

Special Needs

Course Overview

	Day 1	Day 2	Day 3	Day 4	Day 5
Title	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
Continent	South America	Asia	Africa	Europe	North America
Refueling Station Lesson Focus	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.
Bible Passages	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
Mile Marker Memory Verses	Romans 3:23	Genesis 11:9	Acts 17:26	1 John 4:14	1 John 4:11
Apologetics Focus	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
Animal Pals	Bo the Anaconda	Jamal the Camel	Pup Patrol	Agape and Phileo the Polish Mute Swans	Racer the Roadrunner
World-class Science	Light It Up! Let It Rain	Flying High Full of Hot Air	DNA Spot the Color	Polishing Pennies Rainbow Float	Go! All Bandaged Up
World-class Crafts	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
Globe-trotting Games	South American Games	Asian Games	African Games	European Games	North American Games
Runway Café	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
Cool Contests	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.

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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.

Pre-Primary/ Toddler Day 2

Hitting a Roadblock

At Babel

Before deciding how to modify this lesson, read through Lesson 2 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 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: On this leg of the race, we stop at the tower of Babel and check out the important and loving roadblock God provided there.

BIBLE PASSAGE: Genesis 11:1–9

MEMORY VERSE: “Its name was called Babel.”

Genesis 11:9

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

ANIMAL PAL: Jamal the Camel

APOLOGETICS FOCUS: We’ll talk about ziggurats and languages today.

CONTINENT: Asia

TO SIMPLIFY THE LESSON

Use these main ideas from the Bible lesson:

- People disobeyed God’s command to spread throughout the world.
- They built a tall tower called the tower of Babel to help them stay together.
- God changed the way people talked so that families couldn’t understand other families.

- Families left the area of the tower of Babel and moved to different parts of the world.

MODIFICATIONS

- Choose one memory verse to repeat the entire week.
- Choose one lesson to repeat for the entire week.
- Keep the Exploration Stations the same for the entire week.

ACCOMMODATIONS

- Supply a special buddy to accompany your child with special needs from place to place.
- Use a **WORLD MAP** rug on the floor for children to identify the countries of the world used in the curriculum.
- Ideas for sample realia or play objects for Asia: oil derrick; rice, mango, pineapple; play sheep, goats, or cattle; musical instruments such as lute, cymbals, bells, drums.
- 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.
- 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	Use the posters and visuals as the Bible lesson is taught. Hand visuals to child for placement on the scene.	Keep all posters out. Ask child to point to the poster that corresponds with the Bible concept.	Laminate the posters. Attach fabric to Asia on the visual. Let child trace the pictures as the concept is presented.	Put each word of the memory verse on a different “brick.” As child builds the tower, say each word.
LOGICAL/ MATHEMATICAL	Show graphic representation of memory verse. As you teach memory verse, leave one word or picture out and ask children to supply the missing word.	Ask child to repeat “hello” in different languages. Adjust how many languages you use to the ability level of the child.	Use finger play to act out the scattering of people to different parts of the world.	Act out the scattering of the people by moving the children toward the tower and then away to different parts of the room.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
BODILY/ KINESTHETIC	Teachers and students dress in costume for lesson. Involve children in actions for each point.	As you say words from different languages, ask children to raise hands when they understand the word; put hands in lap when they don't understand the word.	Use the DISCOVERY CENTER: BUILD IT as the setting for the lesson.	Use a larger sized plush camel and provide small items to load on the camel. Simulate the moving away from the tower of Babel.
VISUAL/ SPATIAL	Enlarge coloring sheet. Cut apart figures. Use for coloring or for retelling.	Put a small finger or sock puppet on the child's hand to use while listening to the PUPPET PAL presentation.	Outline the poster figures with puffy paint. Let child trace the outline as Bible concept is explained or reviewed.	Child can mold play dough into a tower and mold little people to move to and away from the tower.
MUSICAL	As the song " O-B-E-Y " is sung, show the visuals for the tower and the people groups.	Sing the VBS songs with motions.	Give the children an Asian musical instrument to keep rhythm as the Bible verse is repeated.	Use masking tape on floor or an actual world map to show continents. Have child walk or jump from Asia to other parts of the world as " TRUST AND OBEY " is sung.
INTERPERSONAL	As Bible lesson is presented, use exaggerated motions for each event with hand and facial expressions to augment non-verbal presentation.	Teach the phrase " TRUST AND OBEY " and ask children to repeat the phrase at intervals during Puppet Pal.	If child is not mobile, involve child in puppet play by sitting or kneeling near to him, one adult on each side to hold the puppets and talk.	Teach the children how to role play the Bible lesson in costume. Find another classroom where the children can present the role play.
INTRAPERSONAL	Give the child a small Bible to hold during the Puppet Pal presentation.	Discuss with child ways to obey God and parents.	Check ahead of time to see if child has texture issues with any of the snacks. Adjust accordingly.	Provide pieces of tissue paper or construction paper to glue onto coloring page.
NATURALIST	Use 3-D props to share the Bible lesson: little people, blocks, play camels.	As lesson is given, place pictures on open Bible. After each point, ask child to close eyes and review the Bible lesson point.	Print the JAMAL THE CAMEL poster. Supply cotton balls and strips of brown paper to glue onto the camel as you review the concept.	Act out the MILE MARKER MEMORY VERSE by making a path around a tower outside. Walk around the tower while repeating the verse.
TECHNOLOGY	Record Puppet Pal presentation in practice. Share on laptop or tablet with individual children.	Record memory verse or VBS songs on a player. Supply earphones for individual listening.	Use an app such as Talking Picture Board to assemble pictures for the memory verse or the lesson graphics.	Take pictures of the Teaching Posters to show on a laptop. Share presentation individually with child.

