In the beginning God created the heavens and the earth. At first the earth was empty and dark and didn’t have any special shape or form.

Then God said, “Let there be light.” Immediately there was light. God separated the light and the darkness, and he called the light “day” and the darkness “night.” That was the first day of the world.

On the second day, God said, “Let there be a sky to separate the water on the earth from the water above the earth.” As soon as God spoke, the sky was there.

On the third day, God said, “Let the water come together so that dry land will appear.” Immediately there were rivers, lakes, oceans, and seas. Dry land appeared—flat lands, rolling hills, mountains, valleys, and islands in the seas.

The earth was still bare and empty, so God commanded the land to produce plants. Immediately all kinds of grasses, flowers, bushes, and trees covered the earth. God gave them seeds so that more plants just like them would grow.

On the fourth day, God said, “Let there be bright lights in the sky. Let the sun shine during the day and the moon and the stars shine at night. Let them bring about the seasons of the year and show the passing of time, the days and the years.” As soon as God spoke, the sun, moon, and stars began to give light to the earth.

On the fifth day, God said, “Let the waters be filled with living things of every size and kind, and let birds fly across the sky.” Immediately the water was filled with fish and other creatures that swim, and the sky was filled with birds. God blessed these creatures so that they could have young ones like themselves.

On the sixth day, God made the animals and other creatures that live on the dry land. God made them able to give birth to young like themselves.

Also on that day, God created the first people, a man and a woman. God formed the man from the dust of the ground and breathed life into his nostrils. God named him Adam. God put Adam into a deep sleep and used one of his ribs to make a woman—Eve. God made Adam and Eve holy and sinless like himself. God told them to use, enjoy, and care for all the rest of his creation.

Then God looked at everything he had made and saw that it was perfect.

On the seventh day, God did not create anything else. His perfect world was complete. God blessed the seventh day and continued to watch over the wonderful world he had made.
Write a letter from your name above each star or planet. Inside draw things God created that begin with the letter.

Follow the correct flight plan to Alpha One. Draw a line from the J-Pod to Alpha One, stopping at only the stations that tell ways you can take care of God’s creation.

**Pickup Station**
Pick up trash that you drop on the ground.

**Animal Station**
Catch and hurt animals just for fun.

**Waste Station**
Don’t waste food, water, and paper.

**Campfire Station**
Start campfires to cook meals when adults aren’t around.

**Planting Station**
When necessary, plant trees to replace ones chopped down or burned.
A ONE-DAY
Vacation Bible School Course
Includes Suggestions for Expanding to Two Days
We extend our thanks to the many employees of Northwestern Publishing House who have contributed to this project.

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# Contents

**Introduction** (theme, components, approaches, and schedules) .......................................... 1

**Elements for director and staff use** (see CD menu for advertising items)
- Logo and other theme art............................................................................................................ 5
- Devotion ........................................................................................................................................ 10
- Bible story skit .............................................................................................................................. 12
- Snacks and games ......................................................................................................................... 14
- Music .............................................................................................................................................. 16
- Crafts (see CD menu for craft photos) .......................................................................................... 22

**Teacher Guides**
- Level 1 (ages 3-4; some activities designed especially for threes) ................................ 30
- Level 2 (entering kindergarten-grade 1) ................................................................................ 40
- Level 3 (entering grades 2-3) ..................................................................................................... 51
- Level 4 (entering grades 4-8; some activities designed especially for grades 6-8)........ 63
Thank you for choosing *Space Station Salvation* vacation Bible school materials. Adapt the schedules and ideas offered in the following introductory pages to meet your needs. Make a copy of the teacher guides for the teacher(s) of each level.

**Theme**

The VBS logo, student lessons, artwork, and activities revolve around a space travel theme.

**Devotion**

You may open VBS with the theme-related devotion.

**Bible Lesson**

Students leave *Space Station Salvation* and travel in space to Alpha One Star. There they learn the Bible lesson, “The Beginning of All Things.” God’s Word shows them that everything in the world and in space was created by our powerful God. The lesson includes both law and gospel—that we are sinners who need Jesus the Savior, who lived, died, and rose to save us.

