

STUDENT SUNDAY SCHOOL
5 WEEK LENTEN + PASSION SUNDAY CURRICULUM
TEACHERS' GUIDE

*Imprimatur: + William Bower, SSC, Episcopus,
Diocese of the Eastern United States
Anglican Catholic Church*

FIVE WEEK LENTEN (+PASSION SUNDAY) CURRICULUM TEACHERS' GUIDE

This Anglican Lent lesson supports teachers in guiding students in Grades 3–8 through the penitential season of Lent. Lent is a time of repentance, prayer, self-examination, and spiritual discipline as we prepare our hearts to walk with Christ toward the Cross and the joy of Easter.

During Lent, students are invited to reflect on Jesus' teachings, His sacrifice, and His call to lives of faithfulness and obedience. This curriculum helps teachers present Scripture with reverence and clarity while encouraging thoughtful discussion, prayer, and personal reflection.

WHAT'S INCLUDED:

- Weekly Scripture reading (NKJV)
- Teacher story summary for presenting the lesson
- Discussion questions for Grades 3–5 and Grades 6–8
- Weekly memory verse with age adaptations
- Optional crafts with complete instructions
- Reflection or journaling prompts for older students

TEACHING NOTES:

- Begin each class with the Opening Routine found at the front of the curriculum.
- Read the Scripture beforehand so the story can be shared thoughtfully.
- Emphasize themes of repentance, prayer, and trust in God.
- Encourage students to consider how their choices reflect their faith.
- Close each class with prayer and review of the memory verse.

Lent invites us to turn again toward God with humble hearts. As you teach, guide students to understand the meaning of repentance and the grace God offers through Jesus Christ, leading them toward the hope of the Resurrection.

For questions or support in using this Anglican Lesson Plan, please contact: Linda Simmen — Christian Education & Curriculum Development •
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CONTENTS

Five Week Lenten (+Passion Sunday) Curriculum Teachers' Guide.....	2
What's Included:	2
Teaching Notes:.....	2
Teacher Preparation.....	6
Opening Routine	6
Closing Routine	6
LENT OVERVIEW	7
WEEK 1 — LENT 1	9
THEME: Strength in Temptation — Obedience to God's Word	9
Scripture (NKJV Reference Only):	9
LESSON OVERVIEW FOR TEACHERS.....	9
Key Teaching Tips by Age Group.....	9
SCRIPTURE READING	10
Memory Verses.....	10
Key Truths	10
Discussion Questions by Age Group.....	11
CRAFT / ACTIVITY OPTIONS	11
Craft 1: Stones to Bread Object Lesson.....	11
Craft 2: Sword of the Spirit Scripture Strip	12
Craft 3: Temptation Sorting Cards.....	13
Craft 4: Wilderness Reflection Drawing.....	13
Craft 5: Journaling (Grades 7-8)	14
Coloring Page	16
WEEK 2 — LENT 2	17
Theme: Persistent Faith That Trusts God's Mercy	17
Scripture (NKJV Reference Only):	17
LESSON OVERVIEW FOR TEACHERS.....	17
Key Teaching Tips by Age Group.....	17
SCRIPTURE READING	18
Memory Verses.....	18

Anglican Lenten Curriculum

Key Truths	18
Discussion Questions by Age Group	19
Crafts and Activities.....	19
Craft 1: Crumbs of Grace Mosaic	19
Craft 2: Prayer Persistence Chain	20
Craft 3: Humility Heart Mirror	21
Craft 4: Faith Path Drawing.....	21
Craft 5: Journaling (Grades 7-8)	22
Coloring Page	23
Week 3 – Lent 3	24
Theme: Hearing and Keeping God’s Word.....	24
Scripture (NKJV Reference Only):	24
LESSON OVERVIEW FOR TEACHERS.....	24
Key Teaching Tips by Age Group.....	24
SCRIPTURE READING	25
Memory Verse	26
Key Truths	26
Discussion Questions by Age Group.....	26
Crafts and Activities.....	26
Craft 1: House Divided Fold Craft	27
Craft 2: Hear & Keep Bookmark	27
Craft 3: Light vs. Darkness Sort.....	28
Craft 4: Listening Ears Headband	29
Craft 5: Journaling (Grades 7-8)	29
Coloring Page	30
WEEK 4 — LENT 4	32
Theme: God Provides More Than Enough	32
Scripture (NKJV Reference Only):	32
Lesson Overview for teachers:	32
Teaching Tips by Age Group.....	32
Scripture reading.....	33
Memory Verses.....	34

Anglican Lenten Curriculum

Key Truths	34
Discussion Questions by Age Group	34
Crafts and Activities	34
Craft 1: Loaves & Fish Basket	34
Craft 2: Little Becomes Much Poster	35
Craft 3: Gratitude Fish Chain	36
Craft 4: Shadow Box Display — Feeding of the 5,000	37
Craft 5: Journaling (Grades 7–8)	38
Coloring Page	39
Week 5 - Passion Sunday/Lent 5	40
Theme: Before Abraham Was, I AM	40
Scripture (NKJV Reference Only):	40
Lesson Overview for teachers:	40
Teaching Tips by Age Group	40
Grades 6–8	41
SCRIPTURE READING	41
MEMORY VERSES	41
KEY TRUTHS	41
DISCUSSION QUESTIONS BY AGE GROUP	42
Crafts and Activities	42
1. Burning Bush Silhouette	42
3. Before / After Timeline Strip	47
4. Divine Name Scripture Chain	49
5. Journaling (Grades 7–8 Only)	51
Coloring Page	52

Lent Teacher's Guide

Grades 3rd–8th | **Imprimatur:** + William Bower, SSC, Episcopus, Diocese of the Eastern United States, Anglican Catholic Church

TEACHER PREPARATION

Before teaching the week's lesson, teachers need to read the Lesson Scripture so that they can tell the story and lead the discussion. Use an NKJV Bible or the same Bible version used in class.

OPENING ROUTINE

1. Pledge of Allegiance

"I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

2. The Lord's Prayer (Anglican Version)

Our Father, who art in heaven, Hallowed be thy Name. Thy kingdom come. Thy will be done, On earth as it is in heaven. Give us this day our daily bread. And forgive us our trespasses, As we forgive those who trespass against us. And lead us not into temptation, But deliver us from evil. For thine is the kingdom, and the power, and the glory, For ever and ever. Amen.

3. Opening Prayer (Anglican)

Heavenly Father, we gather today with open hearts and minds to learn about your love and grace, as revealed through your Son, Jesus Christ. Open our ears to hear your word, guide our understanding, and fill our hearts with the Holy Spirit, that we may grow in faith and live as your children. Amen.

CLOSING ROUTINE

Have students clean up all projects and put everything away.

2. Closing Prayer (Anglican)

Heavenly Father,
We thank You for the time we've spent together learning about Your love and grace. Thank You for the lessons we've heard, the stories we've shared, and the friendship we've built today. Help us to carry these lessons with us, and may we continue to grow in faith, hope, and love.

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Bless each of these students, their families, and our church community. Guide us through the week ahead and help us to live out the teachings of Your Word in all that we do.

As we leave this place, may Your peace go with us. Keep us safe, and may we always remember to walk in the light of Your love. We ask this in the name of Your Son, Jesus Christ. Amen.

LENT OVERVIEW

What Is Lent?

Lent is a 40-day season of repentance, prayer, and spiritual renewal. It prepares the Church to walk with Christ through His Passion, Death, and Resurrection.

Why 40 Days?

