

Disabilities Respect: Lesson 1

Bible Text: 1 Cor. 12:14-20

(Suggestion for visual aid: Simply drawn pictures of an eye, ear, hand, etc.)

For the body itself is not made up of only one part, but of many parts. If the foot were to say, "Because I am not a hand, I don't belong to the body," that would not keep it from being a part of the body. And if the ear were to say, "Because I am not an eye, I don't belong to the body," that would not keep it from being a part of the body. If the whole body were just an eye, how could it hear? And if it were only an ear, how could it smell? As it is, however, God put every different part in the body just as he wanted it to be. There would not be a body if it were all only one part! As it is, there are many parts but one body.

Learning Objective

We are all parts of one body in Jesus and all parts are necessary. Are any of us able to do everything on our own? No. We all need someone else to help us as times, and we all should help others. Some people need one thing, some need another.

Activity 1

Begin with several puzzles. Choose from among several available: a boy with crutches, a woman reading Braille, a woman with a guide dog, an older woman with a walker, a boy who uses a wheelchair shooting a basketball. Break the children into groups determined by the size of your class. Distribute puzzles to the groups but intentionally withhold one piece of each puzzle. Withhold a hand or foot or head from each puzzle.

Once the children realize that they have incomplete puzzles, let them know you have the additional pieces. Lay out the additional pieces and have the children gather. Ask what good those incomplete hands and feet are apart from the rest? They do no good really, no matter how important each piece is individually. Just like on our bodies. Our head may be important, but it needs to be attached to a body. It is the same with a hand or foot.

* Visit www.mosaicinfo.org/resources/childrens_education to find puzzles to use under the link "Bible Study Resource Materials"



Teaching

Now complete the puzzles by giving out the additional pieces. Talk about each drawing and what is happening. Define disability using the following definition: a disability is something that limits a person from being able to do some life activities without some forms of assistance or support.

Use a church metaphor. Does the choir do any good if there is no service to sing at? Would it do any good to sit in the pews if there is no service going on? Would the pastor come in and preach if there's no one else in the church? No. The body would be incomplete. But when we come together, we become complete.

Now ask about family life. Does the child pay the bills? Does the child do his or her own cooking or laundry? Probably not. Why not? He or she can't! It is necessary to have an adult or adults around too, either Mom or Dad or grandparents or others. All the parts come together to create the whole.

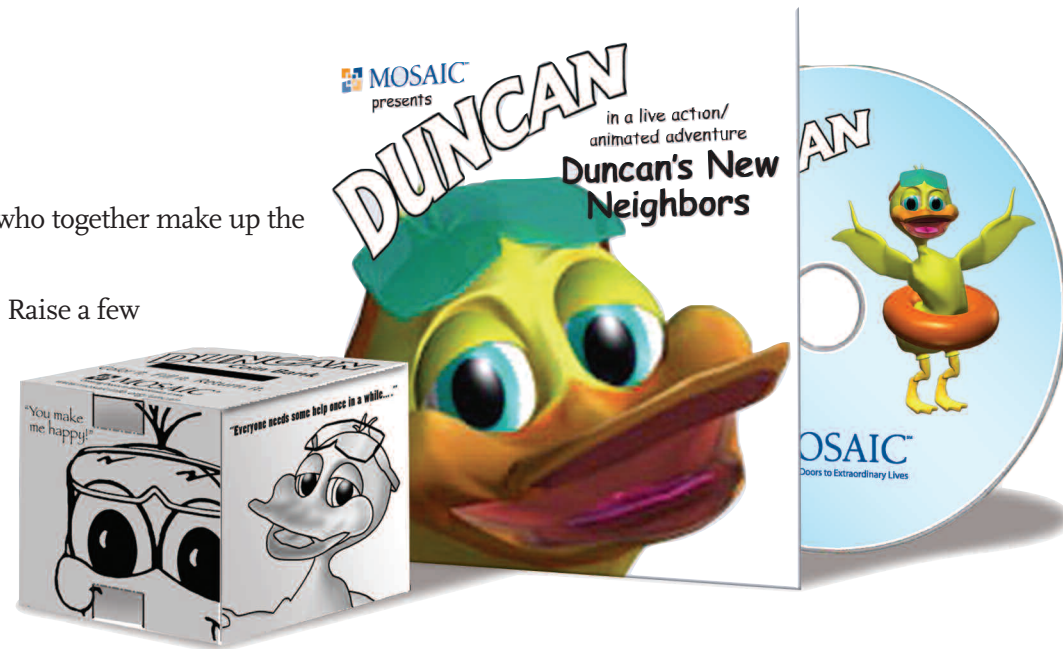
Break

Activity 2

Introduce the *Duncan's New Neighbors* video. There are different people who together make up the family of God. Duncan meets some new people and learns new things.

