

STUDENT SUNDAY SCHOOL  
10 WEEK EASTER SEASON SUNDAY SCHOOL CURRICULUM  
TEACHERS' GUIDE

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

# 10 Week Easter Season Curriculum

## Teachers' Guide

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The Easter Season is the heart of the Christian year. We walk with Jesus from His entry into Jerusalem, through the Resurrection, His appearances to the disciples, His Ascension into Heaven, the coming of the Holy Spirit at Pentecost, and the revelation of the Holy Trinity.

This curriculum supports teachers in guiding students with clarity, reverence, and joyful faith.

### 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.

### EASTER SEASON INTRODUCTION

#### **Required Feast Days**

- Ascension
- Pentecost / Whitsunday
- Trinity Sunday

#### **Optional Lessons (For Parishes Ending in May)**

- Easter 3 (John 16:16–22)
- Easter 4 (John 16:5–15)
- Easter 5 (Rogation Sunday) (John 16:23–33)

#### **Holy Days in the Season**

- Palm Sunday

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- Easter Sunday
- Ascension
- Pentecost / Whitsunday
- Trinity Sunday

## **Saint Days (Teacher Reference Only)**

- April 25 — St. Mark
- May 1 — St. Philip & St. James
- June 11 — St. Barnabas
- June 24 — Nativity of St. John the Baptist (optional note)
- June 29 — St. Peter (after year-end; reference only)

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# Easter Season Teacher's Guide

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## 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.

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.

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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.

## EASTER SEASON OVERVIEW

The Easter Season is the most important time in the Christian year. It begins with Jesus entering Jerusalem on Palm Sunday, reaches its high point with the Resurrection on Easter Sunday, and continues through Jesus' appearances to His disciples after He rose from the dead. This season teaches us that Jesus truly defeated death, fulfilled God's promises, and opened the way for us to have new life in Him. If a teacher remembers nothing else, remember this: **Easter is not one day — Easter is a season of victory.** After the Resurrection, Jesus did not disappear immediately. He spent forty days with His disciples, teaching them, comforting them, and preparing them for the mission of the Church. During this time He explains the Scriptures, restores their hope, and gives them peace. He shows them that His Kingdom is real, and that His work will continue through them. Teachers should emphasize: *Jesus is alive, Jesus is present, and Jesus continues to work in the world through His people.*

The Season concludes with three major feast days that *must* be recognized in all parishes:

- **Ascension** — Jesus returns to Heaven to reign as King.
- **Pentecost / Whitsunday** — The Holy Spirit comes, and the Church is born.
- **Trinity Sunday** — We confess that the One God is Father, Son, and Holy Spirit.

This is the moment the students understand that the story does not end with Easter morning. God continues His work in the world through the Holy Spirit and through the Church — including them. A teacher does not need to be a theologian to lead this season. They simply need to guide the students through Scripture, highlight what Jesus says and does, and trust that God will make the truth clear. The goal is not to “cover material,” but to help the students encounter the living Christ.

### Required vs. Optional Lessons

This Easter curriculum allows flexibility for different parish schedules. The **lessons required** for seasonal continuity are **Palm Sunday, Easter Sunday** (*if Sunday School meets*), **Easter 1, Easter 2, Ascension**, and **Pentecost/Whitsunday**.

**Optional lessons** are **Easter 3, Rogation Sunday, and Trinity Sunday**. If one additional week must be removed, the recommended lesson to drop is **Easter 2**, while keeping Easter 1, Ascension, and Pentecost in place.

## WEEK 1 — PALM SUNDAY

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

**THEME:** JESUS ENTERS JERUSALEM AS THE PROMISED KING.

**SCRIPTURE (NKJV REFERENCE ONLY):** MATTHEW 21:1–11

### LESSON OVERVIEW FOR TEACHERS

Palm Sunday begins with joy and expectation as Jesus enters Jerusalem openly as the Messiah, fulfilling prophecy in a way the people did not expect. He rides a donkey, not a war horse, showing that His Kingdom comes in humility, not conquest. The crowds shout “Hosanna,” asking God to save them, even though they do not yet understand how salvation will come.

