



Curriculum Adaptations Pilot Project

All Training Documents



Introduction

We are looking forward to working together with you in the coming months. We believe this project will be mutually beneficial. We hope you will learn from our staff, and we are looking forward to learning from you. That's why we say we're "All in This Together".

We believe that every child needs the message of Jesus and the opportunity to grow in the Lord together with others. Not only will this project benefit the child with differing abilities in your church, we are confident that it will benefit all of your children!

On a teaching level, we think you will find that adaptations you make for some will actually benefit the entire class. On a relational level, we believe that *all* of our children grow and mature when *all* of their peers are together. That's why this project is about "Lesson Adaptations to Reach Every Child".

Let's Get Going!

There are 3 things to do to get underway.

1. Download or print the [Getting Started Checklist](#). As you do, take a moment to tour the website to become familiar with its sections..
2. Build your [Project Notebook](#). An organized printed version of resources and tools will be indispensable to you.
3. Download or print the [Project Training Plan](#). It will guide you through the process of putting together a training plan for your church and putting your plan into motion.

Getting Started Checklist

This is all about the materials you will need. There are a couple of Show Me Jesus resources you will need to obtain. The Checklist will guide you through the next step: building your Project Notebook.

The Project Notebook

This large notebook will hold all training documents, adaptations materials and forms, and your notes. The Resources section of the website will be your go-to place for materials for your notebook. Please note that you have an option to download one super-PDF with all of the training documents on the site. Documents for specific lesson adaptations will be available later.

We recommend that you also print the documents on this Project Leader page and put them in front of the first Tab Section for quick reference.

The Project Training Plan

With your Project Notebook compiled, you are ready to tackle the training part of the project. We have created a comprehensive Training Plan for you. We recommend that everyone who will be part of this project go through the training, but ultimately it is up to you to decide how best to train your people.

We have made it easy for you to tailor the training process that suits your church best. There are three learning modules which are broken down into bite-sized steps. You can easily cover all of the material in a single training session. Or you can assign it to be done by an individual working at his or her own pace online. Or in any combination of the two.

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Start Right Away

To get the most benefits from this project, we recommend that you, the Project Leader, complete all of the required training by May 31, so that you have plenty of time to:

- consult with us on any questions you have
- determine how to choose and train your workers
- complete the Getting Started Checklist

The Benefits

While only you will know how to best implement the project at your church, we recommend that you take a team approach. There are several potential benefits:

- It distributes responsibilities among several people, allowing you, the leader, the time needed to adequately reflect on each week's progress, give feedback to the Project Staff and ask all of your questions.
- It increases the number of church members skilled in adapting curriculum for the future.
- It exposes more church members to persons with disabilities and can raise awareness.
- It gives you an opportunity to recruit and train more volunteers for the future.

You very well may find more benefits in your church situation. Our prayer is that this project will help create opportunities for you to assist your church in "making the gospel – the good news of the coming of Christ's kingdom – accessible to all, in word and deed".



Getting Started Checklist

Purchase Curriculum

You will need the following items from the *Show Me Jesus* Middle Elementary Curriculum (Grades 3&4) from Great Commission Publications:

- 2 - Teacher Kits for the Fall Quarter Curriculum - God's Grace in the Law
Note: If you have the Teacher Kit from your regular curriculum package, order only 1 more
- 2 - Teacher Kits for the Winter Quarter Curriculum - God's Design for Worship
As with the Fall Quarter, one kit from the curriculum package plus 1 additional
- 1 - Student Packet for each child for whom you are making adaptations
- 1 - Volume 1 CD
- 1 - Volume 2 CD
- 1 - *God's Story Bible Coloring Book*

Gather Supplies

- 1 Binder - 2.5" to 3"
- 1 Set of 8-tab dividers or pocket folders to put in a binder
- 6 Clear Sheet Protectors or other pockets that may be put in a binder
- 12 Sheets of loose leaf paper

Download and Print Documents

All documents are posted on the project website individually. However, you may download a PDF of all documents for the Project Notebook from the Resources section of the website.

- The All-Documents PDF (Intro through Tab 5)
or
- Table of Contents for the notebook
- All individual documents listed on the Table of Contents

Assemble the Notebook

- Label the 8 tabs in the tab divider set according to the list below.
- Insert the tabs and documents in each section according to the Table of Contents
- Add 3 clear sheet protectors/pockets at the back of Tab 6 section
- Add 3 clear sheet protectors/pockets at the back of Tab 7 section
- Add loose leaf paper behind Tab 8

8-Tab Divider Labels

- | | |
|------------------------|----------------------|
| 1 Disability Ministry | 5 Tips & Strategies |
| 2 Getting Started | 6 Fall Adaptations |
| 3 Get to Know Students | 7 Winter Adaptations |
| 4 Plan Ahead Resources | 8 Feedback Notes |



Project Training Plan

IMPORTANT! Now that you have completed the Getting Started Checklist and have assembled your Project Notebook, it's time for you to go through the project training yourself. This Project Training Plan outlines all of the training. It has been divided into three modules.

TRAINING STEPS. There are two means by which you'll train: watching PowerPoint slide shows and reading articles. We have kept these short in order to give you the most flexibility in implementing the specific training plan you create for your church. Almost all of these slide shows and articles have been written specifically for this project. The steps that we believe should be mandatory training are marked as "Required" whereas optional steps are marked "Recommended". Ultimately, it is up to you to design a specific training plan to fit your needs.

TRAINING RESOURCES. All required resources are accessible on the project website and have been included in your Project Notebook. This Training Plan tells you in what section you will find the resources you need on the website, and in what section you will find them in your Project Notebook.

FIRST, TRAIN YOURSELF! As you work from Module 1 through Module 3, you'll want to note the amount of time it takes you to complete all of the training. This will help you plan how to train those at your church who will be part of this Pilot Project. Also, please note any questions you have and contact us to set up a consultation with our Adaptations Specialists. We look forward to our interaction over the next several months!

TRAINING MODULE 1

✓	Step	Status	Action	Type	Title of Resource	Length	Website Section	Notebook Section
	1	Required	Read	Article	Special Needs Ministry: What It Is and Why It Matters	3 pages	Disability Ministry	1 - Disability Ministry
	2	Required	Read	Article	The <i>Show Me Jesus</i> Pilot Project	2 pages	Disability Ministry	1 - Disability Ministry
	3	Required	Read	Article	Honoring the Image of God in Person First Language	1 page	Disability Ministry	1 - Disability Ministry
		<i>Recommended</i>	<i>Read</i>	<i>Book</i>	<i>Same Lake Different Boat</i> By Stephanie O. Hubach	<i>226 pages</i>	<i>Separate Purchase</i>	<i>Publisher: P&R Publications</i>
		<i>Recommended</i>	<i>Read</i>	<i>Book</i>	<i>Every Child Welcome</i> By Katie Wetherbee & Jolene Philo		<i>Separate Purchase</i>	<i>Publisher: Kregel Publications</i>

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Project Training Plan

TRAINING MODULE 2

✓	Step	Status	Action	Type	Title of Resource	Length	Website Section	Notebook Section
	1	Required	Watch	Slide Show	Pilot Overview	15 minutes	Training	2 - Getting Started
	2	Required	Read	Article	Getting Ready to Teach	5 pages	Resources	2 - Getting Started
	3	Required	Read	Article	Preparing to Adapt and Teach	1 page	Resources	2 - Getting Started
	4	Required	Read	Article	Understanding Your Students	1 page	Resources	3 - Get to Know Students
	5	Required	Read	Form	Parent Interviewing	3 pages	Resources	3 - Get to Know Students

TRAINING MODULE 3

✓	Step	Status	Action	Type	Title of Resource	Length	Website Section	Notebook Section
	1	Required	Watch	Slide Show	Plan Ahead Resources	9 minutes	Training	4 - Plan Ahead Resources
	2	Required	Read	Article	Plan Ahead Resources	4 pages	Resources	4 - Plan Ahead Resources
	3	Required	Read	Article	General Tips and Strategies	4 pages	Resources	4 - Plan Ahead Resources
	4	Required	Make	Tool	Discovery Box	1/2 page	Resources	4 - Plan Ahead Resources
		<i>Recommended</i>	<i>Make</i>	<i>Tool</i>	<i>Basic Supply Basket</i>	<i>1/4 page</i>	<i>Resources</i>	<i>4 - Plan Ahead Resources</i>
		<i>Recommended</i>	<i>Make</i>	<i>Tool</i>	<i>Simplify It! Student Booklet</i>	<i>2 pages</i>	<i>Resources</i>	<i>4 - Plan Ahead Resources</i>
		<i>Recommended</i>	<i>Read</i>	<i>Article</i>	<i>Using Tablets in Disability Ministry</i>	<i>4 pages</i>	<i>Resources</i>	<i>4 - Plan Ahead Resources</i>



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All In This Together
Lesson Adaptations to Reach Every Child

Special needs ministry is simply the local church's effort to acknowledge that barriers to the accessibility of the gospel—in word and deed—exist in every congregation and to act with intentionality to remove those barriers.