**Memory Treasure**

Encourage the students to learn the memory treasure, “In the beginning God created the heavens and the earth” (Genesis 1:1). This passage has been set to music to help the students commit the words to memory.

**Student Materials**

There is one student lesson for each of four levels:

- **Level 1:** Ages 3 and 4
- **Level 2:** Entering Kindergarten and Grade 1
- **Level 3:** Entering Grades 2 and 3
- **Level 4:** Entering Grades 4 to 8

Each student lesson is one two-sided sheet. It includes the Bible story, memory treasure, and age-appropriate activities.

**Teacher Materials**

The teacher guides include a lesson introduction, options for teaching or reviewing the Bible story, questions for developing and applying the truth of the lesson, answers to the student lesson activities, and optional activities for extended learning. The guides correspond to the four levels of student lessons. Note: Items in Level 1 marked ☑️ are better suited for three-year-olds. Activities in Level 4 labeled 6/7/8 are better suited for students entering those grades.

**Snacks and Games**

Snack and game suggestions are provided on pages 14 and 15.

**Music**

The following songs and the memory treasure set to music are offered on pages 16-21. You are encouraged to use the *Space Station Salvation* music CD to teach the songs to your students.

- “Salvation Station”
- “Little Bitty Me”
- “I Want to Be a Star for Jesus”
- “Jesus, Jesus, God’s Son, Jesus”
- “In the beginning God created the heavens and the earth” (Genesis 1:1).

**Crafts**

Crafts made from teacher-supplied materials are provided on pages 22-29. For photos of completed crafts, see the CD menu. If you want to purchase craft kits, see the *Space Station Salvation* order form.

**Additional Ideas**

- Project the *Space Station Salvation* logo or a theme-related copy master onto a large sheet of plywood to make a background picture the size you need. Trace and paint the sketch. Then display it on your church property to advertise your VBS and as a background for photographing students.

- Around a main entrance door attach a paper J-Pod (personal spacecraft) made by enlarging the first J-Pod on page 7. Provide J-Pod name tags also made from name tags on the same page. Decorate hallways and classrooms with theme-related art made from pages 5 and 9.
- Have someone dress as Spaceman Sam/Spacewoman Sam (Samantha) and do the “May I Interrupt” suggestion included in each teacher’s guide.
- Use the theme-related art included on the CD and iron-on transfer paper (from business supply or craft stores) to make a design on the front of washed white T-shirts.

**Approaches and Schedules**

Decide which of the following approaches and schedules is best for your situation. Adapt as needed.

- **Station Approach**

With the station approach, the leader at each station does just one job, adjusting the vocabulary and the activity for the children of various ages coming to the station. Students come through the stations in age groups. Each age group begins at a different station, but completes each one by the end of the day. Each station lasts 20 minutes.

Note: The following schedule begins the day with a joint devotion. Then comes the presentation of the Bible lesson, either to the entire group at once or to smaller groups in classrooms. Then students travel to the various stations. Another option is to add a Bible lesson station. Choose one person who can tell the Bible story at the listening level of each group that comes to the station and apply it to their lives.

Note: Depending on enrollment, you may want to form a fifth group made up of only the older students, those entering grades 6 to 8.

(Optional: 7:30–9:00 Child care)

8:45–9:00 Registration

9:00–9:15 Welcome, joint opening devotion, music

9:15–9:35 Bible lesson

<table>
<thead>
<tr>
<th>Time</th>
<th>Preschool</th>
<th>Entering Kindergarten and Grade 1</th>
<th>Entering Grades 2 and 3</th>
<th>Entering Grades 4 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:35–9:55</td>
<td>Bathroom and snack</td>
<td>Bathroom and snack</td>
<td>Craft D</td>
<td>Music</td>
</tr>
<tr>
<td>9:55–10:15</td>
<td>Craft A</td>
<td>Craft B</td>
<td>Music</td>
<td>Craft D</td>
</tr>
<tr>
<td>10:15–10:35</td>
<td>Recess</td>
<td>Recess</td>
<td>Bathroom and snack</td>
<td>Bathroom and snack</td>
</tr>
<tr>
<td>10:35–10:55</td>
<td>Craft B</td>
<td>Music</td>
<td>Recess</td>
<td>Craft E</td>
</tr>
<tr>
<td>10:55–11:15</td>
<td>Music</td>
<td>Craft A</td>
<td>Craft E</td>
<td>Recess</td>
</tr>
</tbody>
</table>

11:15–11:30 Closing prayer and songs
The following schedule is provided for those who have all-day VBS.

