

Special Needs

Course Overview

	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>
<i>Title</i>	Ready, Set, Go: Before Babel	Hitting a Roadblock: At Babel	One Race, Many Nations: After Babel	One Way—Jesus: Babel and the Gospel	Green Light—GO: Why Babel Matters Today
<i>Continent</i>	South America	Asia	Africa	Europe	North America
<i>Refueling Station Lesson Focus</i>	As the race starts, we explore the beginning of the human race and why nobody has run a perfect race through life.	On this leg of the race, we stop at the tower of Babel and check out the important and loving roadblock God provided there.	On leg three, we see how the human race developed into people groups with different languages, cultures, and physical features, but how we are still one race.	On our fourth leg, we discover the need to yield our lives to God as he reaches out to all nations, tribes, and peoples with his love.	On this final leg, we learn that because God loves all people groups, we ought to treat others with love and respect, not prejudice and judgment.
<i>Bible Passages</i>	Racing Through Genesis Genesis 1–11	The Tower of Babel Genesis 11:1–9	The Table of Nations Genesis 10 Psalm 139 Acts 17:26	The Gospel and a Glimpse of Heaven Revelation 7:9–10	The Good Samaritan Luke 10:25–37
<i>Mile Marker Memory Verses</i>	Romans 3:23	Genesis 11:9	Acts 17:26	1 John 4:14	1 John 4:11
<i>Apologetics Focus</i>	Sin cycle How the world got divided into continents	Ziggurats Languages	One blood, one race I've got DNA—why I look like I do	God provides just one way to be saved	Fighting prejudice and racism
<i>Animal Pals</i>	Bo the Anaconda	Jamal the Camel	Pup Patrol	Agape and Phileo the Polish Mute Swans	Racer the Roadrunner
<i>World-class Science</i>	Light It Up! Let It Rain	Flying High Full of Hot Air	DNA Spot the Color	Polishing Pennies Rainbow Float	Go! All Bandaged Up
<i>World-class Crafts</i>	Table Top Fútbol Tie Snake	Mini Globe Let's Face It	Mud Hut Missions Bank Pipe Cleaner People	Mosaic Cross Backpack Zipper Pull	Kindness Cards Traveler's Tic-Tac-Toe
<i>Globe-trotting Games</i>	South American Games	Asian Games	African Games	European Games	North American Games
<i>Runway Café</i>	Circles and Salsa Brazilian Brigadeiros	Tower Treats Pita Chips and Dip	Shades of Cake Chapatis	Leaning Tower of Chees-a English Scones	Global Cheese Balls Big Apple Mini Pies
<i>Cool Contests</i>	Guessing Game	Team Cheers	Dress-Up Day	Bible Verse Challenge	Mission Money Mania



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Special Needs Teaching Supplement

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Handy Helps

On Your Mark, Get Set, Go!

A race. But not just any race. A race filled with fun clues to find. A race loaded with interesting challenges to attempt. A race around the world that's a global scavenger hunt like you've never seen.

At the same time, it's about another race. A race that began at the garden of Eden and continues until this day. A race made up of all people from all time. What race? The human race.

As we move from continent to continent in *The Incredible Race* from Answers VBS, we'll make stops at various times before, at, and after the hugely important tower of Babel incident and see how it matters greatly today.

Day 1 Before Babel—As the race starts, we explore the beginning of the human race and why nobody has run a perfect race through life.

Day 2 At Babel—On this leg of the race, we stop at the tower of Babel and check out the important and loving roadblock God provided there.

Day 3 After Babel—On leg three, we see how the human race developed into people groups with different languages, cultures, and physical features, but how we are still one race.

Day 4 Babel and the Gospel—On our fourth leg, we discover the need to yield our lives to God as he reaches out to all nations, tribes, and peoples with his love.

Day 5 Why Babel Matters Today—On the final leg, we learn from Babel that because God loves us, we also ought to treat others with love and respect, not prejudice and judgment.

From the minute our racers arrive at *The Incredible Race*, they'll find fun waiting to happen! The day begins at the **Checkpoint Assembly**, a supercharged opening complete with entertaining welcomes, rockin' songs, a mission moment, and prayer. Then we're off to four fun rotation sites:

Refueling Station, the teaching time. Here, as racers receive and accept challenges, they'll discover the tower of Babel account isn't just ancient history, but incredibly important to how we live today.

Runway Café, the snack spot. Racers will enjoy global goodies at this yummy spot while completing food-related challenges.