Pre-Primary/ Toddler Day 3

One Race, Many Nations

After Babel

Before deciding how to modify this lesson, read through Lesson 3 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 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: 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.

BIBLE PASSAGE: Genesis 10; Psalm 139; Acts 17:26

MEMORY VERSE: “And he made from one man every nation.” Acts 17:26

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

ANIMAL PAL: Pup Patrol

APOLOGETICS FOCUS: We’re all one blood, one race, and God created us with our own special DNA recipe.

CONTINENT: Africa

TO SIMPLIFY THE LESSON

- The Bible says we all came from one man (Acts 17:26).
- We have different shades of skin—different shades of brown, not different colors.
- After God came down at the tower of Babel and confused everyone’s language to make them move, people started heading out. Some moved just a little ways away, like to the continent of Africa, and some moved really far away.

MODIFICATIONS

- Instead of a whole group lesson, use the Exploration Stations and the Teaching Tie-Ins for each station to teach the child the main ideas.
- Keep the Exploration Stations the same for the entire week.
- Choose one memory verse to repeat the entire week.
- Choose one lesson to repeat for the entire week.
- Adjust the activities to reflect the simplified lesson you have chosen.

ACCOMMODATIONS

- Print coloring pages on card stock. Cut out and use for stick puppets.
- Ideas for sample realia or play objects for Africa: lion, giraffe, elephant; plantain, pineapple, coffee, cocoa, peanuts, figs, olives, cabbage, tuna, cod; mahogany wood, diamonds; musical instruments such as shakers, drums, xylophones.
- 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	Keep the message simple by giving just the main points with visuals.	Say the memory verse with varying volume—going from soft to softer.	Use puffy paint to outline the different dog figures on the ANIMAL PAL POSTER .	Place either a WORLD MAP rug or masking tape for each continent on the floor. Use these to point out the different legs of the race.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
LOGICAL/ MATHEMATICAL	Use the poster pictures from each day as a review by asking the child to place them in order.	Emphasize the order of events in Bible account by saying, "First, this happened. Second, this happened." Then ask child to repeat what happened first, what happened next.	Copy the coloring sheet on card stock and laminate. Supply dry erase markers to color.	Use a chef hat and supply ingredients for either the cake or play dough to mix together in a plastic bag while teaching God's truth that we are each special.
BODILY/ KINESTHETIC	Guide the child either with a special buddy or with a teacher through the centers one at a time, teaching the Bible truth at that center.	Change the tone or pitch of your voice to alert the child when instructions are given.	Let child make play dough figures to move about and represent how it is all play dough but colored differently.	Supply African dress material for child to dress in.
VISUAL/ SPATIAL	Project the GOSPEL TEACHING POSTERS onto a wall or whiteboard.	Child retells Bible lessons as teacher points to the different posters.	Laminate coloring sheet. Give child a grippable toothbrush to dip in paint and color the picture.	Give child appropriate medium to use for drawing pictures. Child can draw a picture to represent one of the Bible lesson truths.
MUSICAL	Watch the videos of the VBS songs and sing along with them.	Teach the Bible lesson but intersperse with verses from the song " HE'S GOT THE WHOLE WORLD IN HIS HANDS. "	Give the child a plush toy representing the PUP PATROL to move in motion with the songs.	Give the child an exercise ball to bounce on in rhythm with the songs.
INTERPERSONAL	Supply a special buddy to help child with the cake baking activity.	After each concept is taught, ask child questions to check for understanding.	Throw a bean bag or tactile ball back and forth with child as each word of the memory verse is said.	Put a puppet on child's hand. Teacher can say the teacher part of the Puppet Pal presentation and help the child move his hand while the puppet part is given.
INTRAPERSONAL	Supply pictures of children from different areas of the world and emphasize the Bible truth that we are all one race.	Between adults, use abbreviated puppet play. Hold child on lap if needed and speak into child's ear.	Give the child a plush dog to hold while you review the ANIMAL PAL truth.	Download the teaching posters. Help child make a booklet out of the pictures and use for retelling.
NATURALIST	When relating the Bible truths, use as much realia as possible for visuals: dolls from different nations, map pieces, items from Africa.	Make up hand motions to represent each of the points you are teaching. Use the motions as a review.	Print the PUP PATROL poster. Let child cut out the dogs and glue onto card stock.	Contact a person with a therapy dog to come in for the day.
TECHNOLOGY	Find pictures to represent each gospel point and display on computer as you teach the Bible truth.	Record the child saying the mile marker memory verse or repeating it after you. Then let child listen to it on the player or app.	Take a picture of the teaching poster. Use an app such as Photo Fracture. Child can rearrange pieces to form complete picture.	Use an app like StoryKit to read the verses and add the graphics. Then let child view it and learn the verses.