The number 40 represents preparation in Scripture, as seen in the stories of Noah's flood, Israel's wilderness journey, Moses on Sinai, and Jesus' 40 days of fasting.

Liturgical Color

Violet (purple) symbolizes repentance and spiritual preparation throughout Lent.

No Alleluias & No Gloria

Throughout Lent, "Alleluia" is omitted, and the Gloria in excelsis is not used, except on certain feast days.

Worship Tone

Lent is solemn and reflective, marked by prayer, humility, and simplicity.

Themes of the Lenten Gospels

- Lent 1: Temptation of Christ — Matthew 4:1–11
- Lent 2: The Canaanite Woman — Matthew 15:21–28
- Lent 3: A House Divided — Luke 11:14–28
- Lent 4: Feeding of the Five Thousand — John 6:1–14
- Passion Sunday: "Before Abraham was, I AM" — John 8:46–58

Fasting

Fasting begins on Ash Wednesday. Children may practice gentle disciplines, such as prayer time, kindness, or simple acts of sacrifice.

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This week continues our movement from Pre-Lent preparation into deeper Lenten practice, building on what students have already learned about readiness, repentance, and following Jesus.

WEEK 1 — LENT 1

Teachers: Begin class with the Opening Routine located at the front of this document.

THEME: STRENGTH IN TEMPTATION — OBEDIENCE TO GOD’S WORD

SCRIPTURE (NKJV REFERENCE ONLY):

Matthew 4:1–11

LESSON OVERVIEW FOR TEACHERS

This lesson helps students understand that **Jesus resisted temptation by relying on Scripture and trusting God fully**. Although Jesus experienced real hunger, weakness, and pressure, He chose obedience to God’s Word rather than taking the easy or self-serving path.

Students will learn that temptation is a normal part of human life, but God provides guidance and strength through **Scripture, prayer, and trust in Him**. By studying Jesus’ response to temptation, students are encouraged to recognize that they, too, can rely on God’s Word when faced with difficult choices.

Through discussion, reflection, and age-appropriate activities, this lesson invites students to consider how faith shapes their daily decisions and how obedience to God leads to spiritual strength and growth.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–5

- Emphasize that Jesus was hungry and tired, just like we get sometimes
- Focus on the idea that God’s Word helps us make good choices
- Explain temptation as “wanting to do something we know we shouldn’t.”
- Keep examples simple: sharing, honesty, kindness
- Repeat the memory verse together aloud several times

Grades 6–8

- Discuss the three temptations and what they represent
- Talk about how Scripture guides decision-making
- Invite students to identify common temptations in daily life
- Encourage journaling as private reflection
- Reinforce that Jesus resisted temptation through obedience, not power

SCRIPTURE READING

Have a student or teacher read *Matthew 4:1–11* (NKJV or the Bible used in class).

- Jesus was **led by the Holy Spirit** into the wilderness to prepare for His ministry.
- He fasted for **forty days and nights**, experiencing real hunger and weakness.
- Jesus faced **three temptations**:
 - To satisfy physical hunger apart from God's will
 - To test God and seek proof rather than trust
 - To gain power and glory without obedience
- In each temptation, Jesus responded by **quoting Scripture**, showing complete trust in God's Word.
- Jesus refused to misuse His power or act independently from the Father's will.
- Satan departed when Jesus remained faithful and obedient.
- Angels came to **minister to Jesus**, showing God's care and provision after the trial.
- This passage reveals Jesus as fully human—experiencing temptation—yet fully obedient to God.
- The wilderness experience prepares Jesus for His public ministry and teaches us how to face temptation.

Teacher Emphasis

- Temptation itself is **not sin**; giving in to temptation is.
- God's Word provides **truth, strength, and guidance** when we face difficult choices.
- Trusting God often means choosing obedience over immediate comfort or gain.

MEMORY VERSES

Younger: "Man shall not live by bread alone." — Matthew 4:4a

Older: "Man shall not live by bread alone, but by every word that proceeds from the mouth of God." — Matthew 4:4

KEY TRUTHS

- Jesus was led by the Spirit into the wilderness.
- He faced real temptation: hunger, pride, and power.
- He resisted through Scripture.
- Lent calls us to obedience, humility, and reliance on God's Word.

DISCUSSION QUESTIONS BY AGE GROUP

Grades 3–5

1. Where did Jesus go before He began teaching and preaching?
2. Who tried to tempt Jesus in the wilderness?
3. What did Jesus use to answer the temptations?
4. Why is God’s Word important to us?
5. What is one good choice you can make when something feels tempting?

Grades 6–8

1. Why do you think Jesus was led into the wilderness before beginning His ministry?
2. What kinds of temptations did Jesus face?
3. How did Jesus respond to each temptation?
4. What does this teach us about the power of Scripture?
5. How can God’s Word help you make faithful choices today?

CRAFT / ACTIVITY OPTIONS

Provide **at least one simpler option** for younger students and **one deeper option** for older students each week. You do **not** have to do all of this in one class—choose what best fits your group and time.

Craft 1: Stones to Bread Object Lesson

Grades 3–5

Materials (per student)

- 1–2 smooth stones *or* paper “stones” (gray cardstock)
- Markers/crayons
- Glue stick (if using paper stones)
- Optional: tan paper “bread” cutout, stickers

Steps

1. Give each student a stone (or paper stone).
2. Have them decorate it with dots/lines to look like bread *or* draw a loaf on the stone/paper.
3. Write (teacher helps): “God’s Word is my strength.”
4. Briefly discuss: Jesus chose God’s way, not the easy way.
5. Take home as a reminder.

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Grades 6–8

Materials (per student)

- 1 smooth stone *or* cardstock rectangle
- Fine-tip marker
- Bible (or printed verse strip of Matthew 4:4)

Steps

1. Write Matthew 4:4 (full verse or key phrase) on the stone/card.
2. On the back, write one temptation teens face (example: pride, fitting in, dishonesty).
3. Write one Scripture/prayer strategy to respond.
4. Optional: share one strategy with a partner (no pressure).

Craft 2: Sword of the Spirit Scripture Strip

Grades 3–5

Materials (per student)

- Sword template (construction paper)
- Markers
- Tape or glue
- Optional: aluminum foil strip for “blade”

Steps

1. Cut out a simple sword shape (teacher/older helpers assist).
2. Decorate the handle and guard.
3. Write: “God’s Word helps me.”
4. Practice saying the short memory verse together.
5. Remind: Jesus answered temptation with God’s Word.

Grades 6–8

Materials (per student)

- Paper sword template or cardstock
- Markers
- Optional: verse strip of Matthew 4:4, washi tape

Steps

1. Write the older memory verse (Matthew 4:4) neatly along the blade.

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2. Add “Sword of the Spirit” at the top.
3. On the back, write: “One way I’ll use Scripture this week is...”
4. Encourage students to keep it in their Bible.

Craft 3: Temptation Sorting Cards

Grades 3–5

Materials (per small group)

- 2 labeled sheets/plates: WISE CHOICE / TEMPTATION
- Picture/action cards (teacher-prepared)
- Glue stick (optional, if making a poster)

Steps

1. Explain: temptation = wanting to do wrong.
2. Show one card at a time and let students place it under the correct label.
3. After sorting, review: “Which choices honor God?”
4. Close with a simple prayer: “Jesus, help me choose right.”