Globe-trotting Games, the recreation location. At this spot, racers attempt fun physical challenges of international proportions.

World-class Science and Crafts, the science, craft, music, mission, and memory verse spot. This location

features a wide array of activities to choose from: electrifying science experiments to explore, creative crafts to invent, high-energy songs to sing, fun memory verse games to play, and mission time to investigate (for those who want to spend more time than is given during the Assembly).

After finishing the day's rotations, everyone heads back to the **Checkpoint Assembly** for the closing 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 features a team on *The Incredible Race* that is flying to the next race location, only to crash in the jungles of Central America at an ancient step pyramid (ziggurat). Many funny adventures and epic lessons occur at this unexpected roadblock.

So grab your gear and get ready for the race of a lifetime as we embark on *The Incredible Race*. On your mark, get set, go!

Our Goal

We are so thankful for how God has chosen to use the Answers VBS programs over the past years! 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?

Our primary goal has always been 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 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, we combine a biblically rich VBS 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. But it's also crucial that the most exciting book in the world not come across as boring or irrelevant. 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. We're praying for you!

Your Role

Your role 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 *The Incredible Race* may be new to you. For a list of helpful articles on the topics covered in this VBS program, please visit AnswersVBS.com/irfaq.

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.

Racers: The kids at VBS. Racers are put in teams named after countries (e.g., Team Brazil, Team Kenya, Team Japan, Team Germany).

Team Leaders: Adults who guide the racers from place to place during VBS. No teaching is required for this position.

Trainers: Teachers at the Refueling Station lesson time.

Refueling Station: Rotation site where Bible and apologetics teaching occurs.

Checkpoint Assembly: Spot where everyone joins together for the opening and closing assemblies.

World-class Science and Crafts: Rotation site where kids make crafts, perform science experiments, sing songs, learn memory verses, and explore missions around the world.

Runway Café: Indoor or outdoor site where global goodies are served.

Globe-trotting Games: Indoor or outdoor site (outdoor is preferred) for international games to be played.

Mile Marker Memory Verses: Daily memory verses.

Animal Pals: Friendly animal mascots used to emphasize the key point of each day's lesson.

Creature Feature: Daily time during the opening or closing assembly when we marvel together at God's design of various thematic 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 accommodations 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 Teaching 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 resources included with the book (see inside front cover) 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 resources 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 activities 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 hands-on experience, or acting out a part, and they will be fully engaged. 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, or hearing impairments
 - » Relational abilities—this includes children who fall within the autism spectrum or have social and emotional difficultiesTheir 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 adult-to-child ratio
 - » 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. Re-teaching 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.

Pre-Primary/Toddler Day 1

Ready, Set, Go

Before Babel

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 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 resources to use for each lesson and each child.

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

LESSON FOCUS: As the race starts, we explore the beginning of the human race and why nobody has run a perfect race through life.

BIBLE PASSAGE: Genesis 1–11

MEMORY VERSE: “All have sinned.” Romans 3:23

Note: A graphic version of the memory verse is supplied on the accompanying resources.

ANIMAL PAL: Bo the Anaconda

APOLOGETICS FOCUS: The cycle of sin. How the world got divided into continents.

CONTINENT: South America

TO SIMPLIFY THE LESSON

Choose from these main ideas for the Bible lesson:

- Genesis 1–3: God created a perfect world
- Adam and Eve were the first to sin by disobeying God and eating the forbidden fruit.
- Genesis 4–5: Cain and Abel were brothers. Cain disobeyed God and killed his brother Abel.
- Genesis 6–9: The Bible said everyone was sinning at the time of Noah, but Noah found grace in the eyes of the Lord.
- Genesis 11: After the flood, people took bricks and built a tall tower, even though God told them not to stay together but to spread out all over the world.

- The Bible shows that people continued to sin, and no one has run a perfect race.

MODIFICATIONS

- Choose one lesson or truth to repeat for the entire week.
- Use the Thematic Game Ideas or the Exploration Stations with Teaching Tie-In from the *Toddler Teacher Guide* as the lesson.
- Choose one memory verse to repeat the entire week.
- Keep the Exploration Stations the same for the entire week.