Pre-Primary/ Toddler Day 4

One Way—Jesus

Babel and the Gospel

Before deciding how to modify this lesson, read through Lesson 4 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 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: 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 through Jesus.

BIBLE PASSAGE: Revelation 7:9–10

MEMORY VERSE: “The Father has sent his Son.”

1 John 4:14

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

ANIMAL PAL: Agape and Phileo the Polish Mute Swans

APOLOGETICS FOCUS: God provides just one way to be saved: Jesus.

CONTINENT: Europe

TO SIMPLIFY THE LESSON

Use these main ideas from the Bible lesson:

- God’s Word, the Bible, shows us there is just one way to heaven: Jesus Christ.
- The Bible tells us everyone has sinned.
- God sent his Son Jesus to take our sin away by taking our punishment. He died on the cross for us.
- God raised Jesus from the dead.

- When we ask God to forgive our sins and believe Jesus came and died for us, he takes our sin away and we become part of God’s family.

MODIFICATIONS

- Choose one memory verse to repeat the entire week.
- Choose one lesson to repeat for the entire week.
- Keep the Exploration Stations the same for the entire week.
- Instead of a whole group lesson, use the Exploration Stations and the Teaching Tie-Ins for each station to teach the child the main ideas.
- Limit the number of questions used in the **AROUND THE WORLD REVIEW GAME**.

ACCOMMODATIONS

- Print coloring pages on card stock. Cut out and use for stick puppets.
- Ideas for sample realia or play objects for Europe: Eiffel Tower, Big Ben, Colosseum; reindeer, wolf, wild boar, lynx.
- 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 crayons, sidewalk chalk, small sponges to dip in paint and dab on pages, stamps, and stamp ink.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Give the child a small children’s Bible and teach where to find the New Testament.	When learning the memory verse, say one word at a time. Child repeats that word. The next time, say two words at a time with child repeating. Continue until verse is learned.	Use the COLORING CORNER but print on glossy paper and supply sponge paint to dab over picture.	Place the ANIMAL PAL pictures around the room. Walk to each picture to review the concept taught by that animal pal.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
LOGICAL/ MATHEMATICAL	Pair the ANIMAL PAL with the memory verse. Move a cut-out of the Polish mute swans to each word on the graphic representation of the memory verse.	Say the memory verse softly by phrase. Ask child to repeat it after you. Increase the volume just a little as you repeat the verse again and again.	Supply a KITCHEN CENTER with kitchen utensils to simulate mixing the cake ingredients.	Laminate and cut apart a colored coloring sheet into large puzzle pieces. As child puts them together, reinforce the Bible concept.
BODILY/ KINESTHETIC	Make cut-outs of each of the ANIMAL PALS . Glue onto rulers or large craft sticks to use as teaching puppets.	When using the AROUND THE WORLD REVIEW GAME , give the child a red stop sign and a green go sign to hold up when answering if question is true or false.	Supply play dough and ask child to form a cross, a heart, and the signs for “stop” and “yield.”	Use the stop sign to play “Freeze.” Each time you say the word “freeze,” say the memory verse together.
VISUAL/ SPATIAL	Allow child to trace the different parts of the laminated teaching poster as you explain the Bible truth.	Present PUPPET PAL while children listen.	Place different lesson objects in a cloth or brown bag. Ask child to reach in and pull out an object. Use it to teach a lesson truth.	Supply costumes from different cultures for children to play dress up.
MUSICAL	Break during the lesson or PUPPET PAL presentation to sing a verse of song.	Stop during the singing of the memory verse and ask child to fill in next word or phrase.	Hand out rhythm instruments. Play tools can be used to beat a rhythm. March around the room as songs are sung.	Enlarge and cut apart the graphic version of the memory verse. Tape to floor and let child hop from one to the next while singing the verse.
INTERPERSONAL	Pair children to pull out lesson items from a bag and discuss how each relates to the Bible lesson.	Teacher shares lesson. Children repeat each important point after the teacher.	Give child a “yes” and a “no” card to hold up when answering the questions from the AROUND THE WORLD REVIEW GAME .	For the DRAMATIC PLAY , assign a different costume and the corresponding word for “hello” for each child. Simulate leaving the tower of Babel for other parts of the world.
INTRAPERSONAL	Find a children’s Bible or a board book that includes the gospel presentation.	Ask a special buddy to work with the child to review the lesson or learn the memory verse.	Laminate or print on card stock pictures of people from different cultures. Cut apart to make a puzzle. Ask a child who is good at putting together puzzles to help another child complete it.	For a child who prefers to be alone, supply a box to make a boat or other form of transportation. Let child sit in the box to draw, do a puzzle, or other activity.
NATURALIST	Use 3-D objects from Europe for visuals.	Think of different sounds to represent the different ANIMAL PAL truths. Use those sounds as a review of what was learned.	Print the AGAPE AND PHILEO poster on card stock. Cut apart into pieces for a puzzle.	Place the AROUND THE WORLD PICTURES in different parts of the playground. Intersperse playing with reviewing the Bible truths.
TECHNOLOGY	Find videos online of Polish mute swans to show individually to child as you review the animal pal truth.	Child and/or adult says memory verse into a player or tablet, then replays it and joins in with recording.	Record PUPPET PAL presentation on webcam. Replay for child on tablet. Child can hold the puppet while viewing.	With an adult, check AnswersVBS.com/irkids for more fun information.

