



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.

(continued)





## 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](http://www.equalconcern.org).*

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