DANNIP CHRISTIAN PRESS / VACATION BIBLE SCHOOL 2027

Wise Choices Real Faith

Free Day 1 Preview

Ages 6–11 • Five-day curriculum with a three-day option

Ask before you rush

Follow Sarah and her friends as they plan a neighborhood reading corner and discover why it matters to ask God for wisdom.

Inside: a daily schedule, an original story, a 20-minute Bible lesson, opening and closing skits, a craft, a game, and a snack activity. The last two pages are ready-to-print craft templates.

For church and co-op leaders planning VBS 2027. No separate book purchase is needed. Ordering for the full kit is not open yet.

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The kit at a glance

Wise Choices Real Faith | 2027 VBS | Ages 6-11

Welcome to Wise Choices Real Faith

This five-day Vacation Bible School kit helps children ages 6-11 connect faith with everyday choices. Four linked characters help prepare a reading corner for a neighborhood gathering. Each day pairs a fresh fictional chapter with a Bible passage, a discussion and practical activities. A church can run the whole week or use Days 1, 2 and 5 for the three-day option. The sample assumes 24 children. No separate book purchase is needed to follow the story.

What is included

The full kit includes a director guide, opening and closing skits, five Bible lessons and story chapters, craft templates, games, snack ideas and promotional materials. This preview includes only the Day 1 teaching and activities, plus an overview of the full week.

The five days

Day 1 Ask before you rush. Read 1 Kings 3:5-12 and remember James 1:5. Day 2 Tell the truth and make repairs. Read Luke 19:1-10 and remember Ephesians 4:25. Day 3 Notice the person beside you. Read Luke 10:25-37 and remember Luke 10:27. Day 4 Speak with courage and seek help. Read Acts 4:13-20 and remember Psalm 56:3. Day 5 Put faith into practice. Read Matthew 7:24-27 and remember James 1:22.

Bible and story distinction

The reading-corner chapters and skits are new fiction by Dannip Christian Press. The Bible accounts are identified separately and retold in the lesson notes. Read the passages and memory verses aloud from your church's Bible. No translation text is reproduced in this kit. A pastor or children's ministry leader should review the teaching before use.

The message running through the week

God welcomes our questions and offers wisdom. Jesus welcomes people who need forgiveness. His death and resurrection are the basis of Christian hope. Wise choices are a response to following Him. Children never earn God's love, a certificate, or a place in the group by answering correctly or making a public faith response.

A daily plan for 150 minutes

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The shared timetable

00-15 Arrival and check-in. 15-30 Opening gathering and opening scene. 30-55 Rotation 1. 55-80 Rotation 2. 80-105 Rotation 3. 105-130 Rotation 4. 130-145 Closing gathering and closing scene. 145-150 Authorized collection and dismissal. Each 25-minute rotation includes 20 minutes of activity and five minutes for setup, hand cleaning, reset or movement.

Four crews and four stations

For the 24-child example, make crews A, B, C and D with six children each. Stations are Bible lesson, craft, game and snack with verse practice. Rotation 1 A Bible, B craft, C game, D snack. Rotation 2 A craft, B game, C snack, D Bible. Rotation 3 A game, B snack, C Bible, D craft. Rotation 4 A snack, B Bible, C craft, D game. A child's crew stays together throughout the event.

Volunteer roles

Appoint a director, check-in and collection lead, and a named safeguarding contact. Assign cleared adults to accompany each crew and leaders to prepare stations. For planning, allow two adults per crew and one station leader at each station, then adapt staffing to church policy, needs, room layout and local requirements. Small groups can use one room and run activities in sequence while maintaining appropriate supervision.

Running the skits

The opening and closing scenes together aim for roughly 8-10 minutes per day with the printed audience pauses. Rehearse and time them. The 15-minute gathering blocks also leave room for a welcome, a short prayer and the memory verse. Actors may hold scripts. Adults can play all the roles.

If something runs long

Shorten the number of voluntary discussion responses and save decorating for home. Preserve the Bible reading, the daily truth, a chance to respond, and supervised collection. Use a quiet seated version of the game when moving rooms is difficult.

Day 1 story

The empty corner

Sarah stopped beside the empty corner of the church hall. A faded rug lay curled against the wall. Two books rested on a shelf that was too high for most children to reach. By Friday, this was supposed to be a reading corner for the neighborhood gathering. Right now, it looked like a place where somebody had forgotten to finish cleaning.

