

# Special Needs

## COURSE OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Title</b>	<b>B</b> Book of Books	<b>I</b> Incredible Impact	<b>B</b> Bedrock Base	<b>L</b> Letter of Love	<b>E</b> Exciting to Explore
<b>Treasure Point Lesson Focus</b>	The Bible is the coolest book on the planet, unique in so many ways.	The Bible's message has had an incredible impact on earth.	The Bible is the bedrock foundation to build our lives on.	The Bible has a thrilling theme running throughout its pages.	The Bible is exciting to explore! Let's learn it, love it, and live it.
<b>Bible Passages</b>	The Bible is One-of-a-Kind (Selected Verses)	Saul's Life is Transformed (Acts 9:1–22)	The Wise Man Builds His House on the Rock (Matthew 7:24–29)	The Gospel is a Message with Love (Selected Verses)	Mary Loves to Soak in God's Words (Luke 10:38–42)
<b>Bible Gem</b>	All Scripture is given by inspiration of God . . . . 2 Timothy 3:16	Your word is a lamp to my feet and a light to my path. Psalm 119:105	Therefore whoever hears these sayings of Mine, and does them, I will liken him to a wise man who built his house on the rock. Matthew 7:24	But God demonstrates His own love toward us, in that while we were still sinners, Christ died for us. Romans 5:8	I rejoice at Your word as one who finds great treasure. Psalm 119:162
<b>Animal Pal</b>	Blizzard the Polar Bear	Snowball the Arctic Hare	Spike the Narwhal	Shaggy the Musk Ox	Dash the Siberian Husky
<b>Apologetics Focus</b>	Did you know the Bible isn't like any other "religious" book?	Did you know the Bible's teachings have positively influenced cultures around the world?	Did you know science, history, and fulfilled prophecies confirm the Bible?	Did you know the earth didn't start out with polar ice caps?	Did you know we need the Holy Spirit to help us understand the Bible?
<b>Discovery Pass Science and Crafts</b>	Experiment: It's S'now Unique! Main Craft: Icebreaker Fishing	Experiment: Slip and Grip Main Craft: Northern Lightscape	Experiment: Solid Ground Main Craft: Lil' Log Cabin	Experiment: H2Ohhh!!! Main Craft: "White as Snow" Globe	Experiment: Arctic Exploration Main Craft: Amazing ACE Dogsled Race
<b>Glacier Gap Games</b>	Welcome to the Arctic Silly Snowmen	Snowball Fight Mad/Glad Game	Battle for the Base Make It or Break It	Circle Up Finding Your Way	Iditarod Race Broom Hockey
<b>Klondike Corner Snacks</b>	Scripture Scrolls Snowflake Cookies (Psalm 119:18)	Snow Ball Butterflies Tundra Transformers (Psalm 19:7)	Happy Hearts Ocean Jammers (Psalm 19:8)	Gold Nuggets Snow S'Mores (Psalm 19:10)	Treasure Treats Husky Puppy Chow (Psalm 19:11)
<b>Cool Contests</b>	Frosted Food Fun	Chilly Cheers	Polar Dress -Up Day	Bible Books Challenge	Mission Money Mania



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Project Coordinator: Stacia McKeever  
Written by Nancy Byers  
Interior layout by Diane King  
Cover design by Jon Seest  
Illustrations by Paul Agner and Jon Seest

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For more information, write:  
Answers in Genesis  
PO Box 510, Hebron, KY 41048  
Printed in the United States of America

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# HANDY HELPS

## LET'S WARM UP!

*Beyond thrilling! Exciting to explore! Breathtakingly beautiful! Full of treasure!* Words that describe the Arctic for sure, a fascinating region like no other in the world. But go back and read those words again—they can also be used to describe the coolest book on the planet—the Bible. It's mind-blowing to think that the God who made the universe wrote us a book—a book that is *beyond thrilling, exciting to explore, beautiful, and full of treasure*. Now if that isn't worthy of our attention, what is? We here at Answers VBS can hardly contain our excitement as we launch the newest VBS—*Operation Arctic*. Get ready for the thrill of exploring this one-of-a-kind treasure as we build on the following BIBLE acronym each day:

**B Book of Books**—The first day, we'll discover there's just no book like it, unique in so many ways!

**I Incredible Impact**—The second day, we'll explore the impact the Bible's teachings have had upon our world!

**B Bedrock Base**—The third day, we'll see there's no shifting sand here—we've got the Rock of God's Word to base our lives on!