11:30–12:00 Lunch
12:00–12:30 Recess
12:30–12:50 “The Beginning of All Things” Bible story skit presented by teens or adults
12:50–1:30 The first two levels watch a children’s video and have quiet time while the upper two levels make a craft project (Craft F).

<table>
<thead>
<tr>
<th>Time</th>
<th>Preschool</th>
<th>Entering Kindergarten and Grade 1</th>
<th>Entering Grades 2 and 3</th>
<th>Entering Grades 4 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30–1:50</td>
<td>Bathroom and snack</td>
<td>Bathroom and snack</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>1:50–2:10</td>
<td>Recess</td>
<td>Music</td>
<td>Bathroom and snack</td>
<td>Bathroom and snack</td>
</tr>
<tr>
<td>2:10–2:30</td>
<td>Music</td>
<td>Craft C</td>
<td>Music</td>
<td>Video or indoor activities</td>
</tr>
<tr>
<td>2:30–2:50</td>
<td>Craft C</td>
<td>Recess</td>
<td>Video or indoor activities</td>
<td>Music</td>
</tr>
</tbody>
</table>

2:50–3:00 Clean up/pack up
3:00–3:15 Closing devotion with families; students sing song(s) learned at VBS
3:15–3:30 Family fellowship, snacks, dismissal

- Traditional Approach

Adapt the following suggested schedule to meet the needs of your own situation.

**Lower Two Levels**

**Before 9:00** Bathroom time, greetings, possible free-play time

9:00–9:15 Opening devotion and song

9:15–9:40 Each level goes to its own classroom for the Bible lesson and activities from student lessons

9:40–10:00 Bathroom time, snack

10:00–10:15 Recess

10:15–10:30 Student lesson activities or any activities suggested in the teacher guides

10:30–10:45 Music

10:45–11:20 Craft, cleanup, possible free-play time if the craft does not take long

11:20–11:30 Closing in classroom or joint closing for all levels

**Upper Two Levels**

**Before 9:00** Bathroom time, greetings

9:00–9:15 Opening devotion and song

9:15–9:40 Each level goes to its own classroom for the Bible lesson and activities from student lessons

9:40–10:00 Recess

10:00–10:15 Bathroom time, snack

10:15–10:30 Student lesson activities or any activities suggested in the teacher guides

10:30–10:45 Music

10:45–11:20 Craft, cleanup

11:20–11:30 Closing in classroom or joint closing for all levels
• Two Half-Day VBS Sessions

Here are suggestions for expanding these materials for use in two half-day VBS settings.

Day One
1. Do the Introduction.
2. Put on the Bible story skit for the entire VBS (or choose storytelling options to use with individual classes).
3. Do the Developing and Applying the Truth section.
4. Do the activity on the student lesson.
5. Sing at least one song, do one craft, play a game, and have a snack.
6. Possibly do one of the ideas found in “More to Do.”

Day Two
1. Use another storytelling option to review the story.
2. Review the memory treasure. (See the music copy master on page 21 for singing the memory treasure.)
3. Review the truth of the lesson.
4. Sing songs, do a craft, play a game, and have a snack.
5. Do one or more of the remaining ideas in “More to Do.”

God bless you and your students as you blast off from Space Station Salvation and learn the saving Word of God!
Pray

Dear Lord Jesus Christ, thank you for the opportunity to share your Word with my students and their families. Help those of us who believe in you to grow stronger in our faith. Send your Holy Spirit to lead those who have no faith to believe in you and your promises. Bless my preparations and my teaching so that I speak your truths with certainty and with joy. Amen.