“We need a chair shaped like a rocket,” Ben said. He was ten, a year older than Sarah and Micah, and usually the first person to have a plan. Micah set down his notebook. “We have twenty dollars, not a rocket factory.” Ben pulled a cardboard box across the floor and sat on it. The bottom folded with a soft crunch. He stood up quickly. “That was the practice rocket.”

Ms Ellis brought them paper and a pencil. “Before we buy anything, what do we need to find out?” Sarah almost said that she already knew. She wanted a bright sign and enough cushions to cover the whole floor. Then she noticed a boy peering around the doorway. His little sister was beside him, holding a book with both hands. “Can she reach the books?” he asked. Sarah looked at the tall shelf again. She had been thinking about how the corner would look in a photograph. She had not thought about the people who would use it.

The four of them sat around a table. Ms Ellis prayed, asking God to help them listen and use what they had well. Then they asked the children what would make the space welcoming. The answers were small and practical. Books they could reach. A place to sit beside a friend. A clear path through the room.

Sarah drew a low shelf and wrote a question beside it. Could they reuse the short bookcase in the storeroom? Ben put a line through ROCKET CHAIR. Beneath it, he wrote ASK MS ELLIS ABOUT A SAFE BENCH. Micah added a supply list. They had not bought a single thing, but the corner was finally beginning to feel possible.

Day 1 Bible lesson

Ask before you rush

The Bible truth

God welcomes us when we ask Him for wisdom.

Prepare before children arrive

Read 1 Kings 3:5-12 and James 1:5. Mark both passages in a Bible. Bring the corresponding paper craft or one plain sheet, pencils and a question card. Read the full fictional chapter before teaching. The story reading belongs in the lesson, even if children attended the skit.

The 20 minute plan

Minutes 0-1 welcome and introduce the truth. Minutes 1-4 read the story chapter. Minutes 4-8 read the Bible passage and explain the connection. Minutes 8-13 use the discussion questions. Minutes 13-17 try the response activity. Minutes 17-19 read and practice the memory verse. Minutes 19-20 pray. A five-minute station margin covers settling, cleanup and moving.

The Bible account and teaching notes

Solomon had become king. When God invited him to ask for something, Solomon recognized that leading the people was more than he could manage by himself. He asked for an understanding heart to judge well and distinguish right from wrong. God was pleased that Solomon asked for discernment instead of asking first for wealth or the defeat of his enemies. God gave him wisdom.

Solomon was a king with a particular responsibility. Children are not promised the same role or everything they want. James 1:5 invites believers who lack wisdom to ask God. We can pray, listen to Scripture and seek help from trustworthy adults. A wise question can come before a quick decision.

Memory verse practice

Read James 1:5 from the church's Bible. Explain unfamiliar words in ordinary language. Read it in short phrases and let the children repeat, point, draw or listen. Say where it is found. This kit supplies the reference so churches can use their own authorized translation. Avoid turning recall into a public test.

Day 1 group response

Discussion, a practical response and prayer

1 What did Solomon know about himself?

He needed help to lead well. Admitting a need can be wise.

2 What did Sarah notice after the children arrived?

Her plan had overlooked the children who would use the corner.

3 What could the team ask before spending its money?

What is needed, what can be reused and who can check the plan?

4 When could you pause and ask God for wisdom this week?

Accept an ordinary example. Children may pass rather than share.

The response activity

Place a sheet labelled PLAN in the center. Read three choices aloud, one at a time. We want to buy decorations before measuring the shelf. We can ask who will use the space. We can copy a stranger's plan without checking it. Invite children to move a paper question mark onto choices that need more information. Ask them to suggest the next helpful question. There is no race.

Age and access adjustments

For ages 6-8, read aloud, explain one idea at a time and let children draw answers. For ages 9-11, ask what another character might be thinking and invite reasons for an answer. Use large print, a quiet seat or extra processing time when needed. Children may pass. Do not ask for personal confessions or public promises.

Closing prayer

God, thank You that we can ask You for wisdom. Help us listen, notice what others need, and ask for help before we rush. Amen.

Take it home

Before one family decision, ask together what you need to know and who can help.