**L Letter of Love**—The fourth day, we'll encounter the best love letter ever, written to us by God Himself!

**E Exciting to Explore**—The fifth day, we'll be challenged to learn it, love it, and live it!

Our explorers will begin warming up to the Word from the very first minute they arrive at *Operation Arctic*. The mission begins at **Snowfall Station** with the Opening Assembly, a high-energy opening with entertaining welcomes, rockin' songs, a mission moment, and prayer.

Then we're off to four fun rotation sites:

- **Treasure Point**, the Bible lesson location. Here, explorers discover what a gem God's Word is as they learn important Bible truths in fun and creative ways.
- **Klondike Corner**, the snack spot. Explorers won't want to pass up the cool treats that are waiting to melt in their mouths.
- **Glacier Gap**, the recreation location. At this spot, explorers discover that preparation is "snow" easy and games are filled with chills and thrills.
- **Discovery Pass**, the science, craft, music, mission, and memory verse spot. This location features a wide array of activities to choose from: science experiments, crafts, songs to sing, memory verse games to play, and a mission time (for those who want to spend more time than is given during the Assembly).

After finishing the day's rotations, everyone heads back to **Snowfall Station** for the Closing Assembly that includes

more singing, a Creature Feature, contest results, and the greatly anticipated daily drama, which is a highlight of the kids' day. The drama begins in the city with a high-powered executive who is fed up with the rat race. He decides to move to the wilderness for a quieter, simpler existence. Little does he realize all that's in store—missing treasure, goofy bad guys, unexpected visitors, and plenty of action!

Sound fun? Then let's plunge on in to this cold *world* and God's wonderful *Word*! It promises to be a flurry of fun and excitement at *Operation Arctic*! Let's go!

## OUR GOAL

It's been ten years since Answers in Genesis entered the world of VBS, and we are so thankful for how God has chosen to use these programs! But why did we decide to embark on such an undertaking in the first place, and why are we still at it, by God's grace, ten years later?

Our primary goal has remained the same all these years—to bring God glory by boldly and unashamedly proclaiming Him to a strategic group—young people! From both a biblical and statistical point of view, young people are a big deal! They're not only awesome—we love 'em!—but they're also dearly cherished by our Lord and tend to be soft-hearted toward spiritual things. Researchers generally agree most people become Christians when they're children, so it's apparent this age group is a huge mission field!

Children are loved by their Creator. Jesus said not to hinder the children but to let them come to Him (Luke 18:16). We want children to come to Christ and not be hindered in any way from doing so. To that end, our philosophy has always been to combine a biblically rich VBS loaded with substance with off-the-chart, irresistible fun. In a day and age when content sometimes suffers, it's critically important to us not to sacrifice rich content at the expense of fun. But it's also crucial that the most exciting Book in the world doesn't come across as irrelevant or dry. We want to reflect our creative, inspiring, joy-giving God who made laughter and fun!

So why do we do it? We want kids around the world to hear about and personally meet our awesome God and to understand how they can receive eternal life through repentance and faith in Christ Jesus. We believe VBS is a great way to introduce them to God, as it is one of the biggest outreaches of the year for most churches.

We pray you will find that every prayer prayed, every minute invested, every dollar spent, and every word spoken will bring God glory as you reach kids for Christ. Just remember—VBS is worth it! May God richly bless your VBS.

## YOUR ROLE

Your role as the Exploration Leader is outlined in the following pages. This is *your* guide. Read it carefully and prayerfully, using our suggestions combined with the ideas the Holy Spirit brings to your mind.