Prepare

Read: ✓

☐ the introduction to this teacher’s guide
☐ the lesson in Genesis 1,2
☐ the following commentary pages:
  • Franzmann, Bible History Commentary, Old Testament, pages 12-36
  • The People’s Bible: Jeske, Genesis, pages 9-42

Proceed

Welcoming Activity: Since you may have a mixture of member and nonmember students, the following idea is offered as an option to help you and the students get to know one another.

You’ll Need

J-Pod puzzle on page 61, envelopes

Before class, duplicate J-Pod puzzles made from the copy master. Each group of 2-4 students will need one puzzle. Cut apart each puzzle, and put each set of pieces into its own envelope.

Greet the children as they come to vacation Bible school, introduce yourself, and give them places to sit. Explain that this vacation Bible school has a space travel theme and you will travel in a J-Pod from Salvation Station to various stars. Tell the students that you will give groups J-Pod puzzles to assemble. As each group assembles a puzzle, the members should tell one another their names and work together to write down on the pieces any fun facts they know about outer space or space travel. Then have the students join in one group, tell who they are, and share their space trivia.

Opening Devotion

Use the Space Station Salvation devotion (see page 10) for all students.

The Bible Lesson

Either teach the Bible lesson to all the students, using the Bible story skit (see page 12), or take the students to individual classrooms after the devotion and teach the story using one of the storytelling options in the teacher’s guide. After the lesson has been taught, groups of students may take turns at each of the three stations.

Introduction

Option 1

We strongly encourage you to use the Space Station Salvation devotion (see page 10) to introduce the lesson.
**Option 2**

**You’ll Need**

- Bible, 5-inch paper star

Show a Bible, and explain that at vacation Bible school the students will learn truths from God’s Word, the Bible. In the Bible, God tells us about how stars began and uses stars to share important news.

Show the students a paper star, and cut it into many pieces. Speaking to the pieces, say, “Form a star!” Then wait. Give the pieces to a student, and have him or her tell the pieces to form a star. Wait again. Explain that people can’t even create stars from paper bits, let alone the real stars that encircle our earth.

Explain that the students and you will travel from Salvation Station and visit Alpha One Star. “Alpha” is the first letter of the Greek alphabet. When you hear the phrase “alpha and omega,” it refers to the beginning (alpha) and the end (omega). Today’s Bible lesson is about the beginning of all things. Let’s learn how the stars, the whole world, and everything in it began.

**Telling the Story**

**Option 1**

Use the Bible story skit (see page 12) to present the Bible lesson to the entire vacation Bible school.  
**Note:** If you choose this option, you will need to develop and apply the truth of the lesson in the large group setting after the skit, at the Word Pod Station, or in individual classrooms. If you do not use the Bible story skit, choose from the following options for telling the story.

**Option 2**

**You’ll Need**

- poster board in a light color, magazine pictures or drawing paper

Before class, cut out magazine pictures (or draw sketches) that show different things that were created on each of the six days of creation. Divide one side of the poster board into six rectangles (two across in each of three rows), and number them 1-6. On the reverse side of the poster board sheet, write “7.”

Display the magazine pictures or sketches so that the students are able to see them easily. As you tell the Bible story, call on students to select pictures that depict each day of creation and attach them to the appropriate box on the poster board. When you mention day 7, turn over the poster board and write “God’s creation was done. God watched over what he had made.”

**Option 3**

**You’ll Need**

- chalk or marker board

Draw outlines of the numerals 1 to 7 on the board so that you can draw pictures inside each outline. As you tell the story and describe each day of creation, draw or have a student draw pictures of what God made on each day. For the first day, color half of the 1 bright yellow to represent daylight and make the other half dark to represent night. Inside the 7 write “God stopped creating but kept watching over his creation.”

**Option 4**

**You’ll Need**

- student lesson

Read the Bible story from the student lesson, or tell it, using the bold words as a guide.

In the **beginning God created the heavens and the earth.** At first the earth was **empty and dark** and **didn’t have** any special **shape or form.**

Then God said, “Let there be light.” Immediately there was light. God **separated the light and the darkness,** and he called the light “day” and the darkness “night.” That was the **first day** of the world.