Grades 6–8

Materials (per group)

- 2 containers or papers: TEMPTATION / OBEDIENCE
- Scenario cards (school, friends, online, honesty)
- Pens

Steps

1. Sort cards into the two categories.
2. Pick two “temptation” cards and discuss: What would a faithful response look like?
3. Write one personal “plan” sentence: “When I’m tempted to ____, I will ____.”
4. Optional: share in pairs.

Craft 4: Wilderness Reflection Drawing

Grades 3–5

Materials (per student)

- Paper
- Crayons/markers
- Optional: “wilderness” background sheet

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Steps

1. Draw Jesus in the wilderness (rocks, sand, mountains).
2. Add three small symbols for temptation (bread, crown, high place).
3. Circle Jesus and say: “Jesus obeyed God.”
4. Write (teacher helps): “God helps me be strong.”

Grades 6–8

Materials (per student)

- Paper/sketch sheet
- Pencil + markers
- Optional: reflection prompt strip

Steps

1. Draw a symbolic wilderness (storms, dry ground, quiet space).
2. Add one word near Jesus: “Truth,” “Obedience,” or “Scripture.”
3. On the back, write a 3–4 sentence reflection: What temptation is hardest—and why?
4. Optional quiet share.

Craft 5: Journaling (Grades 7–8)

Materials (per student):

- Journal or lined paper
- Pen or pencil

Steps:

1. Provide **7–10 minutes of quiet writing time**.
2. Invite students to write a **3–4 sentence reflection** responding to the lesson’s guiding question(s) below.
3. Emphasize that journaling is **private**; students may share **one sentence only if they wish**.
4. Close with a **brief prayer** asking God to help students apply the lesson to their daily lives.

Primary Prompt

- What temptation is hardest for me (or people my age), and why?

Additional Guiding Questions (optional)

- Why do you think Jesus used Scripture to respond to temptation?
- What helps me make faithful choices when something is difficult?
- What prayer could I say when I feel tempted?

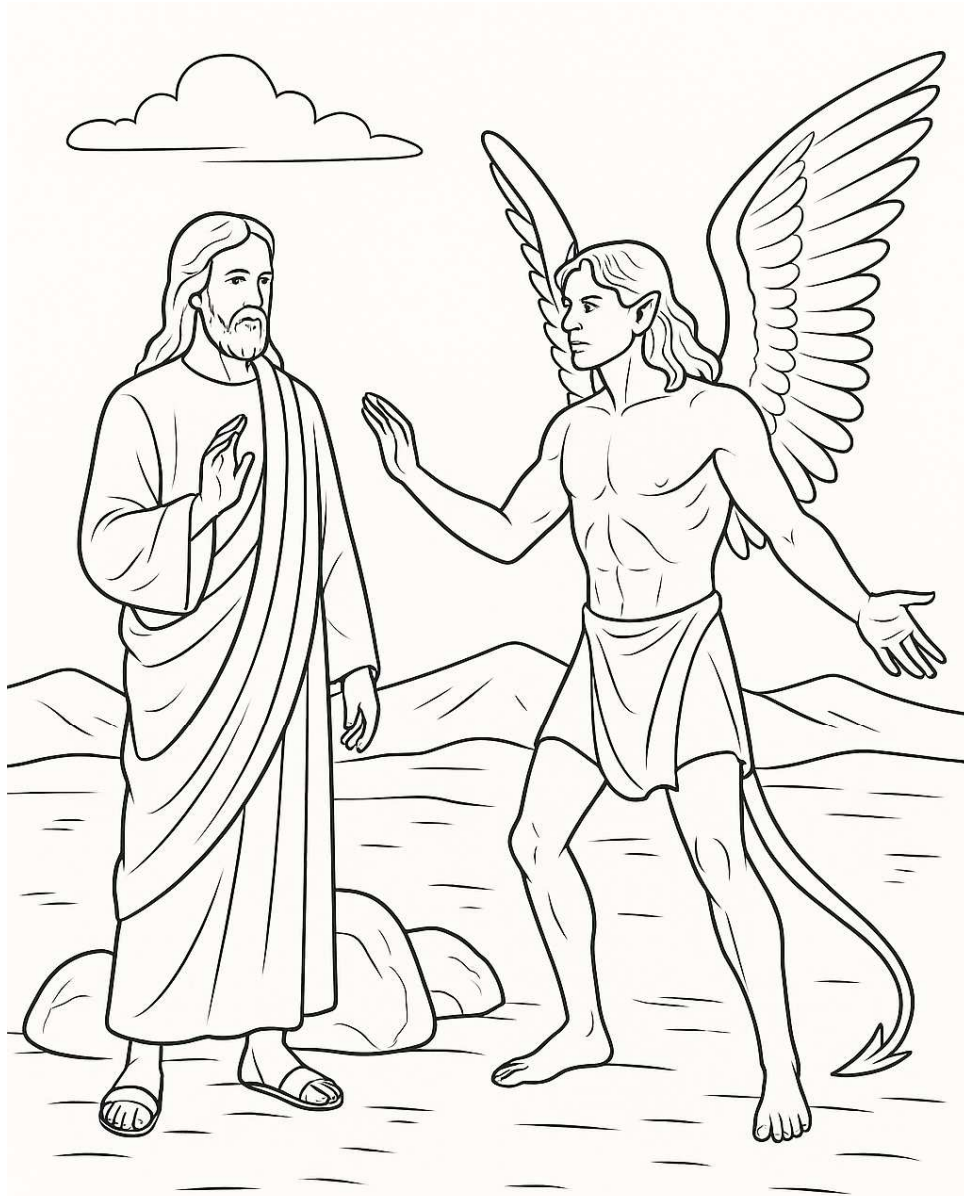
Teacher Note:

Journaling encourages personal reflection and prayer. Sharing is always optional.

COLORING PAGE

This week continues our transition from pre-Lent preparation into deeper Lenten practice, building on what students have already learned about readiness, repentance, and following Jesus.

Teachers: Conclude class with the Closing Routine located at the front of this document.



THE TEMPTATION OF CHRIST

WEEK 2 — LENT 2

Teachers: Begin class with the Opening Routine located at the front of this document.

THEME: PERSISTENT FAITH THAT TRUSTS GOD’S MERCY

SCRIPTURE (NKJV REFERENCE ONLY):

Matthew 15:21–28

LESSON OVERVIEW FOR TEACHERS

This lesson invites teachers to guide students in understanding that **true faith is marked by humility, perseverance, and trust in God’s mercy**, even when answers seem delayed or difficult.

In this Gospel passage, Jesus encounters a Canaanite woman whose daughter is suffering. Though she is considered an outsider and initially experiences silence and challenging words, she continues to seek Christ with humility and persistence. Her faith does not demand or argue worthiness; instead, it clings to the mercy of God. Jesus ultimately commends her “great faith” and heals her daughter.

During the season of Lent, this passage helps students reflect on how faith is lived out in times of struggle and uncertainty. Lent calls believers to honest prayer, patient trust, and reliance on God rather than on personal strength or status. This lesson emphasizes that God’s mercy is not limited by human boundaries and that persistent prayer is an expression of deep faith.

Teachers are encouraged to present this passage with pastoral sensitivity, acknowledging the tension in the text while guiding students toward its central message: **Christ honors humble, persevering faith and responds with compassion and grace.**

KEY TEACHING TIPS BY AGE GROUP

Grades 3–5

- God listens when we pray, even if the answer does not come right away.
- Faith means trusting Jesus and continuing to pray, even when things are hard.
- The Canaanite woman teaches us to ask for help with humility and hope.
- Jesus’ mercy is for everyone, and His compassion reaches all who come to Him.