So get ready! Get set! God is about to use you and your church to impact lives.

Best fit for this job—Someone who enjoys teaching children and does the following:

- Plans and prepares the daily lessons for VBS
- Enthusiastically engages in delivery of the lessons during VBS week
- Prays over all aspects of this job

## FREQUENTLY ASKED QUESTIONS

The content of *Operation Arctic* may be new to you. For a list of helpful articles on the topics covered in this VBS program, please visit [AnswersVBS.com/oafaq](http://AnswersVBS.com/oafaq).

## TERMS TO KNOW

Throughout the VBS curriculum, various terms will be used. Here's a list of some of the most common terms to know.

- **Explorers:** Children at VBS. Explorers will be put in teams named after animals they may see on an Arctic exploration (e.g., polar bears, beluga whales, snowy owls, harp seals, caribou).
  - **Guides:** Team leaders who lead the teams from place to place during VBS. No teaching is required of this position.
  - **Exploration Leaders:** Teachers at the Treasure Point Lesson Time.
  - **Treasure Point:** Rotation site where Bible and apologetics teaching occurs.
  - **Snowfall Station:** Spot where everyone joins together for the opening and closing assemblies.
  - **Discovery Pass:** Rotation site where crafts are made, science experiments are performed, music is sung, memory verses are learned, and missions around the world are explored.
  - **Klondike Corner:** Indoor or outdoor site where snacks are served.
  - **Glacier Gap:** Indoor or outdoor site (outdoor is preferred) for game time.
  - **Bible Gem:** Daily memory verse.
  - **Animal Pals:** Friendly animal mascots used to emphasize the key point of each day's lesson.
  - **Creature Feature:** Daily time during the closing assembly when we marvel together at God's design of various Arctic animals.
  - **Toddlers:** Ages 2–4 years.
  - **Pre-Primaries:** Ages 4–6 years, or age 4 through children who have completed Kindergarten.
  - **Primaries:** Ages 6–9 years, or children who have completed grades 1–3.
  - **Juniors:** Ages 9–12 years, or children who have completed grades 4–6.
- For multi-age K–6th teams, we recommend using the material for the Primaries.

## HOW TO USE THIS GUIDE

Every child learns at his own pace and in his own way. Some learn better through hearing a story; others need pictures to cement a concept in their minds. Some enjoy touching and handling objects, while others enjoy movement. The important point to realize is that all children *can* learn, including those with special needs. As teachers, we need to find the best method to use to teach them.

The *Special Needs Teaching Supplement* works in conjunction with the *Junior Teacher Guide*, *Primary Teacher*

*Guide*, *Pre-Primary Teacher Guide*, or *Toddler Teacher Guide*. This guide offers suggestions for modifications and adaptations based on the material and lessons in those guides. It works for the child with special needs who is mainstreamed as well as with the child whose needs require a separate teaching situation.

The *Special Needs Supplement* helps the teacher of children with special needs to focus on what the child can do instead of what the child cannot do. It works with the

strengths of the child to aid the learning of scriptural truths. (This is a different purpose than therapy sessions, which focus on the child's weaknesses.)

Because children with special needs vary in their abilities and needs (ADHD, autism spectrum disorders, genetic disorders such as Down syndrome, etc.), this is not a one-size-fits-all guide. The tables provided for each age group and lesson will help you make an individualized plan based on your specific child's ability to learn. We have provided a wide variety of suggested activities. In order to customize it for your child, simply make a copy of the table and then highlight the activities the child can do.

Parents are a valuable resource and can help with identifying which activities on the table would best suit the child, particularly if the child is new to the teaching staff. Print the age-appropriate table from the CD-ROM and give it to parents 1–2 weeks before VBS begins. They can look through the template and let the teachers know which activities their child enjoys and can do.

Once you've selected activities, modify the age-appropriate lesson based on the activities you selected. Use as many or as few of the activities as you wish and have time for. Use the "Main Ideas" section to simplify the lesson, and pull from the "Modifications" and "Accommodations" sections as needed.