After the video ask about what we can do to help people with disabilities. Raise a few answers yourself such as physical assistance when needed, patience with someone who is slower, friendship, etc. Also mention giving money to help them have the things they need in life.

Now introduce the Duncan bank. Teach the students how to fold it. In four Sundays, you will collect the banks from them and give the proceeds to Mosaic, an organization that helps people with disabilities.



End of Lesson



Disabilities Respect: Lesson 2

**Bible Text: John 9:1-3**

(Suggestion: Ask students to sit with eyes closed to listen and imagine the story.)

As Jesus was walking along, he saw a man who had been born blind. His disciples asked him, "Teacher, whose sin caused him to be born blind? Was it his own or his parents' sin?"

Jesus answered, "His blindness has nothing to do with his sins or his parents' sins. He is blind so that God's power might be seen at work in him."

Learning Objective

Sin did not cause the man's blindness. We cannot judge others who have disabilities as somehow less good or holy, or less loved by God than we are. None of us are better than any other. All of us need the love of God.

Activity 1

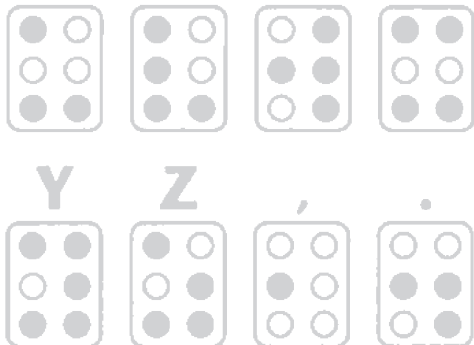
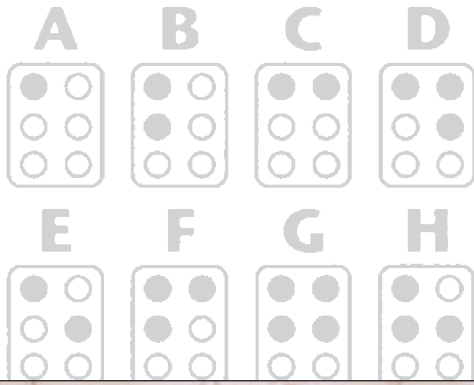
The teacher begins by approaching one student, observes the color of his or her eyes, and says, "You know, I think people with (that student's eye color) eyes have the prettiest eyes." Then ask how many other students have that color in their eye? Do they agree with the teacher's statement? Then approach a different student, one who has a different eye color, and do the same. Repeat the follow-up questions. Explain that you don't really think one color or the other color is the best, but that all eye colors are beautiful because all are made by God to be just what they are.

Teaching

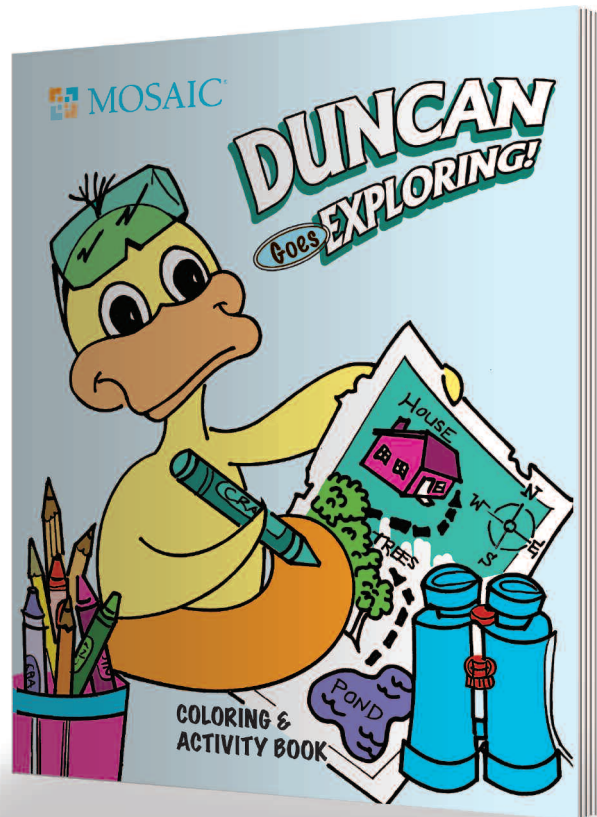
Sometimes we think we are better than others for various reasons, don't we? It may be because we're taller or faster, do better in school, have different clothes. We can find all sorts of reasons. In the gospel story, people thought the man was a sinner simply because he was blind. That doesn't make any sense, does it?