Special Needs Ministry

What It Is and Why It Matters

What is “Special Needs Ministry” or “Disability Ministry”?

When people hear the terms “special needs ministry” or “disability ministry” various images may come to mind. Some think of a large programmatic ministry that can only be operated by a mega-church with professional staff members. Others think of outreach ministry to a focused portion of the population of people who have disabilities, such as people with intellectual disabilities. And these are good examples of special needs ministries that can be found in some churches.

But special needs or disability ministry, as we think of it at MNA Special Needs Ministries is much broader than either of the examples cited. We view it as “*making the gospel—the good news of the coming of Christ’s kingdom—accessible to all, in word and deed.*” From this perspective, special needs ministry is not program-based, but relational by nature. It means recognizing that, for all people—no matter what combination of God-given abilities or disabilities we possess—our deepest need is for God himself. And this central need can only be met through a saving relationship with Jesus Christ. The gospel in word needs to be accessible to all in order to proclaim the good news in ways that the Deaf can hear it, the blind can see it, people with intellectual and developmental disabilities can understand it, and those individuals who have physical disabilities can enter the church building to be present for the preaching of the Word.

The good news of the coming of the kingdom not only has a spiritual dimension, but also a practical dimension—the gospel in deed. The gospel in deed is the power of God released through the hands and feet of his people—bringing his restorative power to bear on difficulty and brokenness in the world, wherever we encounter it. Those who live with the relentlessness of disability know that it brings its fair share of difficulty in this life. When Christians reach out to people with disabilities and their families with practical supports and encouragement, the coming of the kingdom is demonstrated as God’s power and goodness are proclaimed in tangible ways. Jesus’ disciples are his agents of restoration—sharing the good news in word and bringing the good news in deed.

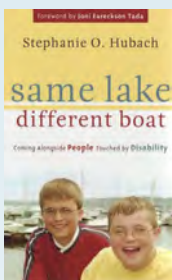
In a nutshell: ***Special needs ministry is simply the local church’s effort to acknowledge that barriers to the accessibility of the gospel—in word and deed—exist in every congregation and to act with intentionality to***



RECOMMENDED READING

Same Lake, Different Boat: Coming Alongside People Touched by Disability

by
Stephanie O. Hubach



remove those barriers. These obstacles are not usually intentional. Instead, they generally exist because of a failure to value, to see and to respond to people with disabilities. Often we do not even notice people with disabilities or genuinely value them as the glorious image-bearers that they are. When we do notice people with disabilities, we tend to fail to see their needs for accommodations or, worse, we define them exclusively by their needs. Finally, even if we see the person and see the needs, we often hesitate to respond. For an established church, beginning a special needs ministry is a transformative process. It means applying the gospel to church life by allowing repentance and faith to change **us** and how we operate as a body. For a new church being planted, it means building in “gospel accessibility” to the church planting process from the beginning.

Why Does Special Needs Ministry Matter?

Ministry to and alongside people with disabilities ought to matter to us, first, because it clearly mattered to Jesus. Throughout the Gospels, we find Jesus very intentionally engaging people touched by disability with the good news of the coming of his kingdom. Not only did he model this for us, but he also proclaimed it as central to his message when he inaugurated his ministry in Luke 4.

The Spirit of the Lord is on me, because he has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners, recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord's favor. Luke 4:18,19

Second, not only does special needs ministry matter to God, but it matters to his Church. Not once (Romans 12), not twice (1 Corinthians 12), but three times (Ephesians 4) Paul explains the significance of the diversity of the body of Christ and the value of **all** of its members. When the Church attempts to operate without all of her parts, it is as if the body of Christ itself is disabled. How tragically ironic this is! People with disabilities not only need the blessings of the local church—but the local church needs the blessings, gifts, and abilities that people with disabilities and their families bring to the community as well. One of the great benefits of special needs ministry in the local church is that it is akin to “pushing the refresh button on the computer screen of the gospel” in the life of a congregation. It reminds us that it was because of the **profoundly disabled** condition of **our hearts** that Christ came to make access to the Father on **our behalf**. In other words, special needs ministry serves as a three-dimensional reminder of the heart of the gospel for all of us. And that the gospel is to be shared with everyone, in word and deed.

Last, but certainly not least, special needs ministry matters to those who live with disability as part and parcel of their daily lives. As a popular Christian song from some years ago stated it so clearly, “People Need the Lord.” Yes, people need the Lord. All of us do. All of us need his saving grace, his abiding presence, and the hope of his good and sovereign plan for each of our lives. And all of us need the practical assistance of Jesus’



agents of restoration found in the hands and feet of the local church. In other words, all of us need to experience the coming of his kingdom in word and deed. For families affected by disability, this can mean the difference between surviving or thriving on every level of life—spiritually, emotionally and physically.

As the Church, we need to broaden our perspective of what it means to be pro-life. Being pro-life is much more than just being against abortion. It also means being **for** the life of my neighbor—from conception to natural death. It means putting the gospel into practice in the way we live and relate to others around us. It means rolling up our sleeves and making intentional efforts to bring flourishing to the lives of our neighbors—on every level. And this includes our neighbors touched by disability.

Finally, it is not only important **why** we minister to people affected by disability, it matters **how** we minister. Paul writes:

*But God has combined the members of the body and has given greater honor to the parts that lacked it, so that there should be no division in the body, but that its parts should have **equal concern** for each other. 1 Corinthians 12:25*

We believe special needs ministry shouldn't be a "disability rights" group within a church. It should be a "bless all the body of Christ" ministry. While it is not always **easy** to address the barriers to gospel accessibility that exist in a congregation, it is **possible**. Not only is it possible, but those solutions need to be enacted in ways that demonstrate "equal concern for each other". That doesn't mean that "perfect solutions" can always be achieved. But when love and grace are our motivations, not fear and self-protection, "win-win" solutions can usually be found.

A church where all are equally valued and demonstrate mutual concern for each other is a loving community. A community where everyone is welcome and everyone belongs. A community that is genuinely making the gospel—the good news of the coming of Christ's kingdom—accessible to all, in word and deed!



The mission of MNA Special Needs Ministries is to engage, educate, equip and encourage congregations in the "whys and hows" of ministering to and alongside people with disabilities and their families. For further information on how your church can advance in "making the gospel—the good news of the coming of Christ's kingdom—accessible to all, in word and deed", contact MNA Special Needs Ministries via www.equalconcern.org.

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All In This Together

Lesson Adaptations to Reach Every Child

Curriculum Adaptation

The Show Me Jesus Pilot Project

Why is the Show Me Jesus Curriculum Adaptations Pilot Project So Important?

Increased Motivation

Often, when churches consider meeting the needs of a child with disabilities, they start by looking for ways to begin separate Sunday School classes for children with special needs. While this may be the best option at times, that is often not the best starting place. Children in the church need community within the body of Christ as much as adults do. And that community is often found, in part, in their Sunday School classroom experiences. Providing materials that make the work of inclusion easier will increase the motivation of Sunday School superintendents and teachers to keep children with their same-aged peers.

Increased Confidence

Volunteer Sunday School teachers are often not professionally trained teachers. They are usually folks who love the Lord and love children, but feel a lack of confidence in trying to teach children who have exceptionalities. Our aim is to increase the "can-do" factor for Sunday School teachers by equipping them for service in making the gospel accessible to all children.

Increased Commitment

When churches see how well inclusion and curriculum adaptation works—not only for children with special needs, but for their same-age peers—they often become deeply committed to "staying the course" for their students in the years ahead. Adapting curriculum to different learning styles not only helps the child with Down syndrome or autism, but also helps their friends who happen to learn better when memory verses are put to music instead of recited by rote memory. Inclusion not only "makes room" for the child with special needs, but reminds every child in the classroom that Jesus invited *all of us* to his banquet table. We all belong when we have been called by The King. We all have value as people created in His image and redeemed by His blood. There is something about experiencing that firsthand that far surpasses talking about it.

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RECOMMENDED READING

Every Child Welcome

by
Katie Wetherbee
and
Jolene Philo



Who Benefits from Participating in the *Show Me Jesus Curriculum Adaptation Pilot Project*?

Children with special needs

All children need someone to "Show Me Jesus". Children with special needs have a deep need to know Jesus just like everyone else does.

Children in the classroom

"Typical" children in the Sunday School classroom will benefit from "doing life" and learning alongside their peers who have diagnosable disabilities. They will learn compassion and respect, and a deeper understanding of their own abilities and disabilities. Moreover, they will learn a genuine understanding of their own profound spiritual disability that caused Christ to come and make access to the Father on their behalf.

Sunday School teachers

Volunteer teachers will benefit from the ideas that are put before them. These type of teaching aids tend to promote creative thinking that will allow teachers to 1) eventually come up with similar ideas on their own, and 2) mentor other teachers along the path to making the gospel accessible to all children.