Teaching Tip:

Use simple language to explain that Jesus was helping the woman show her strong faith. Emphasize that Jesus was never unkind and that He ultimately responded with love and healing.

Grades 6–8

- Faith is sometimes tested through waiting, silence, or difficult moments.
- Persistent prayer is an expression of trust, not doubt or weakness.
- The Canaanite woman shows humility by trusting God’s mercy rather than demanding an answer.
- Jesus reveals that God’s grace extends beyond human boundaries and expectations.

Teaching Tip:

Acknowledge that Jesus’ words may sound challenging at first. Invite students to discuss why perseverance and humility are important in a faithful prayer life.

SCRIPTURE READING

Have a student or teacher read **Matthew 15:21–28** (NKJV or the Bible used in class).

- Jesus travels to the region of Tyre and Sidon, an area outside Jewish territory.
- A Canaanite woman asks Jesus to heal her daughter, who is suffering.
- At first, Jesus is silent, allowing her faith and perseverance to be seen clearly.
- The disciples want her dismissed, but she continues to call out to Jesus for mercy.
- Jesus speaks challenging words that test faith rather than reject her.
- The woman responds with humility, trust, and confidence in Jesus’ goodness.
- Jesus declares that her faith is “great” and her daughter is healed.
- This passage shows that God’s mercy is not restricted by boundaries or background.
- True faith perseveres even when answers seem delayed.
- Lent invites us to practice humble, persistent prayer like the woman who would not give up.

MEMORY VERSES

Grades 3-5

“Lord, help me!” — Matthew 15:25

Grades 6-8

“O woman, great is your faith! Let it be to you as you desire.” — Matthew 15:28

KEY TRUTHS

- The woman was a Gentile yet came boldly to Jesus.
- She showed humility and persistent faith.
- Jesus tested and revealed her great faith.
- Lent calls us to be humble, persistent prayer.

DISCUSSION QUESTIONS BY AGE GROUP

Grades 3–5

1. Who came to Jesus asking for help?
2. What did she want Jesus to do?
3. Did she give up when Jesus did not answer right away?
4. What does it mean to keep praying?
5. Who can we ask for help when we are worried or scared?

Grades 6–8

1. Why do you think Jesus delayed His response to the woman?
2. How did the woman show humility and faith?
3. What does Jesus say about her faith?
4. Why is persistence important in prayer?
5. How do we trust God when answers take time?

CRAFTS AND ACTIVITIES

Provide at least one simpler option for younger students and one deeper option for older students each week. You do not have to do all of these in one class—choose what best fits your group and time.

Craft 1: Crumbs of Grace Mosaic

Grades 3–5

Materials (per student)

- Paper plate or cardstock
- Small torn paper “crumbs” (tan/brown/yellow)
- Glue stick
- Marker

Steps

1. Write “JESUS” in the center.
2. Glue “crumbs” around the word like a mosaic border.
3. Add: “Lord, help me!”
4. Discuss: We can come to Jesus humbly.

Grades 6–8

Materials (per student)

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- Cardstock
- Small paper squares
- Glue
- Pen

Steps

1. Create a mosaic cross or heart using the squares.
2. Write the older verse (Matthew 15:28) at the bottom.
3. On the back: “Where do I need persistent prayer?”
4. Optional: silent prayer over the page.

Craft 2: Prayer Persistence Chain

Grades 3–5

Materials (per student)

- Paper strips
- Markers
- Glue/tape/stapler

Steps

1. Write one prayer request on each strip (teacher assists).
2. Link strips into a chain.
3. Hold up the chain and say: “I will keep praying.”
4. Encourage taking home and praying one link per day.

Grades 6–8

Materials (per student)

- Paper strips
- Pen
- Stapler/tape

Steps

1. Write one “persisting prayer” per strip (faith, family, school, church).
2. Add one action step strip: “This week I will...”
3. Link into a chain and keep in Bible/notebook.

Craft 3: Humility Heart Mirror

Grades 3–5

Materials (per student)

- Paper heart template
- Small foil square or reflective paper
- Glue stick
- Markers

Steps

1. Glue foil in the center of the heart.
2. Decorate the border.
3. Write: “Jesus, I trust You.”
4. Discuss: Humility = coming to God with a sincere heart.

Grades 6–8

Materials (per student)

- Cardstock heart
- Foil/reflective paper
- Pen

Steps

1. Add foil center.
2. Around the border, write 6–8 words describing humble faith (patient, honest, trusting...).
3. On the back, write a short prayer of humility.

Craft 4: Faith Path Drawing

Grades 3–5

Materials (per student) Paper, crayons/markers

Steps

1. Draw a path leading to Jesus.
2. Add the woman kneeling.
3. Write: “Lord, help me!”

4. Share one reason we pray.

Grades 6–8

Materials (per student) Paper, pencil/markers

Steps

1. Draw a path with obstacles labeled “delay,” “discouragement,” “fear.”
2. Add stepping stones labeled “prayer,” “faith,” “humility.”
3. Write Matthew 15:28 (older verse) somewhere on the page.
4. Reflect: Which obstacle is hardest right now?

Craft 5: Journaling (Grades 7–8)

Materials (per student):

- Journal or lined paper
- Pen or pencil

Steps:

1. Provide **7–10 minutes of quiet writing time.**
2. Invite students to write a **3–4 sentence reflection** responding to the lesson’s guiding question(s) below.
3. Emphasize that journaling is **private**; students may share **one sentence only if they wish.**
4. Close with a **brief prayer** asking God to help students apply the lesson to their daily lives.

Primary Prompt

- What prayer do I find hardest to keep praying, and why?

Additional Guiding Questions (optional)

- What does humble faith look like in everyday life?
- Why is it hard to trust God when answers take time?
- How can patience be an act of faith?

Teacher Note:

Journaling encourages personal reflection and prayer. Sharing is always optional.

Teachers: Conclude class with the Closing Routine located at the front of this document.

This week continues our movement from Pre-Lent preparation into deeper Lenten practice, building on what students have already learned about readiness, repentance, and following Jesus.

COLORING PAGE



WEEK 3 – LENT 3

Teachers: Continue the same Opening Routine used in Epiphany and Pre-Lent. The structure does not change for Lent — only the season’s purpose deepens.

THEME: HEARING AND KEEPING GOD’S WORD

Suggested Image: Jesus teaching with a strong house illustration

SCRIPTURE (NKJV REFERENCE ONLY):

Luke 11:14–28

LESSON OVERVIEW FOR TEACHERS

This lesson guides students to understand that faith is not only hearing God’s Word but choosing to *keep it* — to live it out in daily decisions. Jesus teaches that a divided heart cannot stand, just as a divided house cannot stand. In this passage, the crowd listens, but not all respond with obedience. Some react with confusion, doubt, or accusations. Jesus answers by making it clear that true blessing comes not from hearing alone, but from hearing **and doing** the Word of God.

This lesson invites students to see God’s Word as an anchor — something steady and trustworthy when their feelings, friendships, or circumstances become divided. It reinforces that obedience is not perfection, but direction: moving toward Jesus, even when it’s hard or imperfect. Lent helps us practice this by slowing down, listening intentionally, making godly choices, and letting Scripture shape our habits.

Teachers should emphasize:

- Listening leads to action
- God’s Word forms the foundation of a faithful life
- A heart cannot be divided between sin and obedience
- Blessing follows obedience, not just hearing

Encourage students to leave class with **one specific way** they will “keep” God’s Word this week — not a long list, just one faithful step.

