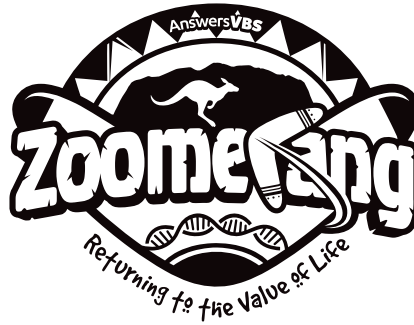


Primary/Junior Day 1

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

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Provide a Bible opened to Genesis 1, 2 for child to follow along.	Use the Puppet Pal presentation from the <i>Pre-Primary Guide</i> . Shorten to accommodate child's ability.	Make raised pieces of a map of Australia by using puffy paint for outlining the Outback area.	For the Part I: Creation Account, substitute play dough for the chenille stems for those with dexterity issues.
LOGICAL/ MATHEMATICAL	Show the stopwatch on a device 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 the Made in God's Image game, choose some of the questions. Make a matching game of questions and answers and help child do the matching.
BODILY/ KINESTHETIC	For perspective in showing the size of Uluru, find pictures of the suggested landmarks which include a person standing next to it.	As the lesson is shared, involve the child by providing a main event that can be echoed or acted out by the child.	Laminate cutout footprints with words of verse written on them. Ask child to put them in order.	For the Made in God's Image game, provide cutout letters of "CREATED" for child to find and hold up.
VISUAL/ SPATIAL	Give child a plush toy to represent Jumpin' Jack the Kangaroo. 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.	Preprint 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.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
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.	Discuss ways the child can encourage others who have experienced being looked down upon or have been treated poorly.
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 an appropriate-size beach ball or textured ball back and forth between partners as verse is said.	Invite child to help you in some way—turning on the computer, handling materials.
NATURALIST	For background knowledge, provide a model of the different landmarks (Eiffel Tower, etc.)	If Pre-Primary Puppet Pal is used, give the child a hand puppet to move as the Puppet Pal is presented.	Help child build a diorama. Use play dough figures.	Provide a video of surfing for background knowledge. Provide visuals or real objects to represent God's creation. Cue the visuals during Bible presentation.
TECHNOLOGY	Place the Missing Links information on the computer to use one-on-one with the child.	Type out small group discussion questions on computer. Provide talk-to-text option for answers.	Prepare a PowerPoint for each of the game questions. Include the choices of answers. Child can point to the answer choice.	On the computer, build the chart for the Missing Links section so the child can click or touch the appropriate column for the answer.

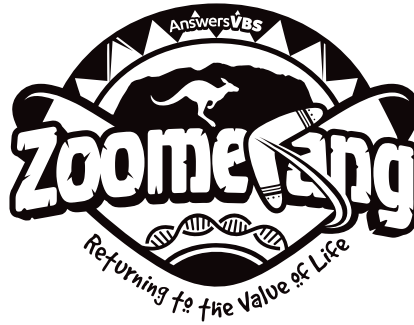


Primary/Junior Day 2

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

	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.	Adapt the Egg and Spoon race to the child's abilities.
LOGICAL/ MATHEMATICAL	Provide a skeletal model of the bones to demonstrate.	Provide the animal sounds for the different animals mentioned in Destination 2.	Use the disappearing verse idea. Supply sponge and paint for child to paint over verse words.	For the Parts of the Body Station, choose the Bones option. Use a skeletal model for child to assemble the bones.
BODILY/ KINESTHETIC	When giving the Body Parts lessons, ask child to point to each body part mentioned.	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.	On the floor, outline a map of the Great Barrier Reef with painter's tape.
VISUAL/ SPATIAL	Print out the separate verses of Psalm 139 on card stock. Take turns reading the verses.	Copy and cut apart the memory verse words. Child can repeat words as the cutouts 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.	For Review questions, make a matching game with questions and answers preprinted.
MUSICAL	Sing "Be Careful Special ___ What You ___" for each of the body parts.	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 part of the lesson. Beat once for first point, twice for second point, and so on.
INTERPERSONAL	Ask child to sketch the body parts as they are given.	Let one child interview another to see if the information can be retold through the interview.	Give the child play dough to form the figures of each body part.	For the Review Game Challenge, laminate and cut apart the poster of the GREAT BARRIER REEF .

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
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.	Give child preprinted review questions with space to journal the answers.	Use the questions from the review questions 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. Provide models for each of the lesson parts.	Give directions for child to draw the different body parts by describing a model of the part.	Use plush toys to handle as the different animals of the coral reef are discussed.	Supply materials for child to build a diorama of the Great Barrier Reef. Examples: tissue paper for water, pasta for coral reef. Adjust the materials to the ability of the child.
TECHNOLOGY	Use TEACHING POSTERS as lesson is given. Project on screen using a device 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.

