



# Answers

IN GENESIS®

Answers**VBS**



Welcoming ALL Children  
to Your VBS

How do we make  
VBS welcoming for  
**all** children?



“<sup>13</sup>For you formed my inward parts; you knitted me together in my mother’s womb. <sup>14</sup>I praise you for I am fearfully and wonderfully made.”

Psalm 139:13-14 (ESV)





All children are uniquely created by God with differing strengths and abilities.  
We need to find effective ways for each child to engage with God's Word.

communication

gross/fine motor  
movements

vision/hearing

understanding/managing emotions



interacting with  
others

comprehension


sensory needs





Includes tips, suggestions,  
and resources for supporting  
students with varying needs

Works in conjunction with  
Teacher Guides

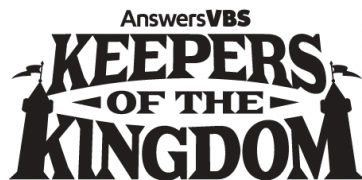


Begin with  
what the  
child CAN  
do



## Communicate with Parents Prior to VBS

- Consider providing parents a way to communicate about their child when registering or before VBS week
- Ask parents to identify their child's strengths, preferences, and activities that they can do.



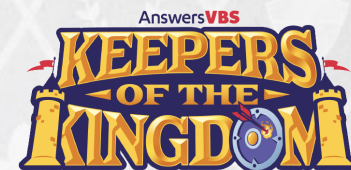
## Primary/Junior Day 3

Please highlight all the activities your child is able to do or would be able to participate in.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Show child the <b>DAYS 1-3 ANIMAL PAL POSTERS</b> . Have child identify each animal's name and what concept or armor piece they represent.	Say "King Josiah _" and have child complete the sentence with a word or phrase to tell about the Bible lesson.	Put the Veritas 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.	Have child complete the Royal Games of Skill: Jousting. Have child say the Rhyme Time phrase as they strike the balloon with the lance.
LOGICAL/ MATHEMATICAL	Show a two-column chart (obey, disobey). Have child identify examples of obeying God and disobeying him. Record the examples on the chart.	After the lesson, have child retell it by answering questions such as, "What was first?" "What came next?"	Gather different pairs of shoes. Have child sort pairs by an attribute, such as color or size. Relate shoes to the shoes of the gospel of peace.	Have child complete the Royal Games of Skill: Catch the Chicken with a partner. Have child count aloud how many catches they get.
BODILY/ KINESTHETIC	Give child a baseball catcher's chest protector (breastplate) and running shoes (shoes of peace) to try on. Relate to the armor of God.	Play the Guardians of Truth Game. Have child respond to each statement by moving like a dragon (truth) or snake (error).	Provide foil for child to mold into a belt, breastplate, and shoes.	Have child say the Veritas Verse while doing different movements such as hopping, jumping, clapping, waving, or stretching.
VISUAL/ SPATIAL	Have child point to each piece of armor on the <b>KNIGHT POSTER</b> and match it to its corresponding picture on the <b>MEMORY VERSE POSTERS</b> .	Give child a play microphone. Have child point to the <b>TEACHING POSTERS</b> while saying the corresponding main ideas into the microphone.	On the <b>DAY 3 ANIMAL PAL POSTER</b> , glue colored cellophane or shiny fabric on Grimwald's skin to mimic scales. Have child touch the scales.	Use the graphic version of the Veritas Verse. Cut apart the words and place in different parts of the room. Have child find the words and put them in order.
MUSICAL	Sing "The Kingdom Keepers." Have child hold up the <b>KNIGHT POSTER</b> or small pieces of armor as they sing.	Use background music for the King Josiah account. Adjust tempo of music to mood of the event (e.g., drum beats, loud or soft harmonica, piano chords).	Have child use an instrument such as a drum or keyboard to play high or fast notes any time King Josiah or the people do what is "right."	Come up with a tune for the Rhyme Time phrase or Veritas Verse. Sing while marching around room.
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 main ideas from the lesson.	Have child and a partner take turns tying/ untying (or fastening/ unfastening) a shoe while saying, "Do right in God's sight!"	Have children act out the King Josiah account using the <b>KING JOSIAH SCRIPT CARDS</b> . Assist child with reading or read the lines and have child act them out.