KEY TEACHING TIPS BY AGE GROUP

Grades 3–5

Main Focus: Hearing God’s Word + choosing simple obedience

- Jesus teaches that a strong life is like a strong house: it needs a solid foundation.
- God’s Word helps us know what is good, right, and loving.

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- We show we are God’s children by listening and choosing to obey.
- Obedience can be simple: kindness, honesty, forgiveness, and patience.
- We don’t obey to impress God — we obey because we love Him.

Language to Use with Younger Students:

“God helps me hear. God helps me obey. God helps me grow.”

Practical connection: At this age, obedience is most understood through *actions*, not abstract ideas — keep examples simple and concrete.

Grades 6–8

- Main Focus: Hearing → Discernment → Obedience as a daily choice
- Jesus exposes the difference between listening to truth and living by it.
- A “divided house” reflects a divided heart — faith can’t grow in two directions.
- God’s Word becomes a filter for choices, influences, friendships, and media.
- Obedience is an act of courage, not convenience.
- Lent calls us to examine: “What is shaping me the most — God or the world?”

Language to Use with Older Students:

“What I hear, I must decide to live. God’s Word demands a response.”

Practical connection: Middle schoolers respond to belonging and identity — obedience becomes meaningful when connected to who they want to become, not just what they’re told to avoid.

SCRIPTURE READING

Have a student or teacher read **Luke 11:14–28** (NKJV or the Bible used in class).

- Jesus heals a man who could not speak, and the crowds react with amazement and confusion.
- Some accuse Jesus of working by evil power; others demand more signs to prove His authority.
- Jesus teaches that a kingdom or a house divided against itself cannot stand.
- He exposes the danger of a divided heart — one that hears truth but refuses obedience.
- Jesus explains that blessing comes not to those who listen only, but to those who *keep* God’s Word.
- He teaches that spiritual strength and clarity come from living what God says.
- The passage warns that neutrality is impossible — we choose to follow Jesus or turn away.

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- Jesus redirects attention from signs and miracles to obedience and faithfulness.
- Lent challenges us to examine our hearts: Are we divided, or are we aligned with God?

MEMORY VERSE

Grades 3–5

“But He said, ‘More than that, blessed are those who hear the word of God and keep it!’”
— Luke 11:28, NKJV

Grades 6–8

“But He said, ‘More than that, blessed are those who hear the word of God and keep it!’”
— Luke 11:28, NKJV

KEY TRUTHS

Hearing and Keeping God’s Word (Luke 11:14–28)

- Hearing God’s Word is the beginning; obedience is the response.
- A divided heart cannot stand — faith calls us to choose God.
- God’s Word becomes our foundation when life feels confusing or pressured.
- Blessing comes from hearing *and doing* what God says.
- Obedience is not about perfection; it is about direction — moving toward Jesus.
- Jesus invites us to live what we learn, not just listen to it.

DISCUSSION QUESTIONS BY AGE GROUP

Grades 3–5:

- What happened in today’s story?
- What does this teach us about Jesus?
- How can we follow Jesus this week?

Grades 6–8:

- What is the deeper meaning of this passage?
- What does this teach us about faith and obedience?
- How can this apply to our daily lives?

CRAFTS AND ACTIVITIES

Grades 3–5 Craft:

Materials: Paper, crayons/markers, glue.

Steps:

1. Create a simple visual related to the lesson.
2. Discuss the lesson theme while working.

3. Display or take home as a reminder.

Grades 6–8 Craft:

Materials: Cardstock, pens, optional Scripture strips.

Steps:

1. Create a symbolic or Scripture-based craft.
2. Include a written reflection or verse.
3. Encourage quiet reflection during completion.

Craft 1: House Divided Fold Craft

Grades 3–5

Materials (per student):

- 1 sheet paper
- Crayons/markers
- Scissors
- Glue stick (optional)

Steps:

1. Fold paper in half like a card.
2. Front: draw a cracked house; write: “A house divided...”
3. Inside: draw a strong house with a cross; write: “...cannot stand.”
4. Discuss: God helps us be steady and faithful.
5. Take home and share what it means with family.

Grades 6–8

Materials (per student):

- Paper or cardstock
- Pen/markers

Steps:

1. Create a ‘before/after’ card: divided vs. united.
2. Inside, write the memory verse (Luke 11:28).
3. On the back, write: “One habit that strengthens my faith is...”
4. Optional: add one habit you want to start during Lent.
5. Keep in Bible as a reminder.

Craft 2: Hear & Keep Bookmark

Grades 3–5

Materials (per student):

- Cardstock strip
- Markers
- Stickers (optional)

Steps:

1. Decorate bookmark with Bible symbols (cross, lamp, heart).
2. Write: "I hear God's Word."
3. Add verse reference: Luke 11:28.
4. Practice the short memory line together.
5. Encourage students to use it during Bible readings.

Grades 6–8

Materials (per student):

- Cardstock strip
- Pen/markers
- Hole punch + yarn (optional)

Steps:

1. Write the full memory verse (Luke 11:28) neatly on the bookmark.
2. On the back, list 3 'keep it' actions (pray, obey, serve).
3. Punch a hole and add a tassel (optional).
4. Reflect: Which action will be your focus this week?
5. Keep in Bible as a daily reminder.

Craft 3: Light vs. Darkness Sort

Grades 3–5

Materials (per student):

- Two labeled sheets: LIGHT and DARKNESS
- Action cards (kindness, lying, helping, teasing, prayer, jealousy...)

Steps:

1. Explain: Light choices please God; darkness choices do not.
2. Read cards aloud and place under LIGHT or DARKNESS.
3. Review: Why does each belong there?
4. Choose one LIGHT action to practice this week.
5. Close with a short prayer for obedient hearts.

Grades 6–8

Materials (per student):

- Two-column paper (LIGHT / DARKNESS)
- Scenario cards
- Pens

Steps:

1. Sort scenarios and explain reasoning for each.
2. Rewrite two 'darkness' scenarios into 'light' responses.
3. Write one personal goal: "This week I will keep God's Word by..."
4. Optional: share goals in pairs.

5. Pray for strength to live out God's Word.

Craft 4: Listening Ears Headband

Grades 3–5

Materials (per student):

- Paper strip for headband
- Ear cutouts
- Crayons/markers
- Tape/glue

Steps:

1. Color ear cutouts.
2. Tape/glue ears to the headband strip and fit to student's head.
3. Write on the band: "I hear God's Word."
4. Wear during memory verse review time.
5. Discuss one way to listen and obey this week.

Grades 6–8

Materials (per student):

- Paper strip
- Ear cutouts
- Pen/marker

Steps:

1. Create the headband.
2. Write one word on each ear: 'Hear' and 'Keep.'
3. On the inside band, write one area where obedience is hard (private).
4. Take 1 minute of quiet reflection.
5. Students may keep private or share one non-personal takeaway.

Craft 5: Journaling (Grades 7–8)

Materials (per student):

- Journal or lined paper
- Pen or pencil

Steps:

1. Provide **7–10 minutes of quiet writing time**.
2. Invite students to write a **3–4 sentence reflection** responding to the lesson's guiding question(s) below.
3. Emphasize that journaling is **private**; students may share **one sentence only if they wish**.

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4. Close with a **brief prayer** asking God to help students apply the lesson to their daily lives.

Teacher Note:

Journaling encourages personal reflection and prayer. Sharing is always optional.

Primary Prompt

- What is one part of God's Word that challenges me to change how I live?