ACCOMMODATIONS

- Use a **WORLD MAP** rug on the floor for children to identify the continents of the world used in the curriculum.
- Ideas for sample realia or play objects for South America: mountain, rainforest, jaguar, tapir, cocoa, corn, coffee, musical instruments such as maraca, tambourine, triangle, panpipe (Siku).
- Supply a special buddy to accompany your child with special needs from place to place.
- Print coloring pages on card stock. 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.
- 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	Use the SIN CYCLE poster and the ANIMAL PAL poster as visuals for Genesis 1–11.	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 resources. Point to pictures as verse is said.	Copy on card stock and laminate the teaching poster. Cut into puzzle pieces. Use to teach the truths about the Bible.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
LOGICAL/ MATHEMATICAL	As you give the Puppet Pal presentation, put the stamp on the child's passport.	Use the graphic presentation of MILE MARKER MEMORY VERSE . Cut apart pictures. Let child assemble it as you say the verse together.	On a dry erase board, let child draw representative pictures of the Sin Cycle as he is taught.	Use masking tape on the floor to make a timeline of events leading up to the tower of Babel.
BODILY/ KINESTHETIC	Use the EXPLORATION STATION: SAND OPTION with Teaching Tie-In as the Bible lesson time. Repeat the stations more than once instead of whole group lesson.	Divide the puppet play into small sections. Ask child to repeat points after the teacher. Intersperse with song, verse, or short activity.	Provide the appropriate medium to color the coloring sheet.	Give child play dough to form figures for each section of the Bible lesson.
VISUAL/ SPATIAL	Give child a finger or sock puppet to mimic the puppet during puppet presentation.	Cut apart the graphic representation of the MILE MARKER MEMORY VERSE and hide the pieces. Find them one by one to say the verse.	Copy the coloring sheet on card stock. Supply pieces of fabric or construction paper, glue, and markers.	Use actual fresh fruit. Ask child to match the fresh fruit to each picture of the fruit.
MUSICAL	Sing VBS songs with hand motions.	Intersperse the telling of the Bible account of Genesis 1-11 with repetition of the MILE MARKER MEMORY VERSE Song so that short attention spans are captured.	Play VBS music while children push the soccer ball in, around, and under an obstacle.	Form a snake line with the children. Give the front person a stuffed BO . Wind your way through the room to music and pretend to visit South America.
INTERPERSONAL	Dress the child in a costume similar to what the teacher will wear for the lesson time.	Assign a special buddy to help child learn the memory verse.	Use a plush snake to represent BO THE ANACONDA . 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 Jesus for help in obeying God and parents.	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	Use the playground area outside for the lesson. In chalk, mark four areas for the four different points on the Sin Cycle. Draw the suggested graphics with chalk.	Supply clay or play dough. Child can form shapes for the different created items as you teach.	Print the BO THE ANACONDA picture for the child. Supply fabric, leaves, or other tactile items to glue onto the poster.	Use a globe with raised areas on it, or use a talking globe.
TECHNOLOGY	Record the puppet show during practice. Play video on tablet for individual child. Provide videos of the rain forest and its animals as a backdrop.	Download the song videos to use as child sings.	Use a tablet with a drawing app to draw the pictures during the Bible account.	Arrange pictures of the provided posters on a tablet so child can advance by swiping.

Primary/Junior Day 1

Ready, Set, Go Before Babel

Before deciding how to modify this lesson, read through Lesson 1 in the *Primary or Junior 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 the child *can* do. You can print an extra copy of the template from the accompanying resources to use for each lesson and each child.

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

LESSON FOCUS: As the race starts, we explore the beginning of the human race and why nobody has run a perfect race through life.

BIBLE PASSAGE: Genesis 1-11

MEMORY VERSE: “For all have sinned and fall short of the glory of God.” Romans 3:23

Note: A graphic version of the memory verse is supplied on the accompanying resources.

ANIMAL PAL: Bo the Anaconda

APOLOGETICS FOCUS: The cycle of sin. How the world got divided into continents.

CONTINENT: South America

TO SIMPLIFY THE LESSON

Use these main ideas from the Bible lesson:

- Genesis 1-3: God created a perfect world.
 - Adam and Eve were the first to sin by disobeying God and eating the forbidden fruit.
 - Genesis 4-5: Cain and Abel were brothers. Cain disobeyed God and killed his brother Abel.
 - Genesis 6-9: The Bible said everyone was sinning at the time of Noah, but Noah found grace in the eyes of the Lord.
- Provide different mediums for coloring: crayon slicks, large crayons, sidewalk chalk, small sponges to dip in paint and dab on pages, stamps, and stamp ink.

- Genesis 11: After the flood, people took bricks and built a tall tower, even though God told them not to stay together but to spread out all over the world.
- The Bible shows that people continued to sin, and no one has run a perfect race.
- But the good news is that Jesus came and died and came back to life to take the punishment for our sin.
- We can ask God to forgive us of our sins and believe that Jesus paid the penalty for sin and can become children of God.