This lesson teaches students that Jesus is a different kind of King. He conquers through sacrifice, leads through service, and reveals strength through mercy. His authority does not crush people — it calls them to repentance, worship, and trust. The Triumphal Entry prepares the way for the Cross, reminding us that victory in God’s Kingdom often looks different than victory in the world.

Students should understand that faith is more than emotion. The same crowd that praised Jesus on Sunday would reject Him by Friday. Palm Sunday challenges us to follow Jesus not only in moments of excitement, but in moments of difficulty. Jesus is worthy of trust because He is the King who saves.

### KEY TEACHING TIPS BY AGE GROUP

#### **3rd–4th Grade**

- Keep the focus on the crowd’s excitement and Jesus as King.
- Use simple definitions: “Hosanna means ‘save us’ and they were asking Jesus to save them.”
- Reinforce that Jesus is a good, gentle, loving King.

#### **5th–6th Grade**

- Explain that prophecy was being fulfilled without needing to go in-depth on historical context.
- Help students see why Jesus chose humility over a war horse or army.
- Discuss what it means to praise Jesus when things are hard, not only when they’re exciting.

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### 7th–8th Grade

- Contrast emotional faith (the crowd) with committed discipleship (following Jesus all week).
- Discuss how Jesus' humility reveals His strength and purpose.
- Connect Palm Sunday to the beginning of Holy Week and the road to the Cross.

## SCRIPTURE READING

Have a student or teacher read *Matthew 21:1–11* (NKJV or the Bible used in class).

- Jesus sends disciples to find a donkey, fulfilling prophecy.
- The disciples obey even before they fully understand.
- Jesus enters Jerusalem humbly as a servant King.
- The crowds welcome Him with palm branches and praise.
- “Hosanna” is a prayer for salvation, not just a cheer.
- The scene reveals who Jesus is: the promised Messiah.

### Teacher Emphasis

- Jesus is the promised King.
- His Kingdom is built in humility, not force.
- Following Him means more than emotional excitement — it means obedience.

## MEMORY VERSES

3rd–4th: “Hosanna to the Son of David!” — Matthew 21:9

5th–6th: “Hosanna to the Son of David! ‘Blessed is He who comes in the name of the Lord!’ — Matthew 21:9

7th–8th: “Hosanna to the Son of David! ‘Blessed is He who comes in the name of the Lord!’ Hosanna in the highest!” — Matthew 21:9

## KEY TRUTHS

- Jesus is the promised King.
- God’s Kingdom comes in humility.
- True faith continues beyond emotional moments.

## DISCUSSION QUESTIONS BY AGE GROUP

### 3rd–4th

- Why did the people wave palms and cheer?

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- What makes Jesus a good King?
- How can we praise Jesus?

### 5th–6th

- Why does Jesus ride a donkey instead of a horse?
- What does this moment teach us about God’s way vs. the world’s way?
- When is it hard to follow Jesus?

### 7th–8th

- Why did the crowd change from praise to rejection?
- What does Palm Sunday teach about emotional vs. faithful discipleship?
- What does it cost to follow Jesus as King?

## 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: Paper Palm Branches

Best for: 3rd–4th (simple), adaptable for 5th–6th and 7th–8th

Purpose: To give students a simple, visual way to join the “Hosanna” procession and remember Jesus as King.

Materials (per student)

- Green construction paper (1–2 sheets)
- Pencil
- Scissors
- Craft stick, straw, or unsharpened pencil (for handle)
- Tape or glue stick
- Optional: thin white strip of paper for Scripture ribbon (for 5th–6th and 7th–8th)

### Steps – 3rd–4th Grade

1. Have students place a hand on the green paper and trace around it 2–3 times.
2. Cut out each traced hand. These become “palm fronds.”
3. Line up handprints with fingers pointing out like leaves.
4. Tape or glue them to the top of the craft stick or straw to form a palm branch.
5. On the handle, write: “Hosanna!” or “Hosanna to the Son of David!”