Families touched by disability

Families whose children have no Sunday School options also lose out on adult discipleship or opportunities to serve in children's ministry programming in the church. Making Sunday School accessible to children with special needs also blesses the parents and siblings of children with disabilities.

The mission of MNA Special Needs Ministries is to engage, educate, equip and encourage congregations in the "whys and hows" of ministering to and alongside people with disabilities and their families. For further information on how your church can advance in "making the gospel—the good news of the coming of Christ's kingdom—accessible to all, in word and deed", contact MNA Special Needs Ministries via www.equalconcern.org.

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Honoring the image of God by Dawn Clark

“I praise you because I am fearfully and wonderfully made.....” Psalm 139:14

Alyce and Tony approached the stroller of a young mother. Tony peered into the stroller and looked at the baby and exclaimed. “Mom, come look! Isn’t this the cutest baby! Smile, baby!” Alyce smiled and made cooing noises at the baby as well. Then she looked up at the mother and saw tears streaming down her face. The mother said through her tears, “This has never happened before. All everyone ever sees is his disability.” The baby did indeed have a significant disability, but Tony, who has Down Syndrome, only saw a beautiful baby.

Every person is made in the image of God, which makes each of us beautiful. Even a profound disability cannot diminish the image of God when we have eyes to see it. None of us has value in God’s sight for what we can accomplish or how well we perform. God loves us because he has made us and we are marked with his image. When we see each individual as made in the image of God, we see the things that are true, noble, pure, lovely and admirable in the person and focus on those things first. We point first to the things that are excellent and praiseworthy in a person.

Yet people with disabilities are often defined by their diagnosis and limitations rather than the unique gifts and talents that God has given them. People see their brokenness rather than what is praiseworthy.... what a person cannot do rather than what they can do....what is marred rather than what is beautiful. This results in people being stigmatized and provided with few opportunities to become all that God intends them to be.

When we see people made in the image of God FIRST, then our posture and attitudes will be different. We will see each person's unique gifts and perspectives whether or not they live with disabilities. We won’t make assumptions about people, prejudge people, or stereotype people. We will make appropriate adaptations so that each person can fully participate in the life of the church.

Luke 6:45 says, “For the mouth speaks what the heart is full of.” When our hearts are full of ignorance, pity and perhaps even prejudice toward people with disabilities, our words and actions will tend to demean them and exclude them from our lives. At best we may thank God that He didn’t make us like them. However, when our hearts see God’s plans and purposes for all people irregardless of their abilities or disabilities, we will be respectful and honor the image of God in them. We won’t use person first language because it is politically correct. We will use person first and respectful language because it reflects the attitudes and beliefs of our heart.

Honoring the image of God in people with disabilities means that:

1. We believe God has good plans for people and a purpose for their lives irrespective of their abilities or disabilities.
2. We emphasize the unique gifts and talents that a person has rather than the disabilities, diagnosis or limitations.
3. We use person first and respectful language when addressing people with disabilities. (See Sidebar.)
4. We talk directly to people with disabilities not the person next to them and allow people with disabilities extra time to move and talk.
5. We ask people with disabilities if they need help rather than always assuming that they do.
6. We educate our congregations in ways to honor the image of God in people with disabilities.
7. We look to the interests and well-being of people with disabilities in our church and society.

As Christians, let’s honor the image of God in everyone we meet, regardless of their ability.

Respectful Language and Action Examples

(Adapted from: Guidelines for Reporting and Writing about People with Disabilities, Research and Training Center, University of Kansas, 2008)

Respectful Language/Actions	Less Respectful Language/Actions
Person with a disability	Disabled Person
Person without disabilities	Normal, Able-bodied, whole
Person with an intellectual disability	Retarded
Person with Down syndrome	Downs person
Child with special needs	Handicapped Child
Person with hearing impairment	Deaf and Dumb
Person with communication disorder	Mute; dumb
A person with autism	He/She is autistic
A polio/burn survivor	Polio/burn victim
Person with mental illness/psychiatric disability	Schizo; psycho; crazy
Person with dementia	Demented; Lost their mind
Accessible bathroom, parking space, changing room	Handicapped bathroom, parking space, changing room.
Person who uses a wheelchair; a wheelchair user	Person confined to a wheelchair
Speaking first to the person with a disability	Speaking first to the caregiver instead of the person with a disability
Asking the person with disabilities if they need help	Doing something for a person with a disability that they could do for themselves.
Moving to eye-level when speaking to a person using a wheelchair.	Towering over a person who uses a wheelchair when speaking to them.
Listening sensitively without judgment to the struggles of a person with special needs	Minimizing the struggles or making people with disabilities into overachievers with comments like, "I couldn't do what you do. You must be so special."

References: The Holy Bible (NIV): Psalm 139; Philippians 4; Luke 6

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Distributed by MNA Special Needs Ministries



A good teacher is:

- A growing Christian who loves God
- A member of the church
- A compassionate person who loves and enjoys children
- Someone who understands children and their development
- An individual gifted by God to teach and guide children
- One with a willing attitude to plan and prepare
- A cooperative and flexible team player



Getting Ready to Teach

Spend a few minutes paging through this manual. This book is your basic resource to help you prepare effectively for the lesson period. You will notice that each lesson is designed to take about 45 to 60 minutes to present, and contains step-by-step plans for guiding Middle Elementary students to discover Bible truths and learn how to apply them to life. Lessons also include teaching suggestions, additional activities and activity tips to help you make the best use of your time and your classroom during the Sunday school hour.

The first page of each lesson has a sidebar with an overview of the lesson content. The Scripture passage is the basis of the lesson. The Bible Truth is the heart of the lesson and is a summary of the Scripture passage. The goal of the Lesson Focus is to help students catch the Bible Truth and internalize it. It is important to keep it in the forefront of your planning, and always before the students during the lesson. You will notice that *Memory Work* is also listed in this section.



Growing as a Teacher

Each week, focus on your own spiritual nourishment and education by taking time to go through this section. It is designed to help you grow, and to prepare your heart and mind for teaching.

First, read through and meditate on the lesson Scriptures. Think about the words and truths, examine your life in the light of God's Word and pray for God's help in your walk with him by faith. As you submit yourself to the Holy Spirit, you will be better prepared to lead and guide your students.

As you spend quiet time reflecting, remember to pray for the students in your class, asking the Lord to work in their hearts and in their families. Pray that you will love them and effectively show them Jesus as you meet with them each week and get to know them.

In this section, you will also find valuable Bible study notes that serve to bring the lesson into clear focus. Filled with theological truths, historical facts and biographical details, this section will increase your knowledge of God's Word and the world of the Bible.

Give special attention to your heart and mind preparation as you get ready each week. You will be enriched and blessed, and so will the students you teach.

final development and expression of his covenant with his people. In that covenant, God said,

“I will put my law in their minds and write it on their hearts” (Jeremiah 31:33).

Through Ezekiel God promised,

“I will give you a new heart and put a new spirit in you; I will remove from you your heart of stone and give you a heart of flesh. And I will put my Spirit in you and move you to follow my decrees and be careful to keep my laws” (Ezekiel 36:26–27).

The writer of Hebrews tells us that with the coming of Christ, the accomplishment of salvation and the outpouring of the Spirit, this promise is fulfilled (Hebrews 10:5–18). The new covenant includes all God’s people of every tongue, tribe and nation. God sent his Son to deal with sin “in order that the righteous requirements of the law might be fully met in us, who do not live according to the sinful nature but according to the Spirit” (Romans 8:4).

Focus of This Quarter

Most of our attention this quarter will be directed toward the third use of the law—its special use for believers. Our aim is to show covenant children, to whom God has made promises of salvation, how God wants them to live. They will discover that the law is not the enemy but the friend of those who are redeemed by Christ and united to him by faith.

Toward the end of the quarter, we will turn to the second use of the law to show those who lack faith that they need Christ for salvation from the penalty for breaking the law. And the last lesson will remind those who have faith that they must continue to rely upon the work of Christ, not their own works, for their acceptance with God, now and always.

The first unit, Learning to Love and Worship God (Lessons 1–5), covers the first four commandments. It shows that God reminded Israel he was the Lord their God who had redeemed them from slavery with mighty acts of power, then gave the Ten Commandments to show them how to live as his people. Students learn that God has redeemed us from sin through Christ, and calls us to trust and obey him.

The second unit, Learning to Love and Value Others (Lessons 6–11), studies the last six commandments, which show how to love and value other people. These commands are a revelation of God’s own character, and God’s desire is that his people become more and more like him in character and conduct.

The third unit, Learning to Depend on Jesus (Lessons 12–13), shows how the law convicts sinners of their sin and points them to Christ as the Savior who kept the law and suffered its penalty for the sinner. But the Ten Commandments not only point the unsaved to the Savior, they show forgiven Christians how Jesus wants them to live in gratitude for such a great salvation.