Day 1 opening

Ask before you rush

[An empty box, three books and a rolled rug are onstage. Sarah studies the corner. Ben carries a cardboard box as if it is very heavy. Micah has a notebook.]

Sarah: This is where the reading corner is supposed to go.

Ben: Good. I have brought the most important part.

Micah: A box?

Ben: A rocket chair. You sit here, lean back, and imagine you are reading on the moon.

Sarah: Does it have a seat?

Ben: It has potential.

[Ben pretends to sit but stays standing. He presses down a pre-folded box by hand.]

Micah: Now it has less potential.

Ben: It was a model. Real rocket chairs cost more.

Sarah: We have twenty dollars. We need a sign, cushions, decorations, new books, a shelf, and something that makes people say wow.

Micah: Should I put wow before or after the shelf?

Sarah: Before. It is important.

[Ms Ellis enters with paper and a pencil.]

Ms Ellis: What have you planned so far?

Ben: Space travel.

Micah: And an expensive wow.

Sarah: We are deciding what to buy. I want the corner to look beautiful on Friday.

Ms Ellis: That is a good hope. Who will use the corner?

Sarah: Children. Families. Anybody who wants to read.

Ms Ellis: What have they told you they need?

[The children look at one another.]

Ben: Nobody told me they did not want a rocket chair.

Micah: Nobody has been asked.

Sarah: We could ask after we buy things.

Ms Ellis: What might happen if we spend the money first?

Sarah: We might buy things that do not help.

Ms Ellis: Let us start with a question, then. What should we find out before we spend?

Micah: How much space we have.

Ben: Whether anybody has a safe chair they can donate.

Sarah: Whether small children can reach the books.

Ms Ellis: Those are useful questions. We can also ask God for wisdom. We do not have to pretend we already know everything.

Ben: Even if we have a notebook?

Micah: Especially then. Mine still says wow at the top.

Ms Ellis: God, please help us listen, notice what people need, and use what we have wisely. Amen.

[The children place the pencil in the center of the table.]

Sarah: Let us ask before we rush.

Day 1 closing

God welcomes us when we ask Him for wisdom.

[Sarah now holds a drawing. Ben carries a normal chair.]

Ben: This chair has already passed the sitting test.

Micah: It was also donated. That leaves money for supplies.

Sarah: We asked the children what they needed. Look. A low shelf, a clear doorway and a place to sit beside someone.

Ms Ellis: What changed after you listened?

Sarah: The plan became less about showing off our corner and more about welcoming people into it.

Ben: There is still room for a little wow.

Micah: I put it underneath useful.

Ms Ellis: We have a plan for tomorrow. Today we learned that asking for wisdom can be our first step.

Sarah: And that a cardboard box is not a chair.

Ben: That discovery was also important.

Audience exchange and Bible connection

Opening audience exchange, 90 seconds. Ask children what a good reading corner needs. Let several answer without requiring a purchase. Closing practice, 90 seconds. Invite pairs to name a decision and one helpful question. Allow a minute for the adult to connect the scene to Solomon asking for discernment and James 1:5.

Crafts games and snacks

Day 1 station notes for leaders

How to use the stations

Allow 20 minutes for each activity, plus five minutes for settling, reset or movement. The craft, active game and snack with memory-verse practice are separate stations. The Bible lesson is the fourth. Use the daily memory-verse reference at snack time. Leaders read the verse from their own Bible.

Before preparing food

Use the church's food and allergy procedures. Check ingredient labels and family instructions, including substitutions. Have adults prepare and portion food, supervise eating and offer drinking water. No child has to eat to participate. Each snack has a paper version so the lesson continues when food is unsuitable.

Printable pages

The final two pages are black-and-white templates. Print at actual size on US Letter paper.
For the 24-child example, print 24 pocket sheets and 24 question-card sheets for Day 1.
An adult may pre-cut the pieces.

Day 1 rotations

Ask before you rush

Craft Question pocket

One printed pocket template and one question-card template per child, crayons, child scissors, glue sticks and plain scrap paper.

1. Color the pocket outline and cut around the outside. An adult can pre-cut for younger children.

2. Fold on the marked lines. Glue the side tabs behind the front panel and press flat.

3. Cut the question cards and write or draw a helpful question on each. Suggested questions are Who needs help, What do we need to know, and Who can guide us.