### Steps – 5th–6th Grade (Extension)

1. Follow steps 1–4 above.
2. Give each student a thin strip of white paper.

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3. Have them write: “Blessed is He who comes in the name of the Lord — Matthew 21:9.”
4. Glue or tape this strip across the “palm leaves” or along the handle.

### **Steps – 7th–8th Grade (Extension)**

1. Follow the 5th–6th grade steps.
2. Ask students to add a second phrase on the handle, such as: “Jesus, my King” or “Christ, my Lord.”
3. Optional: On the back, they can write a short one-sentence prayer: “Jesus, help me follow You this week.”

## **Craft 2: Palm Cross (Construction Paper)**

Best for: 3rd–4th and 5th–6th; simple reminder of Holy Week

- Materials (per student)
  - 2 strips of green or brown construction paper
    - 1 strip: approximately 1" x 11"
    - 1 strip: approximately 1" x 7"
  - Tape or glue
  - Pencil or pen

### **Steps – 3rd–4th Grade**

1. Lay the long strip vertically on the desk.
2. Place the shorter strip horizontally across the long strip, about one-third of the way down from the top, forming a cross shape.
3. Tape or glue the strips where they meet at the center.
4. On the horizontal strip, help children write: “Jesus is King.”
5. On the vertical strip, write: “Hosanna!”

### **Steps – 5th–6th Grade**

1. Follow steps 1–3 above.
2. On the horizontal strip, students write: “Blessed is He who comes in the name of the Lord.”
3. On the vertical strip, they write “Matthew 21:9” at the bottom.
4. Optional: Punch a hole at the top and thread yarn through so it can hang.

### **Steps – 7th–8th Grade (Optional Extension)**

1. Follow 5th–6th steps.
2. On the back of the cross, students write a one-sentence personal commitment, such as: “Jesus, I will follow You this week even when it is hard.”

## **Craft 3: Palm Cross (Palm Frond)**

Best for: 5th–6th, 7th–8th (fine-motor strength and patience)

Note: This works best if the teacher pre-cuts palm strips from real palm fronds.

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Materials (per student)

- 1 long, narrow strip of palm frond (about ½" wide and 12–16" long)
- Optional: small tag or label and pen for a short prayer

Simple Folding Steps (for classroom demonstration)

1. Hold the palm strip vertically, with the wider end at the bottom if there is one.
2. Fold the strip forward at about the one-third point from the top to make a right angle, forming the future top of the cross.
3. Fold the long tail across the front to form the crossbeam, then around the back to secure it.
4. Wrap the tail behind and down to form the long vertical part of the cross.
5. Tuck the end of the strip into one of the folds at the back to hold the shape in place.

Optional: Tie or tape a small tag to each cross with a short prayer, such as “Jesus, my King.”

Teacher Note: This is best done as a guided activity with the teacher doing the first one slowly at the front, then helping students individually.

### **Craft 4: Dramatic Procession / Mini-Play**

Best for: All grades; adjust complexity by age.

Purpose: To help students experience the story with their bodies and voices, not just listening.

Materials

- Paper palm branches (from Craft 1) or real palms
- Optional: simple cloths or strips of fabric to lay on the floor “road.”
- Bible or printed script for narrator.

#### **Steps – 3rd–4th Grade**

Choose a narrator (teacher or confident student) to read a shortened version of Matthew 21:6–9.

1. Assign one student to represent Jesus (walking slowly, reverently).
2. Have the rest of the class line up along a “path” in the room, holding palm branches.
3. As the narrator reads, “He rode along,” the “Jesus” student walks slowly down the path.
4. The class waves palms and says together: “Hosanna! Hosanna to the Son of David!”
5. End with a short, simple prayer thanking Jesus for being our King.