Teaching Method

You will note that in Middle Elementary there is a shift in the teaching method to allow interactive learning to take place. In younger classes, the teacher tells a Bible story while the students listen, then the teacher leads them in follow-up activities to help them remember and apply the truths they learned, much like a mother bird feeds worms to her open-mouthed babies. However, in Middle Elementary, the teaching style changes from telling a story or teaching a truth to interactive discovery by the students. The teacher becomes a facilitator and instructor, enabling students to actively find out Bible truths on their own, learning Bible study skills as they read from the Scriptures. The Holy Spirit works in their hearts and minds as they discover what God’s Word says.

At Home Paper

The weekly *At Home* paper includes a section titled *Daily Soul Food* that encourages students to read and study the Bible regularly and to pray. The selected Bible passages reinforce the biblical truths studied in class. As students learn to “feed” on God’s Word, they will discover a deepening treasure that will last a lifetime.



Lesson at a Glance

This table gives you a quick and helpful overview of the lesson. Lesson at a Glance summarizes what you and the students will discover during each of the five lesson steps. A suggested time allotment is given for each step, which allows flexibility in deciding how much time to spend on any given activity. The table also gives you a list of required and optional supplies for each lesson, and shows the lesson steps when the items will be needed.

Each quarter, a variety of teaching visuals can be found in the Middle Elementary Teaching Aids Pack. Included is a Teaching Aids Content Sheet, which lists all visual aids for easy reference. The Supplies section in Lesson at a Glance indicates which Teaching Aids you will need for the lesson. Be sure to save all of your Teaching Aids. A number of visuals will be used more than once throughout the quarter. You will find that a large zip-lock plastic bag is useful for keeping all these pieces together.

The *In Class* paper, found in the Middle Elementary Student Activities Pack, is designed for students to use during the lesson. This paper includes a variety of activities to engage the students in the lesson and motivate them. It will help them discover Bible truths and learn Bible facts, as well as help them practice what they have learned and apply it to their lives.

The *At Home* paper, also found in the Middle Elementary Student Activities Pack, provides fun activities related to the lesson and ways for students to learn how to read and study the Bible for themselves. Hand out the *At Home* paper at the end of the lesson, go over the *Daily Soul Food* section and encourage students to return the completed paper (especially *Daily Soul Food*) for a small reward (for example, a sticker, some candy, a pencil, etc.). Always encourage the children to share their papers with their families. The *At Home* paper should always correspond with the lesson you teach from the manual.

Along with the *In Class* and *At Home* papers, you will find MVP memory work cards and other items in the Middle Elementary Student Activities Pack. Included is a Student Activities Content Sheet, which lists all the items for easy reference.

Practical Prep

This section provides hands-on tips to help you prepare for the lesson. It informs you of the special (and optional) materials you need and what you must do ahead of time to be ready for Sunday's class. Read this section carefully and follow all preparation procedures. Being ready to teach with items you need at your fingertips will help the lesson flow smoothly and will give you time to focus on the students.

To better prepare to lead an interactive lesson, complete the *In Class* paper ahead of time. Practice asking questions aloud and waiting a few seconds for answers. Don't be afraid of silence—give students time to think. You may need to write down more questions to ask to stimulate discussion. Perhaps you can jot down additional teaching points that might help get your students thinking and interacting.

Step	Minutes	Activities	Supplies
1. Welcome	5-10	Do a group activity to find out about topics.	TA 1a (all items listed) TA 1b (if available)
2. Bible Verse	20	Study what the Bible teaches. Ten Commandment verses.	TA 1c (NTV) pencils TA 1d (if available) TA 1e (What Does It Mean?) Markers (any color) Optional: dot markers and dry-erase markers
3. Explore and Apply	10-15	Discuss our holiness and need of God's loving parent and care. Pray together.	TA 1f (if available)
4. Memory Verse	5	Do a group activity to memorize Exodus 20:1-2, 17:1-2.	TA 1g (if available) TA 1h (if available) TA 1i (if available)
5. Final Prayer	5-10	Sing "The Ten Commandments" (songs 1-3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100).	TA 1j (if available) TA 1k (if available) TA 1l (if available)

Teaching Posters

There are 12 classroom posters in the Middle Elementary Teaching Aids Pack. These posters are designed to enhance your lessons as students study the Ten Commandments and Shorter Catechism, learn special Bible words and terms—the vocabulary of faith—and sing about God's good law.

As each poster is introduced, mount it on poster board, on a display wall or bulletin board, or attach it to a clothesline strung across the room. For each commandment, you will put on view a new poster, so plan one way to display them in sequence that works in your learning setting.

At the beginning of the quarter, put up TA 1c What Does It Mean? poster. Each time a special Bible word or term is introduced, write it in the space provided on TA 1c.





Activity Option

Each week, you will find an Activity Option listed in the Welcome sidebar. This additional activity may be used during the lesson for enrichment, or it may be used before the lesson begins as a pre-session activity to give early arrivals something meaningful to do that relates to the lesson.

In Class Papers

Having students write down what they are learning is a wonderful technique to help them

receive a lasting impression of the lesson. *In Class* is a student paper designed to help your learners connect with what they are discovering in the Bible each week in Sunday school. Used in a variety of ways each session, *In Class* activities are fun, creative and an important component in active learning.



Link to Lesson . . .



Provide building blocks of Bible learning by connecting each new lesson to the last one.

You will note that, beginning with Lesson 2, a hands-on link to the previous lesson is provided in the sidebar for you to include in your lesson plan. It is a good idea to introduce the lesson link at the outset of the Sunday school session. This is a time to recall what students learned last week and to put it into practice before adding new material to their growing spiritual foundation.

1 Welcome

5-10 minutes

The lesson begins with the Welcome step, and you should allow 5 to 10 minutes for this segment. An opening game, discussion, story or some other activity gets students interested in finding out what the lesson is about. The purpose of this first step is to make a meaningful connection between the students and the new information that will be presented to them in the lesson. The focus is on active learning because students remember best what they do. This part of the lesson is intended to move quickly and capture the minds and hearts of your learners—a good way to set the stage for God's Word.

2 Bible Time

20 minutes

This segment, the heart of the lesson, is a time of interactive learning between student and teacher. A variety of methods is used to help the students discover Bible truths for themselves and recall what they already know from God's Word. In this step, students use the *In Class* paper as they read and study the Scriptures, work on assignments in groups, ask and answer questions, and listen to you and to each other. As they come face to face with the living God in his Word each week, pray that God will give your learners hungry hearts and minds, and the desire to get to know him as he is revealed there.

Your preparation involves learning to facilitate discussion rather than lecturing, telling Bible stories or dispensing Bible facts. Work to master the art of asking questions, giving students enough time to think before answering. Draw students' attention back to the Bible and specific verses and phrases, asking another question if you don't get a response to the first one. Bible Time is presented in a way that is both appropriate and challenging for Middle Elementary students and easy for you to prepare. If necessary, be ready to adjust and adapt the lesson format to suit your needs and those of your class.

Plan to spend 20 minutes on Bible Time each week. Make it a time of interactive learning when your students are actively engaged in exploration and discovery.

3 Explore and Apply

10-15 minutes

In this section, you check that students understand what they are learning from God's Word so that they can apply it to their lives. Through activities, discussion, writing and drawing in their *In Class* papers, students confirm what they know and explore what God's Word is teaching them. You want your third and fourth graders to learn to develop a practical plan of action, so that God's Word is not simply head knowledge but is also being incorporated into their daily lives.

In this step, take time to discuss ways they might put the things they've learned into action at home, at school or in the neighborhood. Encourage them to ask the Holy Spirit to enable them to do this. Plan to spend 10 to 15 minutes on this segment.

4 Memory Work

5 minutes

Plan to help your students memorize the Ten Commandments, including the Preface, this quarter. If your students have already memorized Exodus 20:1–17, NKJV, you may want to encourage them to learn the Shorter Catechism questions listed on TA 1b–TA 11 classroom posters. Fun group activities that include repetition are useful ways to teach and review memorization. Allow about five minutes of class time for this step each week. Each time new memory work is introduced, each student will receive a pair of MVP (Memory Verse Partner) cards. The memory work is found on each MVP card, and some cards include fun Bible facts and interesting notes. The student keeps one card to practice the memory work. The other card should be given to a family member or friend, someone who will help the student learn the Preface or a commandment, perhaps learning it too. Or the card can be given away to someone who is just beginning to find out about God and his Word.

Each card is hole-punched. Consider buying single round key rings for students to collect cards throughout the quarter and year.

5 Final Focus

5–10 minutes

To conclude the lesson, spend time singing about God's law using the *Middle Elementary Vol. 2 Songbook* and CD. This may also be a time to highlight important lesson points, take prayer requests, pray together, and listen to your students as they discuss the coming week. You should plan to spend about 5 to 10 minutes on this wrap-up segment.

Hand out and discuss the *At Home* paper, especially the *Daily Soul Food* section. Emphasize to your students the importance of learning to feed themselves spiritually by reading God's Word and praying daily. Tell them that if they bring back their completed *At Home* papers next week, they will receive a small prize or reward (for example, a sticker, some candy, a pencil, etc.). Be sure to do the *At Home* activities yourself each week so you can discuss and answer any questions students may have.