Additional Guiding Questions (optional)

- What is the difference between hearing God's Word and keeping it?
- Why is obedience sometimes harder than listening?
- Who helps me stay faithful when I struggle?

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.

This week continues our movement from Pre-Lent preparation into deeper Lenten practice, building on what students have already learned about readiness, repentance, and following Jesus.



**BLESSED ARE THOSE
WHO HEAR..AND KEEP IT.**

WEEK 4 — LENT 4

Teachers: Begin class with the Opening Routine located at the front of this document.

THEME: GOD PROVIDES MORE THAN ENOUGH

SCRIPTURE (NKJV REFERENCE ONLY):

John 6:1–14

LESSON OVERVIEW FOR TEACHERS:

This lesson teaches students that Jesus provides abundantly, even when what we have seems small. The Feeding of the Five Thousand shows how Jesus receives a simple offering — five loaves and two fish — and multiplies it beyond what anyone expected. The disciples see only what is missing; Jesus sees what is possible. This moment invites us to trust that God can work through our lives, our gifts, our efforts, and even our weaknesses.

Students will learn that God does not ask for perfection or strength before He can use us — He asks for willingness. When we offer what we have, even if it feels like “not enough,” Jesus gives thanks, blesses it, and makes it more than sufficient. Lent reminds us that God’s abundance is greater than our fear of not having enough, not being enough, or not doing enough. We are encouraged to bring what we have, just like the boy did, and to trust Jesus with the outcome.

Teachers should emphasize:

- Jesus sees possibilities where we see limits
- God works through offerings that feel small or ordinary
- Gratitude comes before multiplication — Jesus first *gives thanks*
- Sharing what we have becomes part of God’s work in the world
- God provides spiritually, not only physically

TEACHING TIPS BY AGE GROUP

Focus: Jesus cares, provides, and invites us to share.

- Jesus sees both physical and spiritual needs and cares about both.
- A small offering can become something great in God’s hands.
- Giving what we have — time, kindness, help — matters to Jesus.
- Gratitude comes first: Jesus *gives thanks* before the miracle.
- We can trust Jesus to help when we feel like we don’t have enough.

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Simple Language for Younger Students:

“Jesus can use what I give. Jesus helps me share. Jesus provides for me.”

Practical Emphasis:

Examples should be concrete — such as lunch, toys, time, helping someone, or praying for a friend.

Grades 6–8

Focus: God’s abundance begins where human ability ends.

- The disciples think in terms of shortage; Jesus thinks in terms of surrender and trust.
- Faith means offering who we are and what we have, even when it feels inadequate.
- Jesus invites us into the miracle — we participate, we don’t just watch.
- Gratitude is a spiritual discipline: Jesus thanked God before there was “enough.”
- Lent challenges us to identify where we fear lack and replace that fear with trust.

Guided Language for Discussion:

“What we offer is small; what Jesus does with it is not.”

Practical Emphasis:

Connect to real preteen challenges — insecurity, identity, pressure to be impressive, feeling unseen. God uses people *exactly where they are*.

SCRIPTURE READING

Have a student or teacher read **John 6:1–14** (NKJV or the Bible used in class).

- A large crowd follows Jesus, and He sees their physical and spiritual need.
- The disciples focus on what they lack — “There is not enough.”
- A boy offers five loaves and two fish, a gift that seems far too small.
- Jesus receives what is offered, **gives thanks**, and begins to distribute it.
- The food multiplies in His hands until everyone has more than enough.
- Twelve baskets of leftovers remain, proving that God provides abundantly.
- Jesus teaches that God works through what we surrender, not through what we fear we lack.
- This miracle prepares us to understand spiritual nourishment in Christ.
- Lent teaches us to trust Jesus with what we have, even when it feels insufficient.

MEMORY VERSES

Younger: “Jesus took the loaves.” — John 6:11a

Older: “Jesus took the loaves, and when He had given thanks, He distributed them.” — John 6:11

KEY TRUTHS

Feeding of the Five Thousand (John 6:1–14)

- Jesus provides abundantly, even when resources seem small.
- God works through simple offerings — willingness matters more than size.
- Gratitude comes before multiplication — Jesus gives thanks first.
- We participate in God’s work by offering what we have.
- Fear sees what is missing; faith sees what Jesus can do.
- God’s abundance is greater than our fear of “not enough.”

DISCUSSION QUESTIONS BY AGE GROUP

Grades 3–5:

- What happened in today’s story?
- What does this teach us about Jesus?
- How can we follow Jesus this week?

Grades 6–8:

- What is the deeper meaning of this passage?
- What does this teach us about faith and obedience?
- How can this apply to our daily lives?

CRAFTS AND ACTIVITIES

Craft 1: Loaves & Fish Basket

Grades 3–5

Materials (per student):

- Paper plate
- Scissors
- Glue
- Fish and loaf cutouts
- Markers

Steps:

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1. Fold paper plate in half and staple/tape sides to make a basket.
2. Color the basket.
3. Glue fish and loaf cutouts inside.
4. Retell the miracle while working.
5. Discuss one way to share what you have this week.

Grades 6–8

Materials (per student):

- Cardstock
- Scissors
- Glue
- Verse strip (John 6:11) optional

Steps:

1. Create a simple paper basket (fold and secure sides).
2. Write John 6:11 (older verse) on the outside or attach verse strip.
3. On the back, write: “What small thing can I offer God?”
4. Optional: share one offering idea (time, kindness, service).
5. Keep in Bible notebook as reminder.

Craft 2: Little Becomes Much Poster

Grades 3–5

Materials (per student):

- Paper
- Crayons/markers

Steps:

1. Draw hands offering loaves and fish.
2. Add big words: “Thank You, Jesus!”
3. Draw a happy crowd and baskets.
4. Name one thing you can share this week.
5. Display on classroom wall if desired.

Grades 6–8

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Materials (per student):

- Paper
- Pen/markers

Steps:

1. Title the poster: “Little Becomes Much.”
2. Add 3 real-life examples (time, kindness, prayer, honesty, service).
3. Write one personal commitment sentence at the bottom.
4. Optional: include John 6:11 reference.
5. Share commitments in pairs (optional).

Craft 3: Gratitude Fish Chain

Grades 3–5

Materials (per student):

- Fish cutouts
- Markers
- Tape/staples

Steps:

1. Write one thing you are thankful for on each fish.
2. Link fish together into a chain.
3. Share one gratitude aloud (optional).
4. Encourage taking it home and adding more during the week.
5. Close with a short prayer of thanks.

Grades 6–8

Materials (per student):

- Fish cutouts
- Pen
- Hole punch
- String/yarn

Steps:

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1. Write gratitude + a short prayer on each fish.
2. Punch holes and string into a garland.
3. Reflect: How does gratitude change our view of 'lack'?
4. Choose one gratitude practice for the week.
5. Optional: hang in prayer space at home.

Craft 4: Shadow Box Display — Feeding of the 5,000

Grades 3–5

Materials (per student):

- Shoebox lid OR cardstock folded shadow box
- Scene cutouts (Jesus, crowd, loaves, fish, baskets)
- Crayons/markers
- Glue/tape

Steps:

1. Color the inside of the box (sky and grass).
2. Glue Jesus near the center.
3. Add the crowd and baskets around Him.
4. Place loaves and fish near Jesus and retell the story.
5. Discuss: Jesus provides more than enough.

