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6-15 Weeks Cross-Reference

This table provides the teachers with a cross-reference between the regular curriculum and the special curriculum. Teachers need to familiarize themselves with both curriculum programs in order to make best use of concepts from each program.

Keepsake Booklets may be ordered and given to students with special needs. Teachers may incorporate these booklets where appropriate. *The Name Above All* booklet correlates to Lesson 1. The *What's in a Name* booklet correlates to Lesson 2, Lesson 4, Lesson 6, and Lesson 9. The *Proclaim the Name* booklet correlates to Lesson 3, Lesson 4, Lesson 7, and Lesson 9.

Lesson 1: Prepare for the Journey: Advent

- The theme from Lesson 1 of the general curriculum is emphasized in Lesson 1: God and Lesson 2: Jesus, of the special curriculum.
- “Get Ready!” on page 18; “Why We Need a Savior,” on page 19; and the handout “What Is Advent?” page 24, can be used with Lesson 3: The Bible, Activity D (Bible Story 2), and with Lesson 8: The Crucifixion and the Resurrection, Activity A, of the special needs curriculum. The Advent information can be used to prepare the students for the story about the birth of Jesus. The information about Jesus as the Savior can be simplified by emphasizing the basic principles noted in “Why We Need a Savior,” on page 19 (Example: making God the center of our lives, loving God with our whole heart).
- “Wesley’s Preventive Grace,” on page 20, can be integrated into Lesson 1: God, Activity A, and Lesson 3: The Bible, Activity D (Bible Story 2) by emphasizing God’s love for every person and by allowing the students to talk about examples of God’s love.

Lesson 2: Celebrate the Birth: Christmas

- The theme from Lesson 2 of the general curriculum is emphasized in Lesson 2: Jesus, of the special curriculum.
- The Core Teaching and Scripture on page 26 (and the manger symbol on page 140) can be used with Lesson 2: Bible, Story 2, of the special curriculum. Teachers may want to reproduce the manger symbol for use with the students in the special needs classes.
- Teachers can use the activities “Chrismons” and “The Colors of Christmas,” on page 29, to enhance Lesson 6: Worship, Activity C. (Teachers can show the students other symbols and the colors related to worship and the church.)

1

God

Repro Pages

- Worksheet 1a
- Worksheet 1b
- Color Sheet 1a
- Color Sheet 1b

Supplies

- One strip of paper for each student
- Pencils
- Bible
- Markerboard, large sheet of paper, or posterboard and a marker
- Flannelboard (See page 10 to make your own.)
- Flannelboard figures for this lesson (See pages 35–36. See page 11 to make your own.)
- Green felt to represent grass and hills for the flannelboard

(Supplies continued on the next page)

Start the first class by saying: “We believe in God and Jesus. Today we are going to talk about our belief in God. The people who come to this church believe in and love God. We believe in and love God.”

A. Move to each student and give each of them a strip of paper. Have them (or their mentor) write the sentence “I believe in God” on the strip. Mentors should use this opportunity to begin building their relationships with their assigned students.

Then go around the room and have each student hold up his or her sentence strip and say, “I believe in God.” (Note: Mentors may speak for students who cannot verbalize and may hold up sentence strips for those unable to hold them.) All of the teachers, mentors, and others in the room should, in turn, say that they too believe in God. This will symbolize the entire church’s love for God.

Ask a couple of the adults and/or mentors to explain why they believe in God. For example, if a pianist visits the room to play for the students, ask him or her to say that he or she believes in God and to explain why. (Note: Before class, ask the adults to speak in simple and concrete terms. For example, one might say that she believes in God because she can see the stars and the moon and knows that God created the stars and the moon.)

Tell the students why you believe in and love God. Refer to Worksheet 1a for concrete ideas. Explain that you believe in and love God and that you know that God is near you. Tell the students that God is near them also.

Write the word *God* on a markerboard, large sheet of paper, or posterboard. Read the word aloud, then have the students read the word together. Have them find the word on their sentence strips.

B. Hand out Worksheet 1a. Ask the students to find the word *God* at the top of the worksheet. Spell the word. Allow those who can write to write the word *God* or to trace it on the worksheet. (Mentors should write the word for those who cannot write.)

Read the sentence starter near the top of the worksheet. (If you have a student who can read, ask him or her to read it.) Then ask a student to tell you and the class what the first picture is (*a star*).



God

I feel God near when I see