At the end of this step, make sure students leave with all their take-home materials.



Catechisms

The Shorter Catechism provides key biblical teaching on the Ten Commandments. It is used this quarter to help students understand and learn what each law requires and forbids. Along with each commandment, you will find relevant Shorter Catechism questions and answers on each Ten Commandments poster (TA 1b–TA 11). You will find suggested Larger Catechism questions listed at the beginning of each lesson to help you in your own study. These can be ordered from Great Commission Publications at 800-695-3387 or www.gcp.org.

MVP Cards



Options for MVP Cards

Keep the second set of student MVP cards in class to give to visitors or use in review games. Or save them until the end of the quarter and give them to students who may have lost any.

At Home Papers

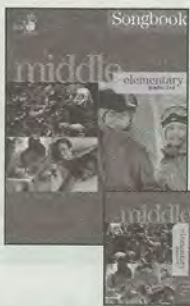
Encourage your class to work on *Daily Soul Food*, a Bible study for students found in the weekly *At Home* paper. Give students an opportunity to return the paper the following week to discuss and for you to check the work. Bring a special treat to class for each student who brings back his or her completed assignment.





Singing "The Ten Commandments" Song

Consider buying Songbooks for your students so they may follow along as they sing "The Ten Commandments" song this quarter. You may, however, photocopy the song sheet in the Songbook (p. 8) for students to use. The *Middle Elementary Vol. 2* CD separates the song into nine



tracks to assist you as you teach each stanza. Tracks 1-9 will also automatically play through without a pause.

Order CD and/or extra Songbooks from Great Commission Publications at 800-695-3387 or www.gcp.org.

Special Lesson Features

Explanations, Instructions and Questions

For lesson preparation:

- Explanations and instructions to the teacher are in regular type.

While teaching the lesson:

- Some explanations and instructions to the teacher *are in colored italic type*.
- Things for the teacher to say **are in bold type**.
- Answers to questions (*are in colored italics and enclosed in parentheses following each question*).

Optional and Adaptable Activities

- Ways to adjust teaching activities are suggested to meet the needs of your students and the size of your classroom.
- Optional activities are provided for early arrivals or for lesson enrichment.

Sidebar Items

- Pictures, symbols and graphics are supplied to make this manual teacher-friendly and easy to follow.
- Quotes from the Bible and from Christian authors are given to help you grow.
- Tips and suggestions are furnished to enhance your teaching.
- Optional activities that you might like to include in addition to the basic lesson plan are provided.

Music

This quarter, two hymns have been carefully selected to help students understand what the law of God teaches, and what it means to follow his decrees and keep them to the end (Psalm 119:33).

Songbook: The *Middle Elementary Vol. 2* Songbook (included in the Fall Teaching Aids Pack) includes all the songs for Year 2, so plan on saving the Songbook and using it during the next three quarters also. Additional copies may be ordered from Great Commission Publications at 800-695-3387 or www.gcp.org.

CD: The *Middle Elementary Vol. 2* CD is available from GCP at 800-695-3387 or www.gcp.org. It includes all the songs for Year 2.

Music: Use the CD or have someone play a piano, keyboard or guitar to accompany the singing.



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All In This Together
Lesson Adaptations to Reach Every Child

Don't Forget!

It is important to try new strategies more than once. This will give you and your students opportunities to learn differently.



Curriculum Adaptation

Preparing To Adapt & Teach

We recommend that you begin your preparation by reviewing pages 8-12 in the *Show Me Jesus* Teacher Manual for the Fall Quarter, entitled “Getting Ready to Teach”. This will provide a good foundation for lesson preparation, and it will answer general questions regarding this curriculum.

After praying, studying and preparing Lesson One “God Is Our Redeemer and Law-Giver”, begin to consider the students in your class. What are their preferred learning styles-visual, auditory, physical? Are there any students that are learning below grade-level? Who will benefit from adaptations?

Take time to carefully observe your students and determine how they may best be included in your class. Consider adaptations to help them participate in the class as much as possible for as long as possible.

Next, look at the “Lesson 1 Adaptations” grid for an overview of all suggested adaptations. As you choose which ones to try, mark them on the “Notes for Lesson 1” pages. You’ll find space to add your own ideas. If a child has a buddy, give that person a copy of the Notes so they may best help the child.

You may want to use the space at the end of the lesson to record which adaptations worked well and which didn’t work so well. You’ll be giving that feedback to the Pilot Project specialists each week.

As you consider adaptations, think about your entire class. You may decide that some of the suggested adaptations might enhance the learning experience for all children in the class! Throughout the Pilot Project, don’t be afraid to adapt your adaptations to fit your students’ needs.

We recommend that you frequently review the “General Tips and Strategies” resource for additional ideas. Perhaps those may spark completely new ideas. We encourage you to include everyone involved in the project in the processes of brainstorming and discussing ideas to try.

Finally, it is important to remember to try new strategies more than once. Just because a strategy doesn’t work perfectly on the first try, that doesn’t mean it won’t work the next time or with some tweaking. More importantly, trying new strategies more than once will give you and your students opportunities to learn differently—to expand the range of your learning abilities and enhance the learning experience for everyone!

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All In This Together
Lesson Adaptations to Reach Every Child

Hey, by the way!

Most adaptations can easily be incorporated into your lesson while some may require assigning a buddy or volunteer to assist a student in an alternate setting within or outside of the classroom.

Curriculum Adaptation

Understanding Your Students

Everyone takes in information in the same way, through the five senses; but how that information is processed differs for each person. The methods by which we process information are grouped into three categories known as Learning Styles or Learning Preferences. Each person learns through a mix of these three styles, but usually one is naturally preferred or primary. When we are taught toward our primary learning styles, we benefit the most.

As you consider the following information and get to know your students, pray that the Lord will give you insight into the abilities of every child and how to effectively teach each one.

Visual Learners naturally learn best through seeing pictures, images, and written information. Their motto is “Help me **SEE IT** and I’ll understand!”

Auditory Learners naturally learn best through hearing verbal information, music and sounds. Their motto is “Help me **HEAR IT** and I’ll understand!”

Physical Learners naturally learn best through movement, touch and experimenting. Their motto is “Help me **DO IT** and I’ll understand!”

In addition to teaching toward the learning styles, it is important to teach students at the appropriate cognitive or developmental level. For students learning below grade level, a simplified lesson helps them learn best. The motto for them is “Help *Simplify It* and I’ll understand!”

Consider this Student Ability Level chart:

✓	The student is independent, fully included and sits in close proximity to the teacher or in a preferred location in the classroom.
✓	The student participates in the classroom with a peer or an adult helper or buddy.
✓	The student participates with an adult helper or buddy and benefits from some separate activities within the classroom.
✓	The student participates with an adult helper or buddy and benefits from some separate activities inside and outside the classroom.
✓	The student participates with an adult helper or buddy and spends the majority of the time in a separate setting.



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All In This Together
Lesson Adaptations to Reach Every Child

Parent Interviewing is a process that isn't as much a means of *gathering information* as it is of *gaining insight* into the student. The goal is not to learn about the student so that you may teach well. The goal is to get to know the student, so that you may teach well as an expression of loving the student well.

Get to Know Your Students

Parent Interviewing

Probably the best way to get to know a student is to have a warm, inviting dialogue with the parents. Conducted well, interviewing the parents is a *process* that affirms the student and the family and communicates your commitment to them.

Despite the term, "interviewing" a parent is nothing like a job interview, in purpose or in practice. The purpose is to get to know the student and the family so that you can better understand the impact of disability on them spiritually and practically. So that you may better know how to make the gospel accessible to them...in word and in deed. That's the bigger picture behind learning how to better teach and include them in your Sunday Christian Ed program.

It is easy to treat the interviewing process as a means of *gathering information*, but it should be treated as a means of *gaining insight*. The end goal isn't to learn about the student for the purpose of teaching. The goal is getting to know a student so that you may teach well as an expression of loving the student and the family well. That's why the focus isn't on an interview *session* but on an interview *process* that facilitates honest communication.

With this perspective, take some time to look at the accompanying Parent Interview and Parent Questionnaire forms. These forms are designed for getting to know students and families who are new, but you may find some topics that would help you know some current students better.

You'll see that the questions on both forms are designed to 1) help parents tell you what they believe is important for you to know, and 2) help you listen perceptively and ask relevant follow-up questions to flesh out all of the information you need to know. The Parent Interview form may be used alone in a meeting with parents, with appropriate follow-up questions. Or it may be used in a meeting with the parents after they complete the Parent Questionnaire. The open-ended questions on the Interview form are still important in helping establishing a foundation of genuine care and concern. We recommend against using the Questionnaire alone, without the personal dialogue of an interview.