On the **second day,** God said, “Let there be a **sky to separate the water** on the earth from the water above the earth.” As soon as God spoke, the **sky was there.**

On the **third day,** God said, “Let the **water come together** so that **dry land will appear.**” Immediately there were **rivers, lakes, oceans, and seas.** Dry land appeared—**flat lands, rolling hills, mountains, valleys, and islands in the seas.**
The earth was still bare and empty, so God commanded the land to produce plants. Immediately all kinds of grasses, flowers, bushes, and trees covered the earth. God gave them seeds so that more plants just like them would grow.

On the fourth day, God said, “Let there be bright lights in the sky. Let the sun shine during the day and the moon and the stars shine at night. Let them bring about the seasons of the year and show the passing of time, the days and the years.” As soon as God spoke, the sun, moon, and stars began to give light to the earth.

On the fifth day, God said, “Let the waters be filled with living things of every size and kind, and let birds fly across the sky.” Immediately the water was filled with fish and other creatures that swim, and the sky was filled with birds. God blessed these creatures so that they could have young ones like themselves.

On the sixth day, God made the animals and other creatures that live on the dry land. God made them able to give birth to young like themselves.

Also on that day, God created the first people, a man and a woman. God formed the man from the dust of the ground and breathed life into his nostrils. God named him Adam. God put Adam into a deep sleep and used one of his ribs to make a woman—Eve. God made Adam and Eve holy and sinless like himself. God told them to use, enjoy, and care for all the rest of his creation.

Then God looked at everything he had made and saw that it was perfect.

On the seventh day, God did not create anything else. His perfect world was complete. God blessed the seventh day and continued to watch over the wonderful world he had made.

**May I interrupt...**

Have Spaceman Sam (or Spacewoman Sam, Samantha) tell the following facts about stars.

- The stars, in order from hottest to coolest, are blue, white, yellow, orange, and red. But even the coolest are extremely hot.
- Stars are immense, spinning spheres of hot, luminous gases.
- We live in a galaxy (group of stars) called the Milky Way. By means of a telescope in space, we've learned that God created other galaxies, possibly 50 billion!

We know so little about our universe compared to the One who created it. God truly is startling!

**Developing and Applying the Truth**

Use the following to arrive at the truth of the lesson and to apply the truth to the lives of your students.

**You’ll Need**

Bible, boxes on page 62

**Do** Before class, cut apart the boxes made from the copy master. Place the boxes with stars in one set and the boxes with hearts in another.

**Say** The Bible clearly tells how the world was made.

**Do** Read Genesis 1:1 from a Bible: “In the beginning God created the heavens and the earth.”

**Say** God’s creation is truly amazing. Even people who do not believe in God are truly amazed by the beauty and organization of the world. I’m going to distribute four sentences that a believer or an unbeliever might say about things in the world.
Do Distribute the boxes with stars.

Say Let’s pretend a person looks at part of God’s world and says the things on these four cards. I’m going to distribute cards with hearts that show loving ways we can respond to such statements and help that person learn about the Lord.

Do Distribute the boxes with hearts. If you don’t have at least eight students to give the eight boxes, give students more than one, but not ones that have comments and responses that match. Have students with star boxes take turns reading the statements. After each reading, the student with the loving response that matches should read his or her statements. Do this for the four matching sets.

Say God did not use paper, dirt, glue, and other materials to make his world.

Ask What did he use? His power and his Word.

Say Even though sin later came into the world and brought sickness, sadness, and death with it, the world still is a beautiful and amazing place.

Ask How can you take care of God’s world in your own yards or homes? Not litter, conserve water and energy, reuse and recycle. At church and school? Pick up litter, use paper wisely, use reusable containers.

Say God created a beautiful world with his power and his words, and we have the privilege of caring for it.

Prayer

Dear God, all we have to do is look around us to see the beauty of your creation. Help us take care of it and use it wisely. Thank you for loving us and providing for us every day. We especially thank you for sending your Son, Jesus, to live, suffer, die, and rise from the dead to take away our sins. We pray in his name. Amen.

Stations

1. Word Pod (Lesson Activities and Music)

Lesson Activities
Distribute the student lessons. Discuss the Bible lesson and picture, and do the activities.