MODIFICATIONS

- Use the Puppet Pal presentation from the Primary guide for the Junior age child.
- Choose one or more memory verses to repeat the entire week.
- Choose one or more lessons to repeat for the entire week.
- Shorten the question segment to fewer choices.
- Use the shortened underlined portion of the memory verse.

ACCOMMODATIONS

- Print coloring pages from Pre-Primary lesson on card stock. Cut out and use for stick puppets.
- Use the graphic presentation of the memory verse.
- Enlarge coloring sheets from Pre-Primary resources for children with visual impairments or physical challenges.
- Make a schedule board of activities. Use graphic icons for each different activity.
- Use blue gel glue for those with sensitivities.
- Put pencil grips on paintbrushes. Attach paintbrush to hand with hook-and-loop fasteners.

VERBAL/ LINGUISTIC

VISUAL

Enlarge the **SIN CYCLE** visual and put on poster board or cardboard for easier viewing.

AUDITORY

Child can describe to Special Buddy or helper what to draw for the sin cycle while the helper does the drawing.

TACTILE

Make raised pieces of the two maps for comparison by using puffy paint for outlining or pieces of felt for the continents.

KINESTHETIC

Instead of drawing the sin cycle pictures, assign body motions for each section.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
LOGICAL/ MATHEMATICAL	Show the stopwatch on the Elmo or provide a large visual timer to keep track of time.	If child is nonverbal, teacher can say the words of the memory verse or use a recording of verse while child does the activity.	Cut apart the words and pictures from the graphic presentation of the memory verse. Ask child to put the words in order.	For REVIEW GAME CHALLENGE , choose some of the questions. Make a matching game of questions and answers, and help child do the matching.
BODILY/ KINESTHETIC	Use play dough to make visual representations of the objects in the Bible lesson rather than drawing.	As the lesson is shared, involve the child by providing a main event that can be echoed or acted out by the child.	Use the VINE ON THE LINE leaves with the memory verse. Shuffle the leaves and ask child to put in proper order.	Place a picture for each part of the SIN CYCLE in different places around the room. Walk to each picture as the truth is explained.
VISUAL/ SPATIAL	Give child a stuffed snake to represent BO THE ANACONDA . Let child use this to answer yes or no, or as a pointer.	Cut apart the graphic representation of the MEMORY VERSE and put the sections in a bag. Draw each section out one by one to say the verse.	Pre-print the answer choices for any question time. Ask student to point to the answer.	As you help child assemble the craft, review the Bible focus.
MUSICAL	Teach the motions from the hand motion videos to the children. Use these songs as breaks between activities.	Sing the words of the memory verse in different pitches, voices, or rhythms, and vary the volume.	Use sign language to teach the memory verse.	Choose a VBS song to sing. Combine it with a game of listening. Ask students to watch you, freeze when you stop the music, then begin when you restart it.
INTERPERSONAL	In the SMALL GROUP TIME , ask a peer to help child find the verses in the Bible and read them together.	Ask a peer to work with child. Peer can answer question, and child can echo what the peer says.	Copy coloring sheet from Pre-Primary for child to color, using appropriate medium.	Role play situations of obeying those in authority that would be apropos to the child.
INTRAPERSONAL	Use a large print Bible during SMALL GROUP TIME . Highlight the Genesis passage in the Bible.	Use the SMALL GROUP TIME as a one-on-one discussion with the student.	Practice memory verse by batting a balloon or textured ball back and forth between partners as verse is said.	Invite child to help you in some way—turning on the projector, handling materials.
NATURALIST	For each of the six days of creation, use 3-D objects to reinforce the concepts (e.g., actual water, stuffed animals, cut out of sun and stars, plants).	Give the child a hand puppet to move as the PUPPET PAL is presented.	Match picture of fruit to actual fruit, and identify by name.	For the HIT THE COIN game, modify it to use larger objects that are easier to handle (e.g., change out rod for a balance beam; coin for a flying disk or nerf ball).
TECHNOLOGY	Record the puppet show during practice. Play the video on tablet for individual child.	Supply earphones and an individual player for child to listen to VBS songs.	Prepare a power point for each of the REVIEW GAME questions. Include the choices of answers. Child can point to the answer choice.	As other children are saying the verse or doing the REVIEW GAME , give child a recording device to take a video of them.