves") as shown in the Lesson Diagram.

NATE SAINT:

Nate Saint was a missionary pilot who flew people into the jungles to tell people about Jesus. Often, this meant landing in places where the people had never heard about Jesus—people who could sometimes be very dangerous. Nate Saint faced many of the same challenges that Chuck Yeager had faced.

ACTION:

Show the "Fear of Failure" rod to the kids and place it in its original position as shown on the diagram.

FEAR OF FAILURE

This represents a fear of failure. What if the tribes in the jungle were violent? People could be killed for sharing the gospel.

READ: 2 TIMOTHY 1:7 (BELOW):

For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline.

? QUESTION: (1 POINT):

What does that verse tell us about why we shouldn't let fear of



Continued on Next Page...



LEVEL 4
For 4th Grade thru Pre-teen

FLIGHT SIMULATOR APPLICATION LESSON



DAY 5
NIV

Continued from
Previous Page



failure stop us from sharing the gospel?

ANSWER: God didn't give us a timid Spirit, but a powerful one!

ACTION:

Show the "Fear of the Unknown" rod to the kids and place it in its original position as shown on the diagram.

FEAR OF THE UNKNOWN

What would the tribal people think? Would they get mad at the missionaries for talking about Jesus?

 **READ: JOHN 12:42-43 (BELOW):**

Yet at the same time many even among the leaders believed in him. But because of the Pharisees they would not confess their faith for fear they would be put out of the synagogue; for they loved praise from men more than praise from God.

 **QUESTION: (1 POINT):**

In that verse, why didn't some folks confess their faith in Jesus?

ANSWER: They loved praise from men more than God.

ACTION:

Show the "Lack of Trust" rod to the kids and place it in its original position as shown on the diagram.

LACK OF TRUST

This represents a lack of trust. Would God protect them? Would God be faithful?

 **READ: PROVERBS 3:5-6 (BELOW):**

Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight.

 **QUESTION: (1 POINT):**

According to that verse, what should we trust in INSTEAD of our own understanding, and what will happen if we do?

ANSWER: We should trust God, and He will make our paths straight.

ACTION:

Show the "Discomfort" rod to the kids and place it in its original position as shown on the diagram.

DISCOMFORT

This represents discomfort. Most people aren't comfortable telling people about Jesus. We're afraid of what they'll think of us or of bad things they might do to us.

 **BIBLE DRILL: 1 PETER 3:14 (BELOW):**

But even if you should suffer for what is right, you are blessed. "Do not fear what they fear; do not be frightened."

ACTION:

Show the "Limited Opportunity" rod to the kids and place it in its original position as shown on the diagram.

LIMITED OPPORTUNITY

This represents the limited chances we have.

 **QUESTION: (1 POINT):**

What can happen if we don't share the gospel when we should?

ANSWER: Someone may never hear about Jesus.

 **BIBLE DRILL: COLOSSIANS 4:3 (BELOW):**

Be wise in the way you act toward outsiders; make the most of every opportunity.

 **QUESTION: (1 POINT):**

What should we do with every opportunity to share Christ?

ANSWER: Make the most of it!

ACTION:

Show the remaining rod to the kids.

DISCUSSION QUESTIONS (NO POINTS):

Q. What else makes us not share the gospel?

ACTION:

Set the remaining rod in place. All of the "sound waves" should now be in place.

EXPLAIN:

Nate Saint had many of these barriers to face, and so do we. But God tells us to preach the good news.

 **BIBLE DRILL: MARK 16:15 (BELOW):**

He said to them, "Go into all the world and preach the good news to all creation.

 **QUESTION: (1 POINT):**

In spite of all the dangers, what does that verse tell us we should do?

ANSWER: Go into the world and preach the gospel!

EXPLAIN:

So, like Chuck Yeager and Nate Saint, we have to overcome our fear and break through the barriers.

ACTION:

Push the "airplane" through the "sound waves" as you did before.

EXPLAIN:

Nate Saint broke through the barriers that stood in his way to bring the gospel to tribal people in the jungle. And, Nate Saint WAS indeed killed by the tribal people for doing so.

 **QUESTION: (1 POINT):**

Should Nate Saint have shared the gospel, since he died for it?

ANSWER: Yes!

SONIC BOOM

Even though Nate Saint was killed, the whole world heard about his sacrifice. Many people became missionaries because of Nate Saint's bravery. Later, Nate's sister returned to meet the people who had killed him. When they saw her love and forgiveness, they wanted to know about Jesus, and many came to believe. Nate Saint had made a kind of "sonic boom" for God's Kingdom. We have a chance to do the same thing.

ACTION:

Drop one more pebble into the bowl of water.

EXPLAIN:

And just like the pebble, when we share the gospel with someone, it sends ripples far beyond what we could ever dream.

CONCLUSION:

God tells us to share the gospel with people everywhere we go. Barriers of fear, lack of trust, and discomfort may try to stop us, but we must be determined in God's strength to break through anyway! Then, with God's help, you can also make a sonic boom for God's Kingdom! Go supersonic!

 **END OF LESSON!**