Finally, the information from the parents that is applicable to the Sunday School setting may be summarized and given to the classroom teacher or buddies with recommendations for how to best relate to the student. However, any confidential information should not be shared beyond those who need to know. The parents should be assured that this will be the case, and it is imperative that you strictly adhere to this.

PARENT INTERVIEW FOR STUDENTS WITH SPECIAL NEEDS

Parent Name(s) _____

Interviewed by _____

Student's Name _____

Date _____

1. We want _____ to have the best experience possible here. Please tell me a bit about him/her and the area of special need.

2. What does _____ like? What are his/her interests?

3. What activities or people does he/she enjoy?

4. What areas are difficult for _____?

5. Does he/she have any physical limitations?

6. Are there any physical modifications we might make in the classroom?

7. Does _____ take any medications we should know about?

8. Will _____ need help taking care of himself/herself?

9. Is there anything you would like me to tell the other children about him/her specifically?

10. What are some specific things that might help us bond with _____ ?

11. When _____ is upset, how can we help him/her be able to calm himself/herself?

12. Are there any particular sensitivities _____ has such as noise, texture, and so forth?

13. Is there anything else you'd like to add?

PARENT QUESTIONNAIRE

Date _____

Student's Full Name _____ Goes by _____

Date of Birth ____/____/____ Age today _____ Circle: Male or Female

Exceptionality(ies) _____

School Attending _____ Current Grade _____

Circle class type Inclusion Resource Self-contained Homeschooled Homebound study for: _____

FAMILY INFORMATION

Parent(s) Names _____

Home Address _____ Apt. # _____

City _____ State _____ Zip _____

Primary Phone (_____) _____ - _____ Type: cell home work Belongs to _____

Secondary Phone (_____) _____ - _____ Type: cell home work Belongs to _____

Emergency Contact _____ Phone Number _____ Relation _____

Others in household Relation _____ Name _____ Age _____

Relation _____ Name _____ Age _____

Relation _____ Name _____ Age _____

MEDICAL INFORMATION

Allergies _____ Signs _____

Other medical condition(s) _____

Current medications _____

Symptoms and side effects _____

Instructions/notes _____

PHYSICAL INFORMATION

Difficulty moving _____ Help needed _____

Physical limitations _____

Difficulty hearing _____ Uses ASL/Sign Language? _____

Difficulty seeing _____

DIET

Help needed for eating/drinking Yes or No Describe _____

Dietary restrictions _____

Food allergies _____

Food likes or dislikes _____

TOILETING

_____ No issues/needs no help _____ Needs assistance in restroom _____

_____ Needs reminder to go bathroom _____ Wears diapers/pull-ups and needs changing

COMMUNICATION AND LEARNING

Communicates thoughts/needs how _____

Difficulty speaking _____

Difficulty understanding _____

Writing ability/level _____ Reading ability/level _____

Other information _____

SENSORY OR ANXIETY ISSUES

Sensory challenges _____

Fears _____

Calming methods _____

Behavior challenges _____

Behavior strategies _____

SOCIAL RELATIONSHIPS

Activities enjoyed with others _____

Difficulty participating _____

Difficulty cooperating _____

Difficulty making friends _____

Other information _____

OTHER INFORMATION



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All In This Together
Lesson Adaptations to Reach Every Child

Curriculum Adaptation

Plan Ahead Resources

As you prepare to welcome a new group of students to your class this fall, several classroom resources can be planned for and made in advance.

Make a **DISCOVERY BOX**

A Discovery Box is a portable box, such as a shoe box or a plastic bin, that is filled with interactive tools to help students who learn differently from their peers. We recommend items such as the following:

- Incentive charts
- Stickers
- Alternate lessons
- Social stories
- Picture prompts or symbols
- Fidgets, such as pencil toppers
- Small therapy balls
- Calming bottles (Pinterest)
- Simplified version of the lesson
- Simplified Bible verse
- *In Class* paper from the *Show Me Jesus* lesson
- MVP Card from the *Show Me Jesus* lesson
- Extra lesson visuals from the *Show Me Jesus* Teacher Kit
- *Simplify It!* Student Booklet
- Photocopies from *God's Story Bible Coloring Book*

You may not need all of these items, and you may find other items to add. The contents of your box will be unique to the students you are serving.

* *Be mindful that some items are choking hazards. Know your students and offer what is safe for them.**

Make a **BASIC SUPPLY BASKET**

A Basic Supply Basket is a portable container filled with basic classroom supplies that can be used for instruction inside or outside the classroom.

Here are some suggested items:

- Blank paper
- Construction paper
- Scissors
- Crayons
- Pencils
- Glue stick
- Highlighter
- Wet wipes
- CD player
- Songbook and CDs
- Instruments
- Praise ribbons
- Bible
- Children's Bible
- Items needed for a *Simplify It!* Student Booklet



Make a ***SIMPLIFY IT!*** STUDENT BOOKLET

A *Simplify It!* Student Booklet is a collection of Bible lessons that has been adapted for a specific student or group of students. This booklet may be used during the Bible lesson part of the class when a separate setting is appropriate. This will provide a way for a student with a significantly differing level of ability to follow the same curriculum being used with the class but on a simplified level that the student can understand.

To create a *Simplify It!* Student Booklet, first select one Bible memory verse from the unit and shorten it if needed. Use that Bible verse each week instead of introducing a new verse. Your student will benefit from the repetition.

Next, simplify the Bible lesson:

- Choose one or two key points of the lesson on which to focus. These may be found in the curriculum Teacher Manual.
- Add pictures. Coloring pages are good sources and may be found online.
- Add a reinforcing activity. The “General Tips and Strategies” paper has many ideas.
- Use a lesson from *God’s Story Bible Coloring Book* that matches the Bible focus of the curriculum lesson.

For the Pilot Project, a downloadable *Simplify It!* Student Booklet for each unit has been made and may be found in the Printable Resources section. If you have access to an iPad, we have also provided an interactive *Simplify It!* Student Booklet that can be used alongside a paper copy.

Depending on the student with whom you are using the booklet and the student’s level of understanding, you may need to add or change the suggested activities in a booklet. If you find that you need to make a booklet more challenging for a student, you may do that by:

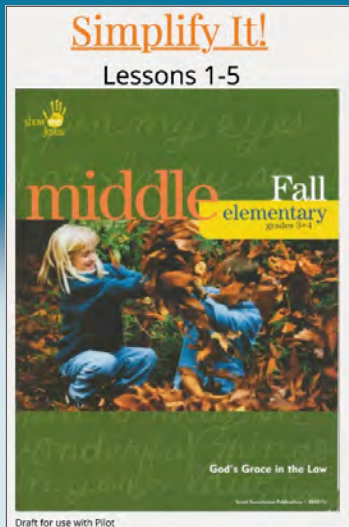
- Completing activities in the *In Class Paper*
- Reading together the selected scripture at the bottom of the lesson page
- Using a lesson from *God’s Story Bible Coloring Book* that matches the same Bible focus
- Asking questions to check for understanding
- Including another key concept from the lesson

A Bible lesson may also be adapted without making a booklet by using learning style adaptation principles.

If a student needs to be taught in a separate setting, you will need to provide written instructions to their buddy for implementing the adaptations. You may use visuals from the extra Teacher Kit you ordered.

Simplify It!

- Choose only one or two key concepts from the lesson
- Shorten the memory verse
- Teach only one memory verse per unit
- Keep the Bible lesson under 10 minutes





See It!

- Add hand motions
- Show pictures to reinforce concepts
- Draw pictures on a whiteboard
- Use only one or two activities in the *In Class* paper
- See other suggestions in “General Tips and Strategies”

Hear It!

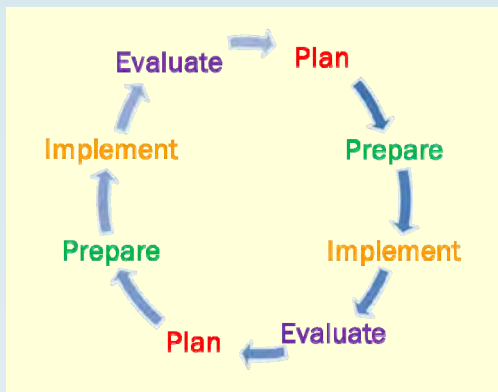
- Sing the memory verse to a familiar tune
- Ask questions
- Repeat the key concepts several times
- See other suggestions in “General Tips and Strategies”

Do It!

- Bring along a box of related items that students can touch
- Add a follow-up activity related to the lesson
- See other suggestions in “General Tips and Strategies”

Always remember that your goal is to simplify the lesson to meet your student’s level of understanding and keep the student engaged by seeing it, hearing it and doing it.

Finally, as you consider what resources are best for your students, keep in mind that the adaptations you prepare are always works in progress. Implement one or two ideas, and then evaluate and plan for new ideas.



Using Tablets in Disability Ministry

by Dawn Clark, M.A.