Yet think about your life. Do you ever think someone else is really weird or strange because something about them is different from you? Be honest! Do you think that someone who uses a cane or wheelchair or glasses or a hearing aid is less important or less good than you are?

All of us have things we're able to do and things we're not able to do. All of us do good things. And, admit it, at times all of us do bad things.



The man was not blind because of sin, but because that was the way God made him. A person who has a disability was made that way by God, just like a person with blue eyes or a person with brown eyes. Does God love one eye color more than another? Does God love one type of person more than another?



Break

Activity 2

Now distribute the *Duncan Goes Exploring* coloring and activity book. First have the students write their name in their copies (as these will be collected at the class end today and next week). As a class, read through the story of Duncan and Molly. Do the unscramble word puzzle at the end of the book together as a class.

As time allows, let students begin to color in the Duncan books. Collect the books at the end of the class.

Before the students leave for the day, remind them of the Duncan banks from the previous week. (Have yours handy to show it and shake it with coins in it!) Ask them if they're remembering to put coins in every day to help people with disabilities.

End of Lesson



Bible Text: Matt. 18:1-5

(Suggestion for visual aid: Artwork depicting Jesus and children.)

At that time the disciples came to Jesus, asking, "Who is the greatest in the Kingdom of heaven?"

So Jesus called a child to come and stand in front of them, and said, "I assure you that unless you change and become like children, you will never enter the Kingdom of heaven." The greatest in the Kingdom of heaven is the one who humbles himself and becomes like this child. And whoever welcomes in my name one such child as this, welcomes me.

Learning Objective

We need to become like children, humble and recognizing our needs. We all need help in one way or another. We cannot think ourselves better than others because of things we can do and they can't. To be humble means to recognize that every person is important, whether that person is a child or an adult, and no matter what that person's abilities are.

Activity 1

Today's activity requires an assortment of plastic cups of varying sizes, some of which can be held one-handed by children and some of which require two hands for children.

Distribute the cups randomly to the children and ask who would rather have which cup and why. There is no particular right answer at this point. After the initial discussion, ask the children that if the cups were going to be filled with money or ice cream or candy, which cup would they rather have and why. Ask those who have the big cups if they are able to pick up the cup with one hand and hold it. If they need both hands is that really the best cup for them? Now ask if the cups were filled with water and they had to drink it all before they could leave their seat and go play, which cup would they rather have and why. Or what if you only filled the big cups with something because only the big cups are important?

Teaching

Sometimes we think that bigger is always better and we want more. But bigger isn't always better. Having the right size is better. In this story Jesus talks about children. In Jesus' time, children were considered unimportant. He says they are important. Jesus taught that everybody is important. And he surprised the adults when he said, "The greatest in the kingdom of heaven is the one who humbles himself and becomes like this child." Just like the various cups, people come in various sizes and shapes and all are important.



To humble yourself means not to think that you're more important than anyone else just because you're bigger, or smarter, or faster, or able to do things that other people are not able to do. Is the small cup any less important than the big cup? Both do what they're supposed to do. Sometimes you need a big cup and sometimes you need a small cup.

It is the same with people. No one is any more important in God's eyes than any other person. People with disabilities are sometimes overlooked as though they're not important. But that is not the way God sees things. To God, everyone is important. That's why Jesus used a child to teach this lesson. The child is just as important as any adult.

Break

Activity 2

Distribute the *Duncan Goes Exploring* coloring and activity books. Have the children look at the pictures on pages 3 and 5. What is Molly able to do that Duncan cannot do? What is Duncan able to do that Molly cannot do? Is either Molly or Duncan more important in this story than the other is? The lesson is that we all have different abilities and we can help one another by using our abilities for others.