4. Put the cards inside. Invite a child to explain one question while allowing others to keep theirs private.

Craft timing

2 minutes to introduce the connection, 12 minutes to make, 4 minutes for voluntary sharing and 2 minutes to gather pieces. Children who finish early can draw another example on scrap paper.

Game Pause and plan path

Make a short floor path with six paper stepping stones secured with removable tape. Keep the route flat, clear and wide enough for walking or wheeling. Read one everyday situation at each stop. Children pause and ask a helpful question before moving to the next marker. Work together without a timer or elimination. Use pointing and spoken responses for a seated version.

Game timing

3 minutes to demonstrate, 12 minutes to play and 5 minutes to connect the experience with the daily truth. Stop and reset the route if the space becomes crowded.

Snack Planning squares

For 24 children, portion 144 plain square crackers, six per child, and water. Invite children to arrange crackers as a tiny plan before eating. Use an approved alternative from the church allergy plan when needed. The lesson does not depend on eating.

Snack and verse timing

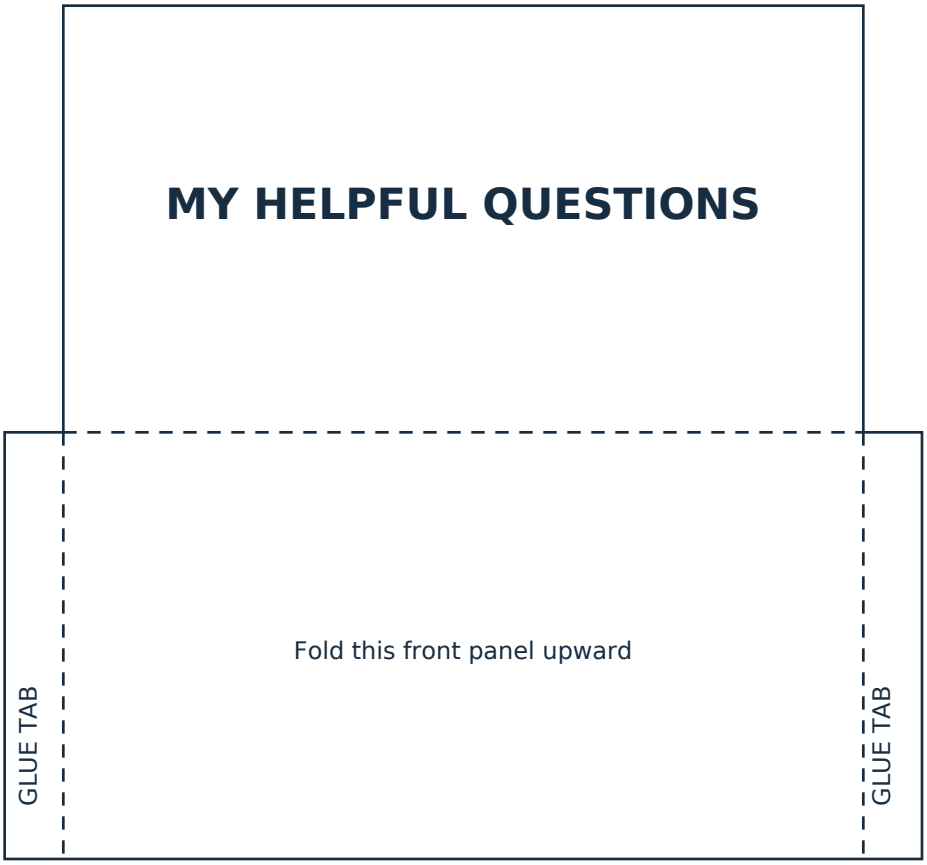
3 minutes for hand cleaning and seating, 7 minutes to eat, 7 minutes for James 1:5 and a family question, and 3 minutes to clear the table.

Cleanup

Collect scraps in a paper bag. Save reusable path markers and wipe the tables.

Day 1 Question pocket

Cut the solid outside border. Fold the dashed lines. Glue the side tabs behind the front panel. Ask an adult for cutting help.



Day 1 Question cards

Cut around the three cards. Draw or write a helpful question on each and tuck them inside the pocket.

A question I can ask

A question I can ask

A question I can ask