The accompanying CD-ROM contains the tables for each day and age group, verses enhanced with picture communication symbols, and a set of schedule cards that you can print, laminate, hole punch, and place on a carabiner to use with children who need a schedule.

## About the Adaptations

The adaptations suggested in this guide are based on Howard Gardner's multiple intelligences. This template provides as many opportunities as possible to meet the special needs of the children in your care.

In addition to a unique learning style, each child has his own special abilities—some enjoy making music, others enjoy coloring or drawing, still others are good at kicking a ball through goal posts. Look for the things a child *can* do, and focus your teaching adaptations and modifications on using these strengths.

## GATEWAYS TO LEARNING

Learning styles or modalities are the ways in which information is taken in and processed. The four basic learning gates are visual, auditory, tactile, and kinesthetic. Extensive resources are available to distinguish which modality is the learner's strength, but in a nutshell:

- A visual learner thinks in pictures and notices many details. Information presented in a graphic style such as through picture or graphic organizers portray this information best. This learner may not notice sounds but may be distracted by cluttered or disordered visuals.

- An auditory learner loves to read out loud, responds to questions, and participates in dialogue. Whisper reading or pairing with a partner to talk through choices are effective activities. This learner will be easily distracted by sounds.
- Many sources place tactile next to kinesthetic without making a distinction. Both involve touch, movement, and gestures. One may consider fine motor activities for the tactile learner and gross motor for the kinesthetic learner. These learners process information best by doing rather than by listening or seeing.

## MULTIPLE INTELLIGENCES OVERVIEW

"Multiple Intelligences" is a theory which was proposed by Howard Gardner of Harvard University in the 1990s. He looked at the way individuals learn and divided the different learning styles into categories. His learning system focused on strengths of individuals in these different areas.

The idea is that everyone possesses many of these learning styles but exhibits strengths in one or two of them. Being aware that learning is not one-dimensional helps us to present information in many different ways to reach as many different types of learners as possible.

Much of formal learning is focused on paper and pencil interaction with information delivered by voice and by pictures or illustrations. Using the Multiple Intelligences categories, the delivery of information and the reception on the part of the learner can be varied in a way that makes learning more adaptable to the strength of the learner.

Howard Gardner proposed seven different categories: verbal/linguistic; logical/mathematical; bodily/kinesthetic; visual/spatial; musical; interpersonal; and intrapersonal. Later, naturalistic was added. And now that technology has become a part of our culture, this is an additional way to present information.

The following is an abbreviated overview of each category:

**VERBAL/LINGUISTIC:** This learner thinks in words, listens well, and likes reading, playing word games, and making up stories. He picks up quickly when taught grammar and how language is put together.

**LOGICAL/MATHEMATICAL:** This learner is able to think more abstractly and loves to reason and calculate. Give them a logic game, and they will tear into it. They enjoy math, love brainteasers, and analyze experiments.

**BODILY/KINESTHETIC:** This learner loves to be involved physically with any learning experience. They have control of the body, like a dancer, an athlete, a surgeon, or a builder. Give them a project that involves hand-on experience, or acting out a part, and they will be fully involved. They will be the ones tapping a pencil, jumping up and down, or imitating gestures.

**VISUAL/SPATIAL:** Catch your learner doodling or day-dreaming, and you probably have one with this ability. These

learners think in terms of pictures. They quickly assemble jigsaw puzzles, understand maps, and put together graphs or charts. Graphic artists, architects, and builders can visualize in 3-D and use this strength.

**MUSICAL:** Turn a lesson into a musical lyric, and this learner will catch on quickly. They love rhythms, can remember tunes and lyrics, and pick up the playing of musical instruments easily. Playing music in the background enhances focus on the lesson.

**INTERPERSONAL:** This learner loves social interaction and is classified as a “people-person.” Many urban children who have this strength develop “street smarts” as a means of survival. Talking things over with someone else or working

together in a group to solve problems are ways used to understand content and relate it to real life.