Pre-Primary/ Toddler Day 5

Green Light—GO

Why Babel Matters Today

Before deciding how to modify this lesson, read through Lesson 5 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 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: On the final leg, we learn that because God loves us, we ought to treat others with love and respect, not prejudice and judgment.

BIBLE PASSAGE: Luke 10:25–37

MEMORY VERSE: “Love one another.” 1 John 4:11

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

ANIMAL PAL: Racer the Roadrunner

APOLOGETICS FOCUS: We’ll talk about how Christians should love each other and should not be prejudiced.

CONTINENT: North America

TO SIMPLIFY THE LESSON

Use these main ideas from the Bible lesson:

- Luke 10:25–37
- Jesus teaches us to love others.
- He told a story about a man who was not liked by others.
- One man was traveling and was hurt by men.
- Many people passed by and saw the hurt man but did not stop to help him.

- Finally, a man who was not liked by others stopped to help the hurt man and brought him to a place to care for him.
- Even though many others did not help the hurt man, this person showed God’s love by helping him.
- God wants us to show love to others no matter who they are or where they are from.

MODIFICATIONS

- Choose one memory verse to repeat the entire week.
- Choose one lesson to repeat for the entire week.
- Keep the Exploration Stations the same for the entire week.

ACCOMMODATIONS

- Print coloring pages on card stock. Cut out and use for stick puppets.
- Ideas for sample realia or play objects for North America: Liberty Bell, Statue of Liberty, Native American items, bald eagle, arctic fox, wolf.
- 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 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 previous ANIMAL PALS posters to review the week’s lessons.	Ask child to hold a small children’s Bible while the Bible lesson is given.	Color the coloring sheet with sponges dipped in watercolor paint. Limit the colors and contain the paints in small trays for easy use.	Place the TOWERS OF THE WORLD pictures in different areas of the room. Walk to each one as you discuss how people moved and brought their knowledge with them.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
LOGICAL/ MATHEMATICAL	Use magnetic pictures to show the five memory verses. Copy and laminate each of the corresponding ANIMAL PALS and place magnetic tape on the back of each. Match each picture and animal to review Bible truth.	Ask child to choose a picture and tell what Bible truth corresponds with the picture.	Use the graphic representation of the memory verse in place of the letters. Put the pictures on hearts. Ask child to put the pictures in order as you say the verse.	Limit the number of cards for the TOWERS OF THE WORLD for children to match.
BODILY/ KINESTHETIC	Role play with the children as the Bible lesson is given.	As the Bible lesson is acted out, the child can ask of each person walking by, "Are you my neighbor?"	For the TOWERS AROUND THE WORLD , supply large bricks that can be used to build step pyramids.	Use painter's tape on the floor to make a large racetrack path. Walk along the path while reviewing the Bible lesson.
VISUAL/ SPATIAL	Place the ANIMAL PAL posters together but out of order. Ask the child to pick out the animal that corresponds with the truth you state.	Use the coloring corner to reinforce the memory verse or lesson concept.	Walk your fingers across a tray, coloring sheet, or sand, and say the memory verse as you do. Then help child to do the same.	Ask child to use play dough to make a race track on a table. Supply play transportation modes to move along track, or let child mold the vehicles.
MUSICAL	Cue music to play during craft times, center times, or transition times. Stop music when it is time to stop the activity.	For memory aids, use the MILE MARKER MEMORY VERSE songs as teaching aids.	Sing " THIS LITTLE LIGHT OF MINE " with child but do hand-over-hand motions with the child.	Give child a percussion rhythm instrument to express the different emotions felt as each person passed by the man who was hurt.
INTERPERSONAL	Give children sock puppets to mimic the puppet's actions during PUPPET PAL .	Ask one child to teach another child the MEMORY VERSE .	Glue fuzzy material or felt on top of the ANIMAL PALS poster for child to feel.	Use a tactile ball to throw back and forth between partners as memory verse is repeated.
INTRAPERSONAL	Bring in a therapy dog for children to cuddle with or sit with during the Bible lessons.	Ask child to form the appropriate facial expression for each event in the Bible lesson.	Use plush stuffed animals to represent the different animal pals when reviewing the different concepts.	PLAY ACTING REVIEW: Play act the activities that show ways that the children can be kind to each other.
NATURALIST	Use an outside setting to reenact the Bible lesson from Luke 10.	Teach the animal sounds for each animal used this week as a cue for saying memory verse.	Use the PEOPLE AROUND THE WORLD poster for costume ideas. Ask children to choose a picture and dress them to look like the picture.	Take a picnic outdoors. Use an outside table or place a tablecloth or tarp on the ground. Relate the Bible account outside.
TECHNOLOGY	Using a digital device, take pictures or a video of the children role playing the Bible lesson. Replay as a review.	Set up a listening center for children to listen to the VBS songs on a media player.	Place the posters from each lesson in a program that children can advance. Retell as they advance and view each picture.	Play a recording of the VBS songs while doing the motions.