Grades 6–8

Materials (per student):

- Box lid/craft box
- Cutouts
- Glue
- Verse strip (John 6:11)

Steps:

1. Arrange foreground and background to show depth.
2. Attach John 6:11 verse strip along the inside edge.
3. Add a small card inside: "Jesus provides more than enough."
4. Discuss: Where do we need to trust God's provision?

5. Optional: write one trust statement on the back of the box.

Craft 5: Journaling (Grades 7–8)

Materials (per student):

- Journal or lined paper
- Pen or pencil

Steps:

1. Provide **7–10 minutes of quiet writing time**.
2. Invite students to write a **3–4 sentence reflection** responding to the lesson's guiding question(s) below.
3. Emphasize that journaling is **private**; students may share **one sentence only if they wish**.
4. Close with a **brief prayer** asking God to help students apply the lesson to their daily lives.

Primary Prompt

- What small gift, ability, or opportunity do I have that God could use?

Additional Guiding Questions (optional)

- Why do you think Jesus asked the disciples to bring what they had?
- How does gratitude change the way I see what I lack?
- What does it mean to trust God's provision?

Teacher Note:

Journaling encourages personal reflection and prayer. Sharing is always optional.

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.

This week continues our movement from Pre-Lent preparation into deeper Lenten practice, building on what students have already learned about readiness, repentance, and following Jesus.



WEEK 5 - PASSION SUNDAY/LENT 5

Teachers: Begin class with the Opening Routine located at the front of this document.

THEME: BEFORE ABRAHAM WAS, I AM

SCRIPTURE (NKJV REFERENCE ONLY):

John 8:46–58

LESSON OVERVIEW FOR TEACHERS:

Passion Sunday prepares students for Holy Week by revealing Jesus not only as a teacher or miracle-worker, but as the eternal Son of God. In John 8, Jesus speaks the divine name “I AM,” connecting Himself to God’s revelation to Moses at the burning bush. This moment is not symbolic or poetic — it is direct. Jesus claims full divinity.

Some who listened were confused, some were amazed, and some were angry. The passage teaches that when Jesus speaks truth, hearts must choose how to respond. Students learn that following Jesus means recognizing who He truly is, not just who we prefer Him to be. Passion Sunday invites reflection, reverence, and readiness for the journey to the Cross.

Teachers should emphasize:

- Jesus is not just from God; He *is* God.
- This moment explains why the Cross matters — Jesus is not a victim; He is fulfilling His mission.
- We respond to Jesus with worship, trust, and obedience.
- Lent deepens into solemnity because the time of sacrifice is near.

Teachers: The tone becomes quieter, more reverent, and more focused on who Jesus is and why He came. Maintain structure; adjust pace..

TEACHING TIPS BY AGE GROUP

Grades 3–5

- Focus on identity: Jesus is God — that’s why His words matter.
- Connect the “I AM” to the burning bush story with Moses.
- Keep the tone reverent, not frightening; Jesus chooses the Cross out of love.
- Use simple language: *Jesus has always been. Jesus is God with us.*

Examples to use:

“Jesus didn’t become God — He already was.”

Grades 6–8

- Address the weight of divine identity: Jesus is not claiming importance, but eternity.
- Explore why His words caused strong reactions — truth demands a response.
- Connect to Holy Week: The Cross is not accidental; it is the mission.
- Invite reflection on obedience, worship, and why Jesus’ authority matters.
- **Guided phrase for discussion:**
“If Jesus is who He says He is, then His words shape how we live.”

SCRIPTURE READING

Have a student or teacher read **John 8:46–58** (NKJV or the Bible used in class).

- Jesus speaks openly about truth, sin, and faith before a divided and hostile crowd.
- He declares authority over life, death, and eternity — not as a teacher only, but as God.
- The crowd appeals to Abraham, claiming heritage; Jesus appeals to identity and divinity.
- Jesus reveals that Abraham looked forward to His coming with joy.
- He speaks the divine name, saying: **“Before Abraham was, I AM.”**
- By using the name “I AM,” Jesus identifies Himself with God who spoke to Moses at the burning bush.
- Some listening respond with anger, showing the weight and seriousness of His claim.
- This passage prepares us for the Cross — Jesus is not a victim but the eternal Son fulfilling His mission.
- Passion Sunday turns our hearts toward Holy Week with reverence and readiness.

MEMORY VERSES

Younger Students

“Before Abraham was, I AM.” — John 8:58a

Older Students

“Before Abraham was, I AM.” — John 8:58

(Invite students to underline I AM and connect it to Exodus 3:14)

KEY TRUTHS

- Jesus claims the divine name — He is truly God, not only a teacher.
- This moment prepares us for the Cross — Jesus chooses to save, not to escape.
- Truth invites response: worship, trust, obedience, and reverence.

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- The Cross is not defeat; it is the fullness of God’s plan.
- Passion Sunday turns our focus toward Holy Week with seriousness and hope.

DISCUSSION QUESTIONS BY AGE GROUP

Grades 3–5

- Who does Jesus say He is?
- Why is the name “I AM” important?
- How does Jesus show that He comes from God?
- How can we show respect and love for Jesus this week?

Grades 6–8

- Why did Jesus’ words shock the crowd?
- What does it mean that Jesus existed before Abraham?
- How does Jesus’ claiming “I AM” change our understanding of the Cross?
- What response does this truth ask of us — in faith, choices, and daily life?

CRAFTS AND ACTIVITIES

Provide at least one simpler option for younger students and one deeper option for older students. You do not need to complete all activities in one class—choose what best fits your group and time.

1. Burning Bush Silhouette

Theme: Connecting “I AM” with God’s revelation to Moses

Grades 3–4

Materials (per student)

- 1 sheet white cardstock or construction paper
- Brown or black marker (for bush/branches)
- Red, orange, and yellow tissue paper (pre-cut small squares or flame shapes)
- Glue sticks

Teacher Prep

- Pre-cut tissue into small squares or flame shapes.
- Draw a simple bare bush outline in pencil on each page if time is tight.

Step-by-Step

1. Introduce the idea

Briefly remind students that God spoke to Moses from a burning bush and said, “I AM.” Jesus uses the same name in John 8.

2. Draw the bush

- Have students draw a simple bush with branches using a brown or black marker.
- Keep shapes simple: a trunk and lots of short, branching lines.

3. Add the “fire”

- Students glue red, orange, and yellow tissue on top of the branches to look like flames.
- Encourage them to cover much of the bush but leave some branches showing.

4. Add words

- At the bottom, help them write:
“Jesus is I AM.”
- Say the phrase together as they write.

5. Share and review

- Hold up a few examples and ask: “Who said ‘I AM’ in the Bible?”
- Reinforce: Jesus is God.

Grades 5–6

Materials (per student)

- White cardstock
- Pencil, black marker
- Tissue paper in flame colors
- Glue sticks
- Optional: small, printed strip “Before Abraham was, I AM. — John 8:58”

Teacher Prep

- Have tissue ready.
- Prepare verse strips if you want them printed rather than handwritten.

Step-by-Step

1. Outline the scene

- Students lightly sketch a rocky hillside or simple ground line.
- Draw a more detailed bush: trunk, branches, and a bit of ground under it.

2. Flame layering

- Glue tissue paper in layers to give a flame effect (overlapping colors).
- Encourage them to leave white space for contrast.

3. Add the verse

- Students either write or glue the verse strip near the bottom:
“Before Abraham was, I AM. — John 8:58”

4. Reflection line

- On the back, they write one sentence:
“If Jesus is I AM, then I will trust Him by ____.”

5. Quick share (optional)

- Invite volunteers to read only their last word or phrase (e.g., “obeying,” “praying,” “listening”).