**INTRAPERSONAL:** Find a learner who is more willing to work independently than with others, and you probably have one of these. Writing in a diary, reflecting on one’s own goals and interests, and, in general, being in tune with one’s own feelings is indicative of this strength.

**NATURALIST:** The outdoor world and real-life objects (we call them *realia*) fascinate this learner. They would rather care for animals, work with plants, landscape, or build a tree fort. Park rangers and gardening experts exhibit that uncanny connection with all things in nature.

## TIPS FOR WORKING WITH CHILDREN WITH SPECIAL NEEDS

1. Often, the older the child is, the more noticeable the developmental delay. Teach peers to focus on how they can help these children. Look at what the child can do, and use this ability to help learning take place.
  2. Children with special needs may struggle in one or more of the following areas:
    - » Intellectual abilities—this includes children who have delays in speech, language, reading, writing, or spatial abilities
    - » Physical abilities—this includes children who have difficulty with gross motor or fine motor movements, hearing impairments
    - » Relational abilities—this includes children who fall within the autism spectrum or have social and emotional difficulties
- Their struggles may range from mild to severe.
- » Mild—the child will be mainstreamed but may need different activities to aid learning
  - » Moderate—the child may be mainstreamed but may need assistance from peers, helpers, or adults; may need modified activities or lessons; and may need a smaller ratio of adult to child
  - » Severe—the child will probably not be mainstreamed and will require accommodations and modified curriculum. The ratio of teacher-to-child is 1:1 or 1:2
3. Some children respond well to timed activities; others need more time to process. Adapt the activities to the appropriate method for the learning environment. Use the “Main Ideas” section to know which points to emphasize, and plan to cover just those points.
  4. Generally, children respond better when they know what to expect. Routines put in place on the first day and continued for the rest of the week provide a comfortable learning environment.
  5. For some children with special needs, repetition benefits their learning. For these students, choose one memory verse and daily phrase to repeat every day. Reteaching the same Bible lesson every day (perhaps from a different angle or with a different activity), rather than introducing a new one each day, may reap more results.
  6. Last, but certainly not least, remember that every child—including those with special needs—is fearfully and wonderfully made by the Creator of the universe and needs to be shown His love and come to know His salvation.

## TECHNOLOGY USE

Because some children respond better with technology devices than to interpersonal interaction, we have included a section for technology. As you use these devices, please note the following:

- Any use of webcam requires permission from parents or guardians and must be monitored by adults.
- Any recording of a child or class requires parental permission and must be closely supervised.
- Internet access should be used only with parental permission and when an adult is supervising the activity closely.

# Day 1

# BOOK OF BOOKS

Before deciding how to modify this lesson, read through Lesson 1 in the Toddler/Pre-Primary Teacher Guide. Use the suggestions and matrix below to adapt the lesson to the special needs of your children based on their strengths and their particular gateway to learning.

To individualize the lesson for the child with special needs, circle all of the activities which the child *can* do. You can print an extra copy of the template from the accompanying CD to use for each lesson and/or each child.

Throughout your modifications, remember to keep the focus on the central aim of the lesson.

**TREASURE POINT LESSON FOCUS:** The Bible is the coolest book on the planet! It's unique (one of a kind)—written by God Himself.

**BIBLE GEM:** All Scripture is given by inspiration of God. 2 Timothy 3:16

*Note: A graphic version of the memory verse is supplied on the accompanying CD-ROM.*

**ANIMAL PAL:** Blizzard the Polar Bear. The Bible is the Book-of books!

### TO SIMPLIFY THE LESSON

Choose from these main ideas for the Bible lesson:

- The Bible is the only book written by God.
- Every word of the Bible is true.

- God uses the words of the Bible to change our lives.
- The Bible will never go away.

### MODIFICATIONS

- Choose one lesson or truth to repeat for the entire week.
- Choose one memory verse to repeat the entire week.
- Keep the discovery centers the same for the entire week.