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.
- 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.
- 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.

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.

Primary/Junior Day 2

Hitting a Roadblock At Babel

Before deciding how to modify this lesson, read through Lesson 2 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: On this leg of the race, we stop at the tower of Babel and check out the important and loving roadblock God provided there.

BIBLE PASSAGE: Genesis 11:1–9

MEMORY VERSE: “Its name was called Babel because there the LORD confused the language of all the earth. And from there the LORD dispersed them over the face of all the earth.” Genesis 11:9

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

ANIMAL PAL: Jamal the Camel

APOLOGETICS FOCUS: We’ll talk about ziggurats and languages today.

CONTINENT: Asia

TO SIMPLIFY THE LESSON

Use these main ideas from the Bible account:

- After the flood, God told the people to spread out over all the earth.
- People disobeyed God’s command to spread throughout the world.
- Instead, they built a tall tower called the tower of Babel to help them stay together.

- God changed the way people talked so that families couldn’t understand other families.
- Families left the area of the tower of Babel and moved to different parts of the world.

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.
- Add the Exploration Stations found in the *Pre-Primary Teacher Guide*. Keep them the same throughout the week, if needed.
- Use the shortened underlined portion of the memory verse, or shorten it to the Pre-Primary verse.

ACCOMMODATIONS

- Print coloring pages from Pre-Primary lesson on card stock. Cut out and use for stick puppets.
- Adjust the number of questions used to reflect what was taught in the lesson.
- 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.
- 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.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Use the lesson pictures to hand out during your Bible lesson as reinforcement.	After each point of the chosen Bible lesson, ask the child to echo back what was just taught.	Give child the teaching posters to trace as information is given.	Involve the child in the dramatic play of the Bible lesson being presented.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
LOGICAL/ MATHEMATICAL	Arrange the points of the Bible lesson on separate strips of paper. As you teach, give the child the strip. When finished, ask child to put strips in order for retelling.	For the COMMUNICATION CHALLENGE , instead of writing the word, ask the child to practice saying the word.	Supply pre-printed stickers with "hello" written in different languages for child to place on chart instead of having to write the words.	Copy a coloring picture or a teaching poster onto card stock. Draw puzzle pieces with black marker. Ask child to cut apart the puzzle; then reassemble.
BODILY/ KINESTHETIC	When giving the Bible lessons, ask child to use facial expressions for each of the events.	Teach the memory verse through repetition. Say a short phrase; ask child to stand and repeat after you.	Supply multiple choice answers for the REVIEW GAME . Ask child to point to the correct answer.	For the TOWER TALK , place the directions North, South, East, West in appropriate parts of the room. Do the activity by moving to the different directions.
VISUAL/ SPATIAL	Print out speaking parts on separate strips of paper from the Bible account you are presenting. Give out the strips for child to participate in the telling.	Copy and cut apart the memory verse words. Child can repeat words as the cut-outs are assembled in order.	Type or write out each word of the verse on separate strips. Give child a paper with outlined boxes for each word. Ask child to glue words in successive boxes as each verse is read.	Supply materials for child to build a diorama of the Bible lesson. Adjust the materials to the ability of the child.
MUSICAL	When reading the Bible accounts during the lesson, dramatically read while changing the pitch, volume, and types of voices.	Sing the memory verse songs during transition time.	Cut apart the graphic memory verse into words or word phrases. Sing or play the memory song while assembling the pieces.	Use a corresponding musical cue such as beating a drum, clapping hands, or notes on a xylophone for the next point in the Bible lesson. Beat once for first point, twice for second point, and so on.
INTERPERSONAL	Ask child to sketch the Bible account as it is given. Ask child to describe the emotions that were felt at each event in the account.	With child, read or act out the Bible account. Let one child interview another to see if the account can be retold through the interview.	Give the child play dough to form the figures of the people and the bricks for the tower.	For the REVIEW GAME CHALLENGE , place the cards from the given Bible lesson in front of the child. Ask child to choose which card corresponds with clues a partner gives.
INTRAPERSONAL	Reduce the TEACHING POSTERS to a smaller size and put together on a ring or in a booklet. Give an individual set to the child.	Stop after short segments to sing or review the memory verse as a way of refocusing.	Ask child to journal the answers to the SMALL GROUP TIME questions.	Use the questions from the REVIEW GAME CHALLENGE on a one-on-one basis. Limit the amount of questions; put each point on separate strips of paper. Use as a matching game.
NATURALIST	Do each part of the lesson in a different part of the room. Place a different costume in the different locations. Let child dress in that costume when traveling from the tower.	Go outside and role play the actions that are recorded in the Bible accounts as you read from the Bible.	Make a SPEEDY sock puppet for the child to wear during the PUPPET PAL presentation.	Adjust the size of the materials to the ability of the child. If needed, use larger objects such as play bricks or larger dolls.
TECHNOLOGY	Use TEACHING POSTERS as lesson is given. Project on screen using Elmo or computer for larger views.	Child or teacher records memory verse on a player. Child can replay and repeat verse with the recording.	Type in all verses to be used, and project each verse on screen. Ask a child to advance each verse as needed.	Child sings VBS songs with motions, recording on video-cam. Replay and sing along.