#### **Steps – 5th–6th Grade**

1. Assign roles: Narrator, Jesus, two disciples, and the crowd.



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2. Have the narrator read selected verses or a simple script adapted from Matthew 21.
3. The disciples act out going to get the donkey (no props necessary).
4. The crowd lays down cloths or paper “robes” and waves palms as “Jesus” walks by.
5. After the brief scene, gather students and ask one quick question: “What kind of King do you think Jesus is?”

### Steps – 7th–8th Grade

Follow the 5th–6th grade steps.

1. Add a brief second scene or reflection: after the cheering, the narrator asks, “Do we still follow Jesus when the cheering stops?”
2. Invite one or two students to share a one-sentence response.
3. Close with a short prayer of commitment: “Jesus, help us follow You all week.”

### Craft 5: Journaling (7th–8th Grade)

Materials

- Journal or lined notebook paper
- Pen or pencil

Steps

1. Explain that journaling is private; no one is required to read aloud.
2. Give students 7–10 minutes of quiet writing time.
3. Write the prompt clearly so that all can see:  
*“What does it mean to welcome Jesus as King in my life this week?”*
4. Optional additional prompts:
  - *“When is it easy to praise Jesus?”*
  - *“When is it hard to follow Him?”*
5. After writing time, invite students (if they wish) to share one sentence or one word they wrote.
6. Close with a short prayer asking God to help them live what they have written.

## COLORING PAGE

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



## WEEK 2 — EASTER SUNDAY

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

**THEME: JESUS IS ALIVE; GOD KEEPS HIS PROMISES.**

**SCRIPTURE (NKJV REFERENCE ONLY): JOHN 20:1–10**

### LESSON OVERVIEW FOR TEACHERS

Easter Sunday begins with confusion and fear — not celebration. When Mary Magdalene arrives at the tomb and finds the stone rolled away, she does not shout “He is risen!” She runs to get help. Peter and John race to the tomb and see for themselves that Jesus’ body is gone. The empty tomb is not just a sign that Jesus is missing — it is the evidence that God has done what He promised. Jesus has risen, just as He said. Easter teaches us to look at God’s works before we have all the answers and trust Him even when we do not yet understand.

The Resurrection changes everything. Jesus did not simply come back to life — He defeated death. He did not escape the tomb — He conquered it. This is why Easter is the foundation of the Christian faith. If Jesus had stayed dead, our hope would collapse. But He lives, and because He lives, sin and death no longer have the final word. This moment is not a myth or a symbol — it is a real event in history that shapes our future. Easter is God’s victory, not ours, and He shares it freely with all who believe.

For teachers and students, the Resurrection means hope where there was fear, forgiveness where there was failure, and purpose where there was confusion. Jesus is alive — not just in memory or story, but truly, bodily, forever. He will never abandon His people. Easter is not just about what happened to Jesus; it is about what happens to us because of Jesus. Christians live differently because we know the end of the story: **Jesus wins**. And because Jesus wins, those who belong to Him share in that victory.

### KEY TEACHING TIPS BY AGE GROUP

#### 3rd–4th Grade

- Emphasize the joy: “Jesus is alive!”
- Keep explanations simple and hopeful.
- Reassure students that God keeps His promises.

#### 5th–6th Grade

- Explain that the Resurrection is both spiritual and physical.
- Help them see why the empty tomb matters to our faith.
- Encourage basic questions about belief and doubt.

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### 7th–8th Grade

- Connect the Resurrection to Christian identity and mission.
- Ask why the disciples' fear turns to faith.
- Discuss what changes if Jesus is truly alive today.