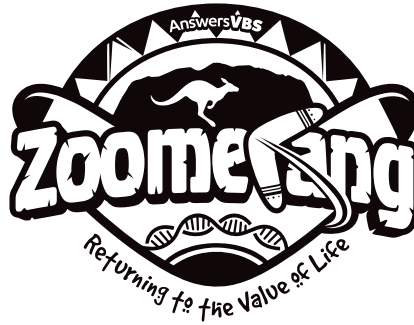


Primary/Junior Day 3

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

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Use the TEACHING POSTERS to teach the lesson.	Bookmark the individual passages that correspond with the lesson. Give to children to read at appropriate times in the lesson.	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.	Laminate and cut apart TEACHING POSTER with preprinted words. Use for individual one-on-one teaching as lesson is given.
LOGICAL/ MATHEMATICAL	Use the TEACHING POSTER as a review. Cut apart the figures. Ask child to retell the story while moving the figures.	Pair teacher with child or child with child to practice saying each half of the memory verse.	Trace a puffy paint path with finger along the AUSTRALIA MAP to review each day's main idea.	Print the different Scripture passages on separate cards. Ask child to act out the events as the cards are read.
BODILY/ KINESTHETIC	Laminate and cut apart large copy of TEACHING POSTER . Number and place in order around the room. Move to each as you teach that part of the lesson.	Pair child with a teacher or another child. As each lesson point is given, ask child to echo it.	Form play dough figures to correspond with pictures as lesson is given.	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 child to draw a picture while lesson is presented.	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.	Throw a bean bag or tactile ball back and forth with child in rhythm as each word of the memory verse is said.	Use the Boomerang Game by placing squares on the floor. Move child to the next square as each question is answered.
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.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
INTRAPERSONAL	Write review questions on one-color card stock. Write answers on another color. Separate. Work in pairs to match questions with answers.	After each concept is taught, ask child review questions to check for understanding.	Ask child to journal what happened in the Bible account and pray together.	Ask child to hand out supplies to the others.
NATURALIST	Display a large model of the nativity scene. Let the child move the figures as account is given.	Play an appropriate Christmas song that corresponds to the Bible lesson.	For the Platypus Power review, instead of coloring, give the child a cut-apart picture of the platypus to reassemble.	Choose children who would benefit from doing a group activity outside. Look for God's creation outside and stop to praise him.
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 pictures of the animals and landmarks of Australia.	Child can use a large font to type the memory verse on the computer.

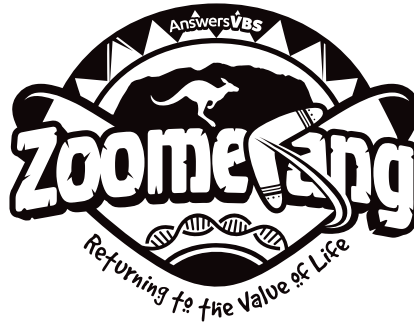


Primary/Junior Day 4

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

	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 color the different colors on squares for each concept.	Ask one child to be the reader of the review questions and the other to read the correct answer.	Instead of real eucalyptus leaves, use silk leaves or cutout paper leaves with an essential oil smell of eucalyptus on it.	If sugar is an issue, replace the jelly bean idea with something of similar size, such as cereal or small piece of veggie.
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.	For the Gospel Presentation, make oversize, large hands for each child to use.
VISUAL/SPATIAL	For the Password Game, eliminate the timer. Provide prewritten answers to the clues. Pair a special buddy with child to match answer to question.	Review the truths from the lesson by asking the child to echo back your review.	For the Gospel Presentation section, provide play dough to form figure instead of drawing.	For the SMYLE activity, provide stickers with the letters for child to place on hand.
MUSICAL	Teach the memory verse songs with the motions. Intersperse the verses with the concept being taught.	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.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
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.	Use tactile substances such as puffy paint, yarn, or fabric on the Pre-Primary coloring page or on a copy of the teaching poster.	Provide materials for children to individually build one scene for each section of lesson. Each share the scene in order.
INTRAPERSONAL	As each Scripture truth is given, ask child to give facial expressions.	Use the Password clues 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 3D objects as possible.	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 PAULA THE KOALA POSTER on card stock. On the back side, print the memory verse. Cut apart into pieces for a puzzle.	Use the Pre-Primary Puppet Pal presentation and give child 3D objects which represent each answer. Ask child to point or hold up appropriate object as a response.
TECHNOLOGY	Look up the Bible verses online for the different lessons. Read together.	Teacher and child look up AnswersVBS.com/zrfaq for children to find and read together more information about the lesson.	Child types memory verse or the lesson points 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

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

	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 Acts 1 ascension 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.
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.	For the Paint a Masterpiece, replace the cotton swab with a small piece of sponge.	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 Bible account. Move the characters 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 Corinthians 12:14-26. Ask child to read the verse at the appropriate time of the puppet presentation.	Write the memory verse words individually on Ringo the dingo cutouts. Scramble and let child put them in order.	Use various expressions drawn on paper faces to identify times when we can help others.
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 Flip-Flop, place a cutout of a flip-flop on a Nerf frisbee for easier tossing.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
INTRAPERSONAL	After the lesson is given, ask child to make it personal by sharing how we can find ways to help others with the guidance 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 review game questions.
NATURALIST	Use the Puppet Pal presentation from the Pre-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 used in the lesson on oversize posters. Hide outside. Go for a treasure hunt to find the posters and discuss each one.
TECHNOLOGY	Arrange presentation image slides for 1 Corinthians 12:14–26. As each gift is mentioned, think of people who have displayed that gift.	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.