Primary/Junior Day 3

One Race, Many Nations

After Babel

Before deciding how to modify this lesson, read through Lesson 3 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 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: 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.

BIBLE PASSAGE: Genesis 10; Psalm 139:13–16; Acts 17:26

MEMORY VERSE: “And he made from one man every nation.” Acts 17:26

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

ANIMAL PAL: Pup Patrol

APOLOGETICS FOCUS: We’re all one human race, and God created us with our own special DNA recipe.

CONTINENT: Africa

TO SIMPLIFY THE LESSON

- The Bible says we all came from the very first people—Adam and Eve. (Acts 17:26)
- After God came down at the tower of Babel and confused everyone’s language to make them move, people started heading out. Some moved just a little ways away, like to the continent of Africa, and some moved really far away.

- We have different shades of skin—different shades of brown, not different colors. God loves all nations.
- God loves all people groups, no matter what they look like or where they live.

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.
- Add the Exploration Stations found in the *Pre-Primary Teacher Guide*. Keep them the same throughout the week, if needed.

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.
- 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.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Use the PUPPET PAL option to share the gospel presentation.	Give the verses (Genesis 10; Psalm 139:13–16; Acts 17:26) to a child who is a good reader but may not be mobile.	Put the MEMORY VERSE or the Bible lesson verses on separate brightly colored index cards. Lay out in order. Turn over one at a time as verses are used.	Cut out words from the memory verse—either from the graphic version or printed one. Arrange artistically on poster paper.
LOGICAL/ MATHEMATICAL	Use a world map puzzle to point out the different areas people moved to and how the skin tone relates to the area.	Pair teacher with child or child with child to practice saying each half of the memory verse.	Supply pictures of children from different cultures. Ask child to point out similarities and differences.	Supply crayons that are as many different shades of brown as you can find. Ask child to arrange from dark to light. Use to color in faces.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
BODILY/ KINESTHETIC	Give child plastic gloves to mix food coloring into play dough as the cake mix demonstration is given.	Pair child with a teacher or another child. Divide the Lesson Focus into phrases. Ask child to echo each phrase.	For the AMPE REVIEW GAME , instead of using feet, use hands.	Practice saying the memory verse while doing different movements such as hopping, jumping, clapping, waving, stretching.
VISUAL/ SPATIAL	With a peer partner or a special buddy, ask one of the children to tell the account of people moving with great detail while the other one draws what is visualized.	Place the words from the memory verse on separate pieces of large card stock. Hand to different children. Ask them to hold up the word as the verse is said.	Use the coloring page from Pre-Primary to reinforce Lesson Focus. Supply appropriate medium for child to color.	Use the graphic version of the memory verse. Cut apart the words, and place in different parts of the room. Make it a treasure hunt.
MUSICAL	Use the VBS songs with motions as a transition time between activities. Cue the children to stop their activity and watch you before moving to the next activity.	Use the graphic version of the memory verse. Sing the verse while touching each word on the paper.	Find African instruments such as shakers, drums, or xylophones to use for RHYTHM PATTERNS or for song time.	Adapt the RHYTHM PATTERNS REVIEW GAME to the ability of the child. Use a different musical instrument for each pattern.
INTERPERSONAL	Ask child to work with another to create a picture of one part of the Bible lesson.	Ask child to pretend to be the teacher. Let child teach another child some truths from the lesson.	Use sponge paints to draw or color in the words of the memory verse.	Pair a special buddy or an adult with the child to play the REVIEW GAME .
INTRAPERSONAL	Work in partners to match the TOWERS FROM AROUND THE WORLD to places on a world map.	After each concept is taught, ask child review questions to check for understanding.	Throw a bean bag or tactile ball back and forth with child as each word of the MILE MARKER MEMORY VERSE is said.	Ask child to hand out supplies to the others.
NATURALIST	Ask one child to help another draw a picture showing ways to be kind and respectful to each other.	Listen to music sung by African children during the craft or snack time.	Find corresponding realia to go with African themes, such as coffee, cocoa, peanuts, figs, olives.	Choose children who would benefit from doing a group activity outside. Play the games or do the SMALL GROUP ACTIVITY with them.
TECHNOLOGY	Use an app that has a visual schedule for child to follow.	Record the child saying the memory verse or repeating it after you. Then let child listen to it on the player.	Find and display on a laptop screen the different cultures as the lesson is given. Ask child to advance the slide to the next screen.	Child can use a large font to type the memory verse on the computer.