MNA Special Needs Ministries Facilitator and Adjunct Instructor Moody Bible Institute

There are many different ways in which tablets can be utilized in disability ministry. Here is a brief overview of some helpful tips for preparing the tablet and ways in which apps may be used. Currently there are more apps for Apple devices, but that is rapidly changing. New apps are constantly being developed for other tablets including Android and Kindle Fire. It is important to keep checking for new apps on iTunes and Google Play. Availability, versions and prices listed are as of December 2015.

Tablet Preparation

1. **Settings.** In settings disable the internet; the ability for apps to be added or deleted; and the ability for in-app purchases. This will provide the teachers with peace of mind that students will not accidentally go to places that aren't helpful.

2. **Protection.** Get a good cover for the tablet. Check amazon.com Some possible choices:

- Gum Drop
- Otterbox
- I-Blasson
- Moko
- HDE



3. **Guided Access.** One of the biggest concerns that teachers have when using tablets is having students leave the desired app. Guided Access solves this problem. Excellent instructions for how to put guided access in place can be found here:

<http://www.imore.com/how-restrict-access-specific-app-guided-access-iphone-and-ipad>

Transition Apps

Children with special needs, particularly those with autism, benefit from a consistent routine and knowing what will come next. The following apps can help design schedules, specific behavior plans and create social stories.

1. **Book Creator.** This is a great app for making social stories and can be used to make simplified and adapted Bible stories. Pictures can be taken on the iPad camera and then easily imported into the program. This app has the ability to export the book as a PDF, *.MOV file and share the book on YouTube. Audio can also be added to these books. It is also possible for students to make their own books and share their art. There is also a Book Creator for Android. It also has a good support page to assist you in learning all the features of the app. www.support.redjumper.net. Created by Red Jumper Limited.



Cost: Free / \$4.99 for export option *Android and Apple (iOS)*

2. Choiceworks. This is a schedule and behavioral app. It has three different basic boards:



Schedule, Feelings and Waiting. The pictures can be renamed in the library to make it fit for the choices you need at church. Pictures can also be imported from other media. The Waiting boards allow the app to be used as a visual timer. The boards can be exported as a PDF so that schedules and behavioral plans can be prepared on the tablet and then printed or sent to a parent via email.

Cost: \$4.99 *Android and Apple (iOS)*

Communication Apps

1. Magnetic ABC. This app has been helpful for students who communicate by spelling out a word. It also has scenes and themes that may be purchased. A few of the themes, including woods, sea and farm themes might be used for creation stories.



Cost: Free

\$1.99 for HD

\$.99 for each theme *Android and Apple (iOS)*

2. Tap to Talk. The free version of this app can be useful in helping students communicate by touching a picture which communicates different needs. Very basic communication options, such as bathroom, food, activities, schedule, and more. This app may be helpful for students who use a communication board, but whose parents are hesitant to bring the expensive device to church. The full version is over \$100 making it too pricey for most churches.



Cost: Free for Lite version *Android and Apple (iOS)*

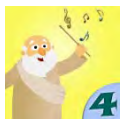
Bible Songs Apps

1. Cubbies Bible Verse Music. This app was designed to be used with the Awana Cubbies program, but it is a fun way for children to sing-a-long while learning Bible verses. There is an option for the child to be video recorded while singing the song. There are two albums available.



Cost: \$3.99 to unlock the album *Apple (iOS) only*

2. Bible Songs by 4Soils. These songs are from Child Evangelism Fellowship. The first two songs of each album are free, but there are only seven songs in each album. The student can select a character to sing the song. It has a video recording feature as well. More information is available at www.4soils.com



Cost: \$4.99 to unlock the album *Android and Apple IOS*

Bible Teaching Apps

1. Deaf Bible. A large portion of the Bible as well as the Jesus film is done in sign language.



The Jesus film has an insert of sign language so that it could be shown and used with both hearing and deaf students.

Cost: FREE *Android and Apple (iOS)*

2. The Beginner's Bible. This app is based on The Beginner's Bible by Zondervan. The first story pack is free and starts with Creation and ends with the story of Joseph. Additional story packs are available. As the story is read, the words change color. The pictures on the page are interactive with a simple touch and it does not require a lot of fine motor control. The games include a coloring page which has a nice feature of a "star" palette which is like a scratch and color page. There are also puzzles and different games.



Cost: \$1.99 for each additional story pack *Apple (iOS) only*

3. Rocket Pop's Bible Kids 3D. These apps are very interactive and the graphics are the best of all the Bible apps I have reviewed. Memory Game and Puzzles related to the story are included in each app. They have a blog and it is good to check it frequently because their apps often go on sale for \$.99. Blog: biblekids3d.com/blog
 Stories available: Christmas Story, The Prodigal Son, Noah's Ark, Daniel & Lion's Den and David and Goliath.



Cost: \$1.99 to 2.99 *Android and Apple (iOS)*

4. The Bible Boo Clips by Castle Builders. This app has some great features for people with special needs. It has an option of seeing the story with a sign language video. There is a magnifying glass button which can magnify the text and images. There is a button which translates the text into Spanish. It also has an option to record your own voice reading the story. There are no puzzles or games. Very limited stories available: Creation and Cain and Abel.



Cost: \$0.99 *Apple (iOS) only*

5. Bible Heroes/Life of Jesus. This app has a series of stories of Old and New Testament produced by 4 Soils (www.4soils.com) Each story has the following sections: Read, Color, Sing and Solve. There are games, puzzles, coloring pages and sing-a-long activities. Also available in other languages: Dutch, French, Italian and Traditional Chinese.



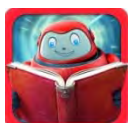
Cost: \$9.99 for The Life Of Jesus Bundle with 10 stories
 \$7.99 for Bible Heroes Bundles of seven stories
 \$1.99-2.99 for Individual stories
Available in Apple (iOS) and Android

6. Bible App for Kids. This is a free interactive Bible experience that has fairly easy navigation, special activities connected to the Bible stories and touch activated animations. Contains both Old Testament and New Testament stories.



Cost: Free *Android, Apple (iOS)*

7. Superbook. This free Bible app has multiple versions of the Bible including an audio version of the New Living Translation (NLT). There are videos and interactive games embedded in the Bible as well as engaging visuals. It also includes a simple sharing of the gospel message.



Cost: Free *Available in all tablet platforms*

Bible Games

With all the games and activities in the Bible Story apps, there isn't much need for additional apps for Bible games. However, these apps have been popular with some students.

- 1. Easy App Finder Coloring Books.** There are a series of coloring books and each book includes 12 pictures, including Old Testament, New Testament and Christmas, This app requires less fine motor skill since the object touched will automatically be filled in with the selected color.



Cost: \$0.99 per book *Apple (iOS) only*

- 2. Bible Word Find.** This app has pictures with the words that are to be found to increase understanding. There are three different options: Easy, Medium and Hard. Easy has 8 words to be found in a 8X8 grid; Medium has 12 words to be found in a 12x12 grid; Hard has 16 words to be found in a 16x16 grid. The PEC symbols are nice, but the fonts are small for those who can read but have vision problems.



Cost: \$1.99 *Apple (iOS) only*

LIFE SKILLS AND SOCIAL SKILLS APPS

- 1. Functional Life Skills Series Apps.** These apps are put out by the Conover Company and are based on the concept of video modeling to teach skills. The Manners and Social Skills Apps might be helpful for disability ministry. These free apps are part of a larger system that can be purchased at their website: www.conovercompany.com



Cost: Free for limited videos *Apple (iOS) only*

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All In This Together
Lesson Adaptations to Reach Every Child

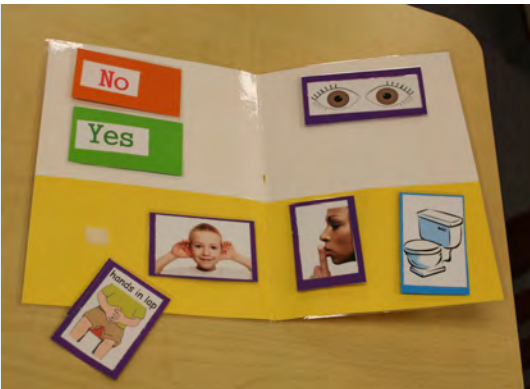
Curriculum Adaptation

General Tips and Strategies

Visual Learners

See It! 

- Use sign language or hand motions
- Use expressive body language when teaching
- Display picture schedules (see suggested apps for iPads and tablets)
- Show pictures and objects
- Read big books
- Integrate charts and diagrams
- Locate places on maps
- Watch video clips
- Show images on an iPad or other technology
- Show an image and look for similarities and differences
- Write text on a poster board or dry erase board
- Encourage the child to keep a journal for notes
- Create a biblical photo booth or slideshow
- Do crafts
- Use picture prompts and communication folders
- Have a mystery bag filled with objects to help you share the lesson
- Have a welcome table with display items related to the weekly lesson and vary the items each week
- Provide books in large print
- Use puppets
- Use flannel graphs
- Act out a drama
- Wear costumes
- Use arrows and pointers
- Vary your facial expressions
- Use charts or simple line drawings
- Use brightly colored visuals
- Have students close their eyes and create a mental picture
- Display interactive bulletin boards



Auditory Learners

Hear It ! 