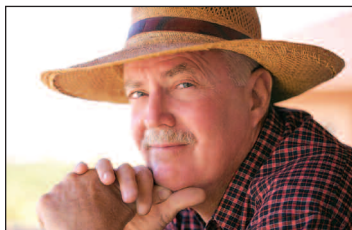
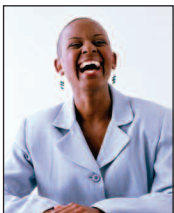
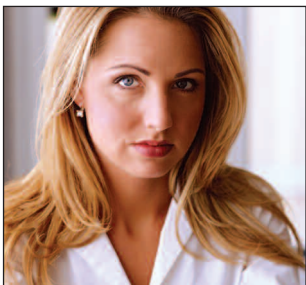
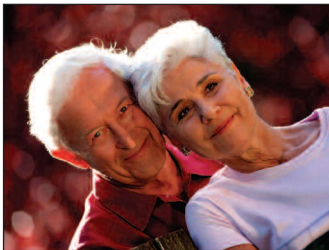
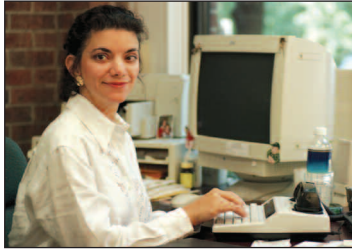
As time allows, let the students color the Duncan books or work a puzzle in the Duncan books together as a class. Collect the books at the end of class.

Remind the children to be using their Duncan banks at home during the week!

End of Lesson



Disabilities Respect: Lesson 4



Bible Text: Luke 10:30-37

(Suggestion: Have some children act out the story while reading it.)

Jesus said, "There was once a man who was going down from Jerusalem to Jericho when robbers attacked him, stripped him, and beat him up, leaving him half dead. It so happened that a priest was going down that road; but when he saw the man, he walked by on the other side. In the same way a Levite also came there, went over and looked at the man, and then walked on by on the other side. But a Samaritan who was traveling that way came upon the man, and when he saw him, his heart with filled with pity. He went over to him, poured oil and wine on his wounds and bandaged them; then he put the man on his own animal and took him to an inn, where he took care of him. The next day he took out two silver coins and gave them to the innkeeper. 'Take care of him,' he told the innkeeper, 'and when I come back this way, I will pay you whatever else you spend on him.'"

And Jesus concluded, "In your opinion, which one of these three acted like a neighbor toward the man attacked by robbers?"

The teacher of the Law answered, "The one who was kind to him."

Jesus replied, "You go, then, and do the same."

Learning Objective

The Good Samaritan is a story to teach us about who our neighbors are. Jesus tells us just before this story that we are to love our neighbor as we love ourselves. Who is our neighbor? How do we view people with disabilities and what are we willing to do for them? To love really means to act in some way. We can do good things from love and we can give money, etc.

Activity 1

Gather photos of children and adults of different races, cultures, abilities. (These can be found easily online and printed.) Have individual children each post a different photo on the board and describe what they see in that person. After all are done, have the children point out the differences and the similarities among the different people.

Would there ever be a reason that if one of those people were hurt you would not stop and try to help them? (There may be good although extremely improbable reasons, such as if the person is carrying a weapon. Those concerns should be addressed honestly if they come up.) How would you feel if you were in need of help and people walked right by you and ignored you?

Teaching

In the story, three people came upon the man who was hurt. Two walked right by, but the third did not. The first two were people who were considered important. The third one was not considered important. In fact, because of his heritage, he would have been considered like an enemy. Yet he stopped and helped.

To act the way Jesus wants us to be a good neighbor is to see that every person is our neighbor, whether like us or different from us. There are many people with disabilities who can use help with simple things. Sometimes they might want help and sometimes they like to do things for themselves. It is a good thing to ask, "May I help you?" when you see someone having trouble with something. What are some ways you can offer to help people with disabilities?

Break

Activity 2

Watch *Duncan's New Neighbors* again. After the video discuss the word neighbor. Who are Duncan's new neighbors? Are they like Duncan?

If time permits hand out the coloring/activity books for the children to use. The children can take them home this week. Remind the children to bring back the coin banks the following week. Send home a note to parents to remind them to send the coin banks back. (Be prepared to have a large bag to pour the coins from all the banks into.)

End of Lesson