Primary/Junior Day 4

One Way—Jesus

Babel and the Gospel

Before deciding how to modify this lesson, read through Lesson 4 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/or each child.

LESSON FOCUS: 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 through Jesus.

BIBLE PASSAGE: Revelation 7:9–10

MEMORY VERSE: “The Father has sent his Son to be the Savior of the world.” I John 4:14

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

ANIMAL PAL: Agape and Phileo the Polish Mute Swans

APOLOGETICS FOCUS: God provides just one way to be saved.

CONTINENT: Europe

TO SIMPLIFY THE LESSON

Use these main ideas from the Bible lesson:

- God’s Word, the Bible, shows us there is just one way to heaven: Jesus Christ.
- The Bible tells us everyone has sinned.
- God sent his Son Jesus to take our sin away by taking our punishment. He died on the cross for us.
- God raised Jesus from the dead.

- When we ask God to forgive us of our sins and believe Jesus came and died for us, he takes our sin away and we become part of God’s family.

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.
- Use the shortened underlined portion of the memory verse.
- Choose one or more lessons to repeat for the entire week.
- Add the Exploration Stations found in the Pre-Primary guide. Keep them the same throughout the week, if needed.

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.
- 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.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Use the posters from the TEACHER RESOURCE KIT .	As children listen to the Bible lesson, give them play dough to form an impression of the concepts they are hearing.	Copy the memory verse for individual use. Ask child to point to each word as the memory verse is said.	Write each memory verse word in a different color.
LOGICAL/ MATHEMATICAL	Arrange for a special buddy to help the child draw the different signs for the race track.	Ask one child to be the reader of the review questions and the other to read the correct answer.	Pre-write or draw on sticky labels the student directions for the race track. Child can peel off sticker and put on race track.	Use masking or painter’s tape on the floor to represent race track. For each point in lesson, give child pre-made signs to place on the different parts of the race track.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
BODILY/ KINESTHETIC	Give several children the words or phrases from the memory verse on pieces of paper. Let them put themselves in order and say the word/phrase they are holding.	To transition from one activity to another, give an auditory cue such as a VBS song or a chime like the Big Ben sound.	Put the words from the memory verse on different colored index cards. Number the cards in order on the back. Child can put the words in order and then self-check to see if the order is correct.	Place a stop, yield, checkered flag, and one-way sign in different parts of the room. As you teach the gospel lesson, move to those signs for that part of the lesson.
VISUAL/ SPATIAL	Give the child large-size road signs to hold at the appropriate part of the lesson.	Review the truths from the lesson by asking the child to echo back your review.	Use tactile substances such as puffy paint, yarn, or fabric on the Pre-Primary coloring page or on a copy of the teaching poster.	For the PANCAKE RACE , instead of flipping the pancakes, ask child to toss the object in the air and catch with hands.
MUSICAL	When reading the Scripture, use choral reading. Either ask the children to find the verses in the Bible or print them out ahead of time.	Sing VBS songs during transition from one activity to the next.	Play some background music while sequencing the main ideas of the Bible lesson. Children can compose a clapping rhythm to put ideas in order.	Hide words or short phrases from the memory verse or lesson around the room. Ask the children to find them and put them in order as you play the music.
INTERPERSONAL	Make the sample review questions into a matching game: questions on one color, answers on another. Let children work in pairs to match answer to question.	Ask child to think of what thoughts and emotions the people had who watched Jesus die on the cross and who were with him after he rose.	Laminate or print on card stock pictures of people from different cultures. Match the people group to the part of the world where they live. Talk about the languages spoken by each.	For the SHOVE HA' PENNY game, use a larger object such as a block to push across the table.
INTRAPERSONAL	As each Scripture truth is given, ask child to give facial expressions.	Use the SMALL GROUP DISCUSSION questions to work with child one-on-one.	Use appropriate medium to color the coloring page from the Pre-Primary resources.	Cut up the graphic version of the memory verse so that words or phrases are separated into puzzle pieces. Let children work in pairs to reassemble the verse.
NATURALIST	To reinforce the Bible lesson, use as many 3-D objects as possible (e.g., road signs, cross, checkered flag, cake).	Think of different sounds or hand motions to represent the different ANIMAL PAL truths. Use these to review what was learned from each.	Print the AGAPE AND PHILEO poster on card stock. On the back side, print the memory verse. Cut apart into pieces for a puzzle.	Instead of pennies for building THE LEANING TOWER , use play dough discs or a larger object for stacking.
TECHNOLOGY	Look up the Bible verses online for the different lessons. Read together.	Teacher and child look up AnswersVBS.com/ir for children to find and read together more information about the lesson.	Child types memory verse and/or Lesson Focus phrase onto a tablet or laptop. Child points to or highlights word while saying it. Use enlarged font as needed.	Place the graphic version of the memory verse on a tablet or laptop. Ask child to move the cursor to memorize the verse.