Downloadable Activity  
Tables allow parents to  
highlight specific activities  
that their child can do each  
day

[AnswersVBS.com/snkeep](https://AnswersVBS.com/snkeep)





## Activity Tables

- Provided for each age group and each day
- Allows you to create a customized experience for every child, every day
- Supports different ways every child can engage in the learning process
- Use as many or as few activities as you want each day



## Activity Tables

How does the child best take in information?

- visual
- auditory
- tactile
- kinesthetic

How does the child best process information?

- verbal/linguistic
- logical/mathematical
- bodily/kinesthetic
- visual/spatial
- musical
- interpersonal
- intrapersonal
- naturalist

**VERBAL/  
LINGUISTIC**

**VISUAL**

Point to important items on the **TEACHING POSTERS** that are related to the lesson main ideas (i.e., tomb, cross). Have child name them.

**AUDITORY**

Help child remember Admit, Believe, Forever Receive by saying the beginning sound of each word and having child say the word.

**TACTILE**

Have child use play dough to form A, B, FR for the initials for gospel presentation.

**KINESTHETIC**

Make stations around the room to correspond with each gospel point. Move from station to station as each is presented.

**Activity Table- Primary/Junior, Day 2**

**VISUAL/  
SPATIAL**

**VISUAL**

Make visuals of a smiley face (good) and a frowny face (bad). Hold up the appropriate face when discussing the good and bad kingdoms.

**AUDITORY**

Give child a picture of a sword. Have them hold up or look at the picture when the puppet in the Puppet Pal presentation mentions a sword.

**TACTILE**


Make smiley/frowny faces out of cardstock. Outline the smile/frown in puffy paint. Have child trace the smile/frown during appropriate parts of the lesson.

**KINESTHETIC**

Use the Touch Table Wet: Make It Clean! If child does not like touching water, use a spray bottle to spray off items.

**Activity Table- Toddler/Pre-Primary, Day 1**





Prepare  
for child's  
arrival

## PRE-PRIMARY/TODDLER DAY 1

# The Two Kingdoms

Of two, only one is true!

Before deciding how to adapt this lesson, read through Lesson 1 in the *Toddler or Pre-Primary Teacher Guide*. Use the suggestions and table below to adapt the lesson to the needs of your children based on their strengths and how they learn best. Remember to keep the lesson focus in mind as you adapt the materials and activities for students.

To individualize the lesson for the child with special needs, circle all of the activities which the child *can* do. You can print copies of these pages to use for each lesson and each child.

*\*For more general ways to adapt VBS activities for your child, see the suggestions on page 7 of this guide.*

**LESSON FOCUS:** We're in a battle between two kingdoms.

**BIBLE PASSAGES:** Ephesians 6:10–11; various verses

**VERITAS VERSE:** "Put on the whole armor of God"  
Ephesians 6:11

**ANIMAL PAL:** Winifred ("Winnie") the Warhorse

**APOLOGETICS CONTENT:** Absolute truth is true for *all* people, for *all* times, for *all* circumstances.

### SIMPLIFY THE LESSON

Use these main ideas from the Bible lesson:

- In the beginning, everything was good. But an enemy (Satan) got the first people to disobey God.
- Now, there are two kingdoms: the good kingdom and the bad kingdom.
- God rules the good kingdom. It is good and true.

- The enemy (Satan) rules the bad kingdom. He is mean and tells lies.
- God (the good kingdom) will win the battle.