Grades 7–8

Materials (per student)

- White cardstock
- Pencil, fine-tip black pen/marker
- Tissue paper or colored pencil if preferred
- Glue stick (if using tissue)

Step-by-Step

1. Symbolic design

- Students create a more symbolic burning bush:
 - Thorny branches = human limitations

- Fire = God's holy presence and eternal "I AM."

2. Text integration

- Students write in small letters around the bush: *Holy, Eternal, I AM, Lord, Jesus, God with us.*

3. Verse placement

- At the bottom, in neat writing:
"Before Abraham was, I AM. — John 8:58"

4. Silent reflection

- Give 1–2 minutes of quiet while they think: "What does it mean if Jesus really is 'I AM'?"

5. Optional prompt on back:

"Because Jesus is I AM, one thing that must change in me is..."

2. "I AM" Identity Card

Theme: Jesus' divine identity

Grades 3–4

Materials (per student)

- Half-sheet cardstock, folded like a small card
- Crayons/markers

Teacher Prep

- Fold cards ahead of time if needed.

Step-by-Step

1. Cover design

- Front: Write "Jesus: I AM" at the top.
- Students draw a simple cross or heart.

2. Inside: Who is Jesus?

- On the left side, help them write: "Jesus is God."
- On the right side, draw Jesus with open arms or a simple symbol (cross, heart, light).

3. Back cover

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- Write: “I love You, Jesus.”
- Encourage them to color simply.

4. Review

- Briefly remind them that because Jesus is God, we listen, love, and follow Him.

Grades 5–6

Materials (per student)

- Cardstock folded into a card
- Pens/markers

Step-by-Step

1. Title the card

- Front: “Jesus: I AM” centered.
- Add a simple border or small cross.

2. Inside left: Identity words

- List: *Eternal, Divine, Savior, Lord, Son of God, Messiah.*

3. Inside right: My response

- Sentence starter:
“Because Jesus is I AM, I will follow Him by _____.”

4. Back

- Add the reference “John 8:58.”

5. Optional sharing

- Students can share their “I will follow Him by...” sentence in pairs.

Grades 7–8

Materials (per student)

- Cardstock folded
- Pen/fine marker

Step-by-Step

1. Front cover

- “I AM” in large letters, “Jesus” written smaller above or below.

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- Keep it clean and strong, not cluttered.

2. Inside left: Scripture

- Students copy:
“Before Abraham was, I AM. — John 8:58”
- Under it: “Claim of Divinity.”

3. Inside right: Personal statement

- Two lines:
“If Jesus is truly I AM, I cannot treat Him as just another voice.
My response this week will be to _____. ”

4. Back

- One word that describes their response: *Trust, Obey, Worship, Listen, Repent, Follow.*

3. Before / After Timeline Strip

Theme: Jesus is eternal — before Abraham and before us

Grades 3–4

Materials (per student)

- 1 strip of paper (about 3–4 inches tall, full width of page)
- Crayons/markers

Step-by-Step

1. Fold into three sections

- Fold the strip into three equal panels.

2. Label panels

- Left: “Abraham” (draw a stick figure with stars)
- Middle: “Jesus says: I AM.”
- Right: “Today” (a simple child figure praying or at church)

3. Sentence under strip

- Help them write beneath the fold-out:
“Jesus has always been.”

4. Review

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- Say together: “Jesus was before Abraham. Jesus is with us now.”

Grades 5–6

Materials (per student)

- Longer paper strip or half-sheet folded in accordion
- Pens/markers

Step-by-Step

1. Create 4 panels

- Fold into 4 sections: “Abraham,” “Jesus’ earthly life,” “Passion Sunday,” “My life now.”

2. Draw simple scenes

- Abraham under the stars
- Jesus teaching or speaking
- Cross or church for Passion Sunday
- A student with a Bible, cross, or praying

3. Add one phrase under each

- “God’s promise.”
- “God with us.”
- “Jesus prepares for the Cross.”
- “Jesus is Lord of my life.”

4. Reflection line on back

- “I will remember that Jesus is I AM by ____.”

Grades 7–8

Materials (per student)

- Folded strip or sketchbook page
- Pen/pencil

Step-by-Step

1. Timeline with dates or labels

- Label: “Abraham,” “Burning Bush,” “Jesus’ Ministry,” “Passion Sunday,” “My Lifetime.”

2. Add brief notes under each

- Abraham: “Promise of many descendants.”
- Burning Bush: “God says, ‘I AM WHO I AM.’”
- Jesus’ Ministry: “Signs and teaching.”
- Passion Sunday: “Jesus says, ‘Before Abraham was, I AM.’”
- My Lifetime: “I choose how to respond.”

3. Final statement at the bottom

- “Jesus is the same ‘I AM’ in every generation — including mine.”

4. Divine Name Scripture Chain

Theme: Names of God, and my response

Grades 3–4

Materials (per student)

- 6–8 paper strips
- Crayons/markers
- Tape or stapler

Step-by-Step

1. Introduce God’s names simply

- Examples: *Lord, Shepherd, Friend, Savior, I AM.*

2. Write one name per strip

- The teacher may write lightly in pencil for students to trace.

3. Add one “me” strip

- Last strip: “I belong to Jesus.”

4. Make a chain

- Form loops and connect them to create a paper chain.

5. Hang or take home

- Encourage them to hang it where they pray or sleep.

Grades 5–6

Materials (per student)

- 8–10 paper strips

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- Pens/markers
- Tape/stapler

Step-by-Step

1. Write names/titles

- Strips: *I AM, Savior, Lord, Light, Truth, Shepherd, King, Messiah.*

2. Add response strip

- One strip: "I will trust Jesus as _____ this week."

3. Link chain

- Assemble the chain and review some of the names aloud as you build.

4. Closing thought

- Ask: "What name or title of Jesus means the most to you today?"
-

Grades 7–8

Materials (per student)

- Paper strips
- Pen/fine-tip marker
- Tape/stapler

Step-by-Step

1. Create a "theology chain."

- Names: *I AM, Son of God, Word, Lamb of God, Lord of All, Alpha and Omega.*

2. Add two personal strips

- "I resist Jesus as..."
- "I need to receive Jesus as..."

3. Build a chain

- Students may choose the order intentionally (e.g., "I AM" at the top).

4. Short silent prayer

- Invite them to hold their chain quietly and pray:
"Jesus, I receive You as I AM."

5. Journaling (Grades 7–8 Only)

Materials (per student)

- Journals or lined paper
- Pens/pencils

Steps

1. Quiet setting

- Ask for silence; frame this as personal time between them and God.

2. Prompt on the board

- “If Jesus really is ‘I AM,’ what must change in the way I see Him and live for Him?”

Optional supporting questions:

- What does it mean that Jesus existed before Abraham?
- Does Jesus have the right to direct my choices? Why or why not?
- How does this prepare me for Holy Week?

3. Writing time

- Give 7–10 minutes of uninterrupted writing.

4. Optional sharing

- Invite students to share only a word, short phrase, or one sentence if they wish.
- Emphasize: no one has to share; this is between them and God.

5. Closing prayer

- Close with a short prayer:
“Lord Jesus, You are I AM. Help us to know You as God, to trust You as Savior, and to follow You with our whole hearts.”

COLORING PAGE

Teachers: Conclude class with the Closing Routine located at the front of this document.

This week continues our movement from Pre-Lent preparation into deeper Lenten practice, building on what students have already learned about readiness, repentance, and following Jesus.