Primary/Junior Day 5

Green Light—GO

Why Babel Matters Today

Before deciding how to modify this lesson, read through Lesson 5 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 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: On the final leg, we learn that because God loves all people groups, we ought to treat others with love and respect, not prejudice and judgment.

BIBLE PASSAGE: Luke 10:25–37

MILE MARKER MEMORY VERSE: “If God so loved us, we also ought to love one another.” 1 John 4:11

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

ANIMAL PAL: Racer the Roadrunner

APOLOGETICS FOCUS: We’ll talk about how Christians should love each other and should not be prejudiced.

CONTINENT: North America

TO SIMPLIFY THE LESSON

Use these main ideas from the Bible lesson:

- Jesus teaches us to love others.
- He told a story about a man who was not liked by others.
- One man was traveling and was hurt by men.
- Many people passed by and saw the hurt man but did not stop to help him.
- Finally, the man who wasn’t liked by others stopped to help the hurt man and brought him to a place to care for him.

- Even though many others did not like the man, this person showed God’s love by helping the hurt man.
- God wants us to show love to others no matter who they are or where they are from.

MODIFICATIONS

Use the Puppet Pal presentation from the Primary guide for the Junior age child.

Choose just a few of the points to emphasize.

- Use the shortened underlined portion of the memory verse.
- Choose one or more memory verses to repeat the entire week.
- Choose one or more lessons to repeat for the entire week.
- Add the Exploration Stations found in the *Pre-Primary Teacher Guide*.
- If necessary, keep them the same throughout the week.

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.
- 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.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Use the visuals from each of the previous lessons to review what has been taught during the week.	Play an audio recording of the GOOD SAMARITAN Bible account. Ask child to draw the characters as the account is given.	Print the memory verse in outline letters. Use an appropriate medium such as sponge paint, watercolor, or large crayon to color in words of verse.	Teach the memory verse by giving each child a word of the verse. Let children jump up to say assigned word, creating a “wave” effect.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
LOGICAL/ MATHEMATICAL	Use a prominent visual schedule to cue the child to what comes next.	Place each poster in front of child to review the week's emphasis. Ask child to point to corresponding poster as you review the truths.	Give the child a "Yes" and a "No" sign to hold up in answer to the REVIEW GAME CHALLENGE .	Print the five ANIMAL PAL POSTERS on smaller size paper. Give to child to sequence the five posters as a review.
BODILY/ KINESTHETIC	Use charades to act out the different Bible lessons from the week. Play as a game so other children can guess which lesson is being portrayed.	Choose a child who is a good reader to read aloud the Bible account for the role play.	Give the child play dough to mold representations of each character in the GOOD SAMARITAN Bible account. Move the characters along a "road" as the Bible account is given.	Make a winding path along the floor with masking or painter's tape. Dress children in character and use the path for the role play of the Bible account.
VISUAL/ SPATIAL	Use a prominent timer that will count down the minutes until the next activity.	Place a bookmark in 1 Samuel 16:7. Ask child to read the verse at the appropriate time of the puppet presentation.	Write the memory verse words individually on RACER THE ROADRUNNER cut-outs. Scramble and let child put them in order.	For the NORTH AMERICA/ SOUTH AMERICA review, supply a tabletop world map. Give the child a play character to move from one continent to the other in response to the questions.
MUSICAL	Sing the memory verse song with different percussion instruments.	Present the Bible lesson, but sing some of the parts rather than saying them.	Ask child to turn on music or strike a note on an instrument to signal the transition to the next activity.	Use a drum to tap as children say the memory verse words. Vary the rhythm.
INTERPERSONAL	Pair child with special buddy to draw pictures showing how to be kind to one another.	Work in pairs to help each other play the part in the Bible lesson account.	Give a child a sock puppet. Use it to interview a teacher by asking questions about the Bible lesson. Prompt with written questions or by another adult helping to think of questions to ask.	For the REVIEW GAME questions, supply multiple-choice answers for the questions. Work in pairs to choose the right answer.
INTRAPERSONAL	After the lesson is given, ask child to make it personal by sharing how we can change our lifestyle to please God with the help of the Holy Spirit.	Teach one point of the Bible lesson at a time. Then ask the child to repeat that point, checking for understanding.	Use the graphic version of the memory verse. Enlarge and cut apart words. Outline words and pictures in puffy paint so child can trace them as words are reassembled in order.	Work in pairs to answer the SMALL GROUP TIME questions.
NATURALIST	Use the PUPPET PAL presentation from the Primary lesson to teach the Junior age child.	Teach the animal sounds for each animal used this week as a cue for saying the memory verses.	Use plush animals to represent each ANIMAL PAL . Review the concept each animal represents.	Write the Bible verses for the TREASURE HUNT on oversized posters. Hide outside. Go for a treasure hunt to find the posters and discuss each one.
TECHNOLOGY	Arrange a PowerPoint display of different languages and ask child to advance each as you say the different words.	Use an app such as First, Then to list directions for the activities chosen for the child.	Use the highlight function to highlight the important words in the memory verse as child says them. Erase one word at a time each time the verse is repeated.	Display the graphic representations of the verses for the children to see on a tablet.