- Tell stories and allow students to retell them
- Read from short passages of Scripture
- Play a recording of a sound related to the lesson
- Sing and play instruments
- Alter your tone of voice while teaching
- Encourage students to discuss topics and interact with their peers
- Record students and play back the recordings for them to listen
- Select volunteers to read out loud—keep in mind that not all auditory learners can read
- Ask students questions
- Use a microphone prop when asking students questions
- Assign partners when asking questions and encourage kids to compare answers with their partners
- Put Bible verses, memory verses or concepts to music or a chant
- Open the lesson with a “hook” to allow students to talk about a life experience
- When talking with a child, take the mental age into consideration but always use age-appropriate language
- Use materials that are high interest and current
- Encourage students to ask questions
- Add music when possible
- Tell students what to listen for before teaching your lesson, such as a word, person, or event
- Use talking books
- Debates



Physical Learners

Do It ! 

- Allow for movement throughout the class schedule
- Engage students by asking them to point or use body language to answer questions
- Move around while teaching so students will track your movement
- Hide elements of the story and have a scavenger hunt
- Use visuals and manipulatives that students can touch and interact with
- Reinforce a lesson with drama
- Explain how the lesson can be applied to an action in daily living
- Dance, wave ribbons, play instruments
- Ask students to respond with a specific action when they hear a key word in your lesson



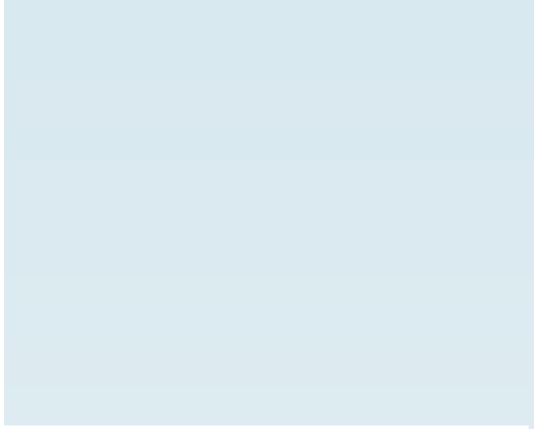


- Build models individually or as a group
- Use clay, playdough or crafts
- Put together puzzles to reveal part of the lesson
- Perform experiments
- Locate places on a globe
- Leave your classroom and teach the lesson from different locations in your church
- Add hand motions or sign language
- Turn a written activity into a game; for example, if you're tracking Paul's missionary journey, write locations on strips of paper and place them on the floor around the room and walk the kids through the journey
- Use a sandbox with manipulatives for students to reenact lesson
- Build models using LEGOs
- Offer alternate seating
- Write in the air
- Use catch-ball drills to review facts
- Take a "walk and talk" about concepts in the lesson
- If a student has worked outside of the classroom for a portion of the time, encourage the student to share with the class what they have learned

Simplify It! ✂

- If a student is not able to be completely included for the entire lesson, begin with including them for small portions, such as the welcome and music times, and increase the student's time in class in small increments
- Teach alternate (simplified) lessons in a small group setting or with a 1:1 buddy inside or outside of the classroom
- Choose to focus on the main idea of the lesson
- Adjust the parameters of a lesson, such as the length of the lesson or written vs. oral responses
- When asking questions, give 2 answer options
- Shorten Bible verses
- Add hand motions when possible to any activity
- Pause after asking questions
- If a student is not able to write, offer hand-over-hand guidance
- Replace writing activities with verbal discussions
- If using in-class papers or worksheets, reveal only one section at a time by covering the rest with a paper





- Talk to students even though a student may not offer a verbal response
- Provide advance notice of any changes to the class schedule
- Create social stories (see suggested apps)
- Use visual reinforcement together with verbal instruction
- Give a predetermined signal before making a transition
- Use “Yes” and “No” cards
- Maintain good eye contact
- Ask questions that can be answered with a thumbs-up, head nod, or blink of the eyes
- Set lessons to music
- Incorporate alternate forms of communication, such as pictures, books, and sign language
- Develop communication systems, such as a church-home communication notebook that the student takes home each week
- Use simple words and clear steps
- Allow students to respond orally, not in writing
- Modify activities that require writing
- Highlight key concepts and tell students to focus only on the highlighted material
- Offer clear and consistent expectations
- Limit choices
- While keeping the lesson focus in mind, select 1 or 2 activities to complete instead of all activities
- When completing word searches or puzzles, cover or shade half of the activity to provide a shortened version of what peers are doing
- Repeat yourself often; repetition reinforces concepts
- Assign reading partners
- Use color coding, number coding, shape coding, and texture coding
- Use pictures as often as possible
- Always make sure that what you are doing revolves around the original purpose of the Bible theme
- Simplify rules for an activity
- Shorten an activity
- Pre-cut or partially assemble a craft
- Move at a slower pace

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All In This Together

Lesson Adaptations to Reach Every Child

Curriculum Adaptation

Buddy Tips

To Reach Every Child

1. Know Your Role

- You are there to provide increased opportunities for your buddy to learn alongside peers.
- Your church will define your specific role based on your buddy's unique needs and plan for growth.
- Ultimately, your role is to create an environment where God can do His work in your buddy's life!

2. Know Your Buddy

- Learn in advance your buddy's interests, preferred communication, things he or she can do independently or needs help with and typical interaction with peers.
- Know what makes your buddy uneasy, triggers and good redirection phrases.
- Learn about the diagnosis, if disclosed, allergies, and bathroom independence.

3. Encourage Safe Independence

- Help your buddy only as much as is necessary – kids should do as much as possible for themselves. It may help to demonstrate activities first.
- Give choices when possible, e.g. "you may do this activity or you may do that activity."
- Safety is primary though. You may need to sit beside your buddy, sit nearby in the classroom and walk with your buddy to different settings. Always keep a watchful eye!

4. Use Positive Language

- Change your don't's to do's. Positive language focuses on what you want your buddy to do. For example, if your buddy is running, say "Please walk with me," instead of "Don't run."
- Praise each thing your buddy does right or well. This reinforces desired behavior.
- Use a welcoming, calm tone of voice. You can be authoritative by being firm without being demanding or raising your voice.

5. Make Positive Behavior Desirable

- Use the First/Then approach. Do a less-preferred activity first, followed by a preferred activity. For example, you might say, "**First** we will sing songs. **Then** we will play with playdough."
- It may help to write your First/Then goals on a dry erase board and carry it with you. If your buddy doesn't read, make a chart with pictures or draw symbols and carry with you.
- Use the Try Again approach. When your buddy demonstrates an inappropriate action, ask her or him to "Try again." Guide or model the desired response for your buddy as needed.





6. Slow Down

- When talking or asking a question, practice the “Pause.” Maintain eye contact and pause for 15 seconds or more to allow your buddy to process your request and respond.
- Take regular breaks to allow your buddy to process what is being learned and to have some personal space.
- Breaks might be in the classroom, in the hall or a different classroom. Sometimes a quiet, calming environment helps.

7. Make Transitions Easier

- Prepare for what is coming up. Use a picture schedule. Use countdowns such as, “In five minutes we’re going to...”, “In two minutes we’re going to...” Try to avoid abrupt changes.
- Arrive at class late or early when halls and doorways aren’t crowded and active.
- Let your buddy take something to the next activity.

8. Set Goals and Succeed

- Set small, attainable weekly goals. For example, go to 5 minutes of your buddy’s age-appropriate class. Increase the time in class as your buddy is able. Begin with the portion of class that is most desirable.
- Each goal met becomes a success that motivates your buddy to experience more.
- Do a small activity that your buddy can accomplish and feel good about what he or she has done. Praise your buddy for the accomplishment.

9. Simplify

- Break multi-part instructions or tasks into individual steps to do one at a time. Try to use concrete language.
- Simplify the Bible lesson. Work with the class teacher to present the concept of a lesson in a way your buddy can see it, hear it, and do it in order to increase her or his engagement.
- Learn the Bible focus in advance. This will give you time to simplify the lesson into one key concept your buddy can easily remember.

10. Make and Use a Discovery Box

- A Discovery Box is a portable box that is filled with interactive tools to help students who learn differently from their peers.
- See the [Plan Ahead Resources](#) document for instructions and suggested contents.

The mission of MNA Special Needs Ministries is to engage, educate, equip and encourage congregations in the “whys and hows” of ministering to and alongside people with disabilities and their families. For further information on how your church can advance in “making the gospel—the good news of the coming of Christ’s kingdom—accessible to all, in word and deed”, contact MNA Special Needs Ministries via www.equalconcern.org.

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All In This Together

Lesson Adaptations
to Reach Every Child

Lesson _____

ADAPTATIONS

	See It 	Hear It 	Do It 	Simplify It 
Welcome				
Bible Time				
Explore and Apply				
Memory Work				
Final Focus				