Answers: Top activity: Answers will vary. Bottom activity: J-Pod to Pickup Station to Waste Station to Planting Station to Alpha One. (Lines can connect stations in different order, but need to be the three stations listed.)

Music
Choose from the lesson-related songs found on pages 16-20, in the Music Guide, and on the music CD.

2. Food Pod (Recess and Snack)

See the suggestions for snacks and games on pages 14 and 15. Always check for food allergies. Before eating, join in the common table prayer.

3. Craft Pod (Crafts)

Find plans for crafts on pages 26-29 and photos of completed crafts on the menu of the One-Day CD. These crafts are made from readily available materials. You may also purchase craft kits produced by S&S Worldwide, Inc. See the order form for suggested kits.

The Wrap-Up

Everyone may join at the end of the day for a closing, or each level may close individually. Sing the theme song and any other songs you taught the students.

Close with the following prayer:

O great and mighty Savior, you took our sins away.
Help us all to know your love each and every day.
Forgive our sins. Strengthen faith.
Keep us close to you.
Help us love and shine like stars in everything we do. Amen.
More to Do

Here are some more ideas you may want to use.

1. **Closet Planetarium**: Cover the ceiling of a closet with black paper. Form an earth (circle) constellation on the paper using luminous stars. During class, shine light on the stars for a few minutes, and then turn off the light. Allow one child at a time to view the shining constellation. It reminds us of the earth that God made for us. **Variation**: Use a black light.

2. **Creation Game**: Prepare two 6- or 12-hole muffin tins for playing Creation Toss. On the inside of the bottom of each cup, tape a piece of paper with one of the numbers 1 to 6 written on it. Arrange the numbered pieces in random order. (Write each number twice if you are using 12-hole pans.) Set each of the muffin pans on the floor against a wall as a backboard. You will need two small objects (soft erasers, hacky sacks) suitable for tossing into the muffin pans. Divide your students into two equal teams. The first person from each team stands a few feet away and gently tosses the object into the muffin pan. The student looks at the number on which the object landed and then names something God made on that day of creation. If the student is correct, his or her team receives one point. If the student is incorrect, no points are given. Allow each student to have the same number of turns. The team with the most points at the end wins the game. Note: For each turn, give a student three chances to land the object in one of the muffin cups. If the student cannot do it in three tries, the student must pass, and the next student in line gets to try.

3. **Animal Combinations**: God made his world perfect, just the way he wanted it. He made male and female dogs so they would have puppies like them. He made mother cows give birth to baby cows, not baby giraffes. Have the children pretend: “What if God made a pelican and an alligator so they would have babies? What would you call their babies?” (Allow responses. “Peligators” might be one!) Try other combinations: beagle and gopher (“beapher”); elephant and reindeer (“eledeer”); hippopotamus and crocodile (“hippodile”), and so on.

4. **Songs**: Teach either or both of the following songs found on pages 16, 17, and 20, on the music CD, and in the *Music Guide*.
   - **“Salvation Station”**: This VBS theme song blasts the children into space to study the stars and reminds them of the salvation Jesus earned for them. He lived perfectly in their places, suffered, died on a cross, and rose to forgive their sins and give them life in heaven.
   - **“Jesus, Jesus, God’s Son, Jesus”**: Teach this song that tells about dedicating our lives to the one who gave his life to save us.
I’ve read that there are creatures deep in the sea that no one knows much about yet.

The human body never ceases to amaze me. Each body system works for the good of the whole body.

Don’t you wonder how two completely different dogs (like a schnauzer and a poodle) can have a puppy (schnoodle), but a dog and a cat can’t have a baby animal together?

Isn’t it amazing that the Sun, Moon, stars, planets, and comets all follow certain paths?

What’s really amazing is that God created them and gave them their paths to follow.

Humans can see and know only so much. God is all-knowing and all-powerful. He created the entire world—the things we see and the things we can’t see.

That’s all part of God’s plan. God does things in an orderly way. He made animals able to bear young like themselves.

Humans were even more amazing when God first made them. His first man and woman were perfect like him. They did not sin. They were never sick or sad. But after the first two people sinned, the entire world was ruined by sin. That’s why God sent his Son, Jesus into the world.