### ACCOMMODATIONS

- Supply a Special Buddy to accompany your child with special needs from place to place.
- Print coloring pages on cardstock. Cut out and use for stick puppets.
- Use the graphic version of the memory verse.
- Make a schedule board of activities. Use graphic icons for each different activity.
- Enlarge coloring sheets for children with visual impairments or physical challenges.
- Put pencil grips on paintbrushes. Attach paintbrush to hand with hook-and-loop fasteners.
- Use Blue Gel glue for those with sensitivities.
- Provide different mediums for coloring: crayon slicks, large size crayons, sidewalk chalk, small sponges to dip in paint and dab on pages, stamps and stamp ink.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Sketch the drawings for How the Bible Came to Be on an easel board as you teach.	When teaching the Bible truths, give each main point, stopping to ask the child to repeat the point after you.	Use the verse card from the CD. Point to pictures as verse is said.	Copy on cardstock and laminate the Coolest Book poster. Cut into puzzle pieces. Use to teach the truths about the Bible.
LOGICAL/ MATHEMATICAL	As you give the Puppet Pal presentation, put the star sticker on the child's shirt or on an individual bookmark for the child.	Use the graphic presentation of memory verse. Cut apart pictures. Let child assemble it as you say the verse together.	Use the Cozy Book Nook Center with picture books and books with texture to touch while you read.	Direct children to stand up and cheer each time the puppet Kai gets a star.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
BODILY/ KINESTHETIC	For children who have hearing impairments, use signs and pictures.	Break the puppet play into small sections. Ask child to repeat points after the teacher. Intersperse with song, verse, or short activity.	Use a topographical globe or map for child to touch the countries of the Arctic Circle.	Use masking tape to make a large "B" on the floor. Tiptoe around the letter, saying the Animal Pal truth.
VISUAL/ SPATIAL	Give child a finger or sock puppet to mimic the puppet during puppet presentation.	Cut apart the graphic representation of the Bible Gem memory verse and hide them in the treasure chest. Draw them out one by one to say the verse.	Copy the coloring sheet on cardstock. Supply cotton balls, blue construction paper, glue, and markers.	Copy the coloring sheet on cardstock. Cut out the different objects. Child can color each one separately, then glue onto a larger piece of construction paper.
MUSICAL	Sing VBS songs with hand motions.	Intersperse the telling of the Bible account with repetition of the song "The B-I-B-L-E" so that short attention spans are captured.	Cut letters of B-I-B-L-E out of a textured material such as cloth or sandpaper; or use play dough or puffy paint to form the letters. Let child trace the letters when singing "The B-I-B-L-E" song.	Use beats for each word of the memory verse. Give children individual drumsticks to beat in rhythm.
INTERPERSONAL	Dress the child in a simple explorer outfit before the lesson time.	Assign a Special Buddy to help child learn the Bible Gem memory verse.	Use a plush polar bear to represent Blizzard. Ask child to hold the stuffed animal during the lesson time.	Supply beanbags to toss back and forth between children as you share a concept or repeat the memory verse.
INTRAPERSONAL	Ask child to retell Bible account as pictures are shown.	During prayer time, teach child to ask God for help to love Him and His Word more.	When a child seems agitated, use an appropriate touch to calm such as a soft tactile rub on shoulders, a firm hold, or a weighted vest.	Walk, jump, or hop in rhythm to repeat concepts from Bible account or memory verse.
NATURALIST	For Puppet Pal, give child an animal puppet to mimic the movements of the teacher's puppet.	Use the playground area outside for the treasure chest. Hide the different posters inside and ask child to find the poster with the corresponding picture you are teaching.	Supply clay or play dough. Punch a "B" into the material or mold it into a Bible shape and put squiggly lines in the shape.	Go outside and use playground chalk to draw the drawings from How the Bible Came to Be.
TECHNOLOGY	Record the puppet show during practice. Play video on tablet for individual child. Provide videos of snow, Arctic polar bears, glaciers, as a backdrop.	Play the sing-along versions of the simple songs to use as child sings.	Use a tablet with a drawing app to draw the pictures for How the Bible Came to Be.	Arrange pictures of the provided posters on a tablet so child can advance by swiping.