### MODIFICATIONS

*Reminder: You may choose to repeat the same Veritas Verse, Rhyme Time phrase, Bible lesson, Exploration Stations, and/or Thematic Games throughout the week.*

- Say the Veritas Verse aloud and have children repeat the shortened underlined portion with you.
- When explaining the differences between the good and bad kingdoms, focus on one or two characteristics instead of the many listed in the lesson. For example, emphasize the rulers of each kingdom and whether they tell the truth or tell lies.

### ACCOMMODATIONS

- Use the graphic version of the Veritas Verse from the resource download.
- Introduce and define important vocabulary before using it in the lesson: *kingdom, good, bad*.
- Enlarge coloring sheets for children with visual impairments or motor challenges.
- 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.

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LOGICAL/ MATHEMATICAL	Point to each kingdom on the <b>GOOD KINGDOM/BAD KINGDOM POSTER</b> . Have child count "1, 2" as you point to each kingdom.	Play an opposites game. Say a word and have child say its opposite (i.e., good/bad, light/dark, God/the enemy)	Emphasize "2" while teaching. Have child count groups of two objects, such as cubes or counters.	Say the Rhyme Time phrase. Have child complete a movement two times, such as jumping in place, when you say "two." Repeat process for "one."

Each day provides. . .

- Lesson Focus
- Bible Passages
- Veritas Verse
- Animal Pal
- Apologetics Content





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## Simplify the Lesson

Focus on one or more of these main ideas from the Bible lesson to simplify the teaching so that children can focus on the most important points





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## Modifications & Accommodations

Suggestions specific to each lesson that are designed to support all children

Choose as many as desired



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## Activity Tables

Use the information the parent provided or what you know about the child to plan for selected activities





## Putting It All Together

To best plan the week for each child, think about how to incorporate:

- activities from the Activity Table
- modifications and accommodations that best engage and support the child
- what additional support the child may need to fully engage with VBS activities



## Tips for Preparing

- Educate those working with each child about how to best work with him or her.
- Consider if the child may benefit from having a buddy. If so, recruit and prepare the buddy.
- Provide a copy of the daily schedule and other routines to parents prior to VBS for children who need to review/practice routines beforehand.

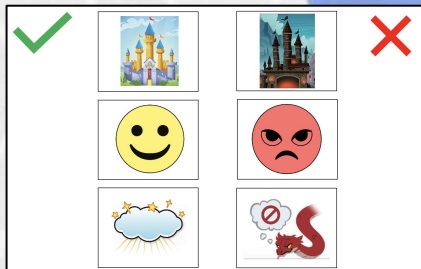
## Tips for Preparing

- Identify additional materials and physical spaces you may need to support children, such as:
  - a separate classroom for children who need to learn in a different setting
  - a quiet area for children who need a break
  - sensory tools (fidgets, stress balls, etc.)
  - adapted tools (scissors, writing instruments, etc.)



## Tips for Preparing

Create a bin or bag that has materials for each child to use throughout the week







# Engage and Support

## Suggestions

For children who need repetition when learning, choose one of each of the following to repeat throughout the week:

- Veritas Verse
- Rhyme Time
- Exploration Station
- Game

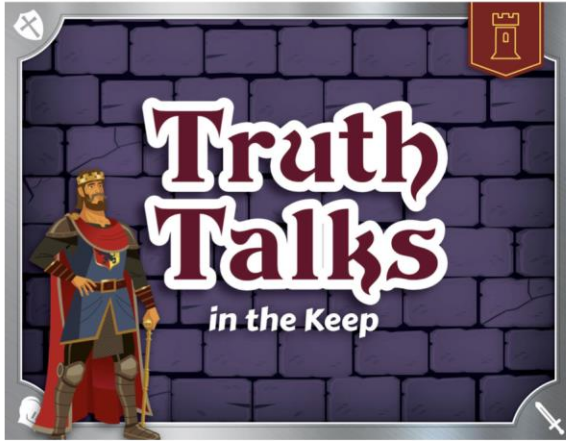


## Suggestions

Modify the Bible lesson by:

- choosing one part of each day's lesson (i.e., Puppet Pal presentation)
- breaking up one lesson over 5 days
- telling the same lesson a different way each day (i.e., with a puppet, acting it out, using visuals)

Guidance for how to do this is found  
in the *Special Needs Supplement*



Download rotation signs to  
create Schedule Cards for  
children who benefit from  
visual schedules

[AnswersVBS.com/snkeep](https://AnswersVBS.com/snkeep)





Print, laminate, and hole punch cards and put them on a carabiner to create a portable schedule

First



Then



Display the Schedule Cards two at time before each activity to show the child what they will do "First" and "Then"





Display objects or real-life images related to each activity or the location children will go to complete it

## Ephesians 6:10-11

Be strong in the Lord and in the strength



of his might. Put on the whole armor



of God, that you may be able to stand



against the schemes of the devil.



Download graphic memory  
verses for children who  
benefit from visual supports

**AnswersVBS.com/snkeep**



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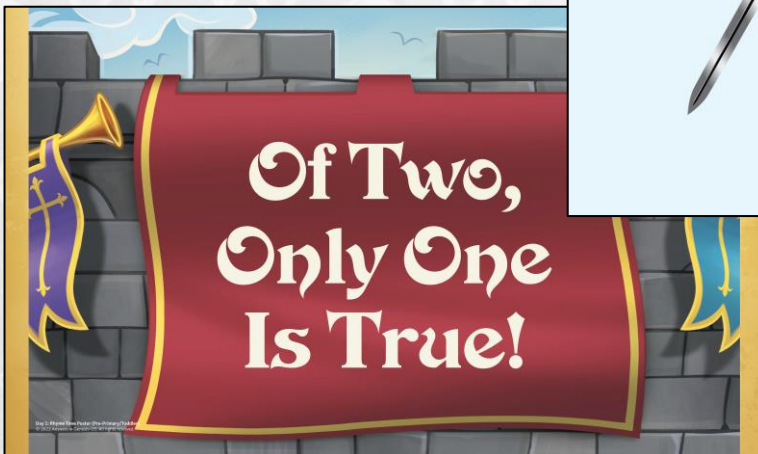


Use the pictures to prompt  
children as they are saying  
the verse

OR

Have children hold up each  
picture as the verse is said





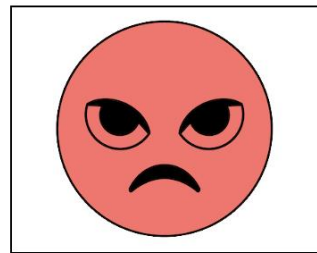
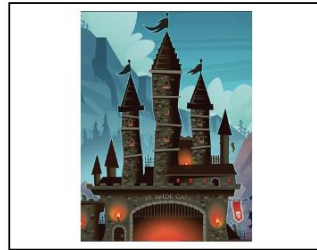
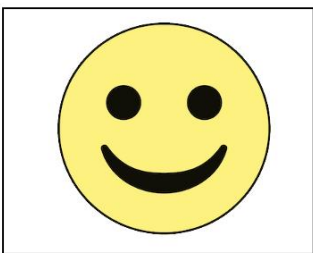
Download presentation  
images to support your  
children's comprehension in  
different ways

**[AnswersVBS.com/snkeep](https://AnswersVBS.com/snkeep)**



## Presentation Images

- Give children their own set of visuals to hold during the lesson
- Add puffy paint to visuals for children with low vision or who learn best by touching and feeling
- Download visuals onto a tablet for children who engage better through technology



Create a communication board for children to use during the Bible lesson





Every child is fearfully and wonderfully made by our Creator and needs to be shown his love and come to know his salvation.

“Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God.”

Philippians 4:6 (ESV)





Answers **VBS**

# KEEPERS OF THE KINGDOM