## SCRIPTURE READING

**Have a student or teacher read John 20:1–10 (NKJV or the Bible used in class).**

- Mary Magdalene discovers the stone rolled away.
- She believes Jesus' body has been taken.
- Peter and John run to see the tomb for themselves.
- The linen cloths reveal that something miraculous has happened.
- John begins to believe, even without seeing Jesus yet.
- The empty tomb becomes the first sign of the Resurrection.

### Teacher Emphasis

- The empty tomb is the foundation of Christian faith.
- Jesus is alive — not a memory, but truly alive.
- Because He lives, hope and forgiveness are real.

## KEY TRUTHS

- Jesus is alive.
- The Resurrection proves God keeps His promises.
- Our hope is real because Jesus lives.

## DISCUSSION QUESTIONS BY AGE GROUP

### 3rd–4th

- What surprises Mary and the disciples?
- Why is it good news that Jesus is alive?
- How can we celebrate that Jesus lives?

### 5th–6th

- Why is the empty tomb important to our faith?
- What does the Resurrection prove about Jesus?
- How should Easter change the way we live?

### 7th–8th

- What does the Resurrection mean for Christians today?
- Why is Easter the center of Christian belief?
- How is a living Savior different from a historical teacher?

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### 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: Empty Tomb Craft (Paper Plate or Circle)**

Best for: 3rd–4th; simple adaptation for older grades

Materials (per student)

- 1 paper plate (or sturdy circle of card)
- Brown or gray construction paper (for tomb)
- Small circle of gray or brown paper (stone)
- Brass fastener (brad) or tape (if brads are not available)
- Glue stick
- Markers or crayons
- White scrap of paper or small piece of tissue (linen cloth)

Steps – 3rd–4th Grade

1. Give each student a paper plate (this is the “garden ground”).
2. Cut or pre-cut a half-circle tomb shape from brown/gray paper and glue it at the bottom center of the plate.
3. Cut or pre-cut a small circle “stone” from gray paper.
4. Use a brad to attach the “stone” at the edge of the tomb opening so it can swing open and closed. If no brads, tape one edge so it can still be lifted.
5. Glue a small white scrap inside the tomb to represent the linen cloth.
6. At the top of the plate, have students write: “He is risen!”

Steps – 5th–6th Grade

1. Follow the 3rd–4th steps.
2. Have students add grass, flowers, or a simple cross in the background with crayons or markers.
3. Add the reference: “John 20:1–10” along the bottom edge.

Steps – 7th–8th Grade

1. Follow 5th–6th steps.
2. On the back of the plate, students write a one-sentence reflection: “Because Jesus lives, I can...” (and complete the sentence).

#### **Craft 2: Resurrection Garden (Cup or Small Tray)**

Best for: 5th–6th and 7th–8th; can be simplified for 3rd–4th.

Materials (per student or pair)

- Small plastic cup, paper cup, or shallow container

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- Potting soil or dirt
- Grass seed or small fast-sprouting seeds (optional if planting is not possible)
- Small pebble or stone (for tomb stone)
- Two small craft sticks and a small piece of twine or string (for cross)

### Steps – 3rd–4th Grade (Simplified Version)

1. Fill the bottom of the cup or container with a small amount of soil.
2. Place one small stone on top of the soil to represent the stone at the tomb.
3. Help each student place two craft sticks in a cross shape above or behind the stone.
4. Have them say quietly or write on the cup: “Jesus is alive.”

### Steps – 5th–6th Grade

1. Place soil in the container, leaving room at the top.
2. If using seed, sprinkle a small amount on top and press gently into the soil.
3. Place a small stone in front of the imagined “tomb” area to represent the rolled away stone.
4. Make a cross by tying two craft sticks with string or gluing them in a cross shape; press them into the soil behind the stone.
5. Write “He is risen” or “New Life” on the cup or container.

### Steps – 7th–8th Grade

1. Follow 5th–6th grade steps.
2. Invite students to choose one word that describes what Easter means to them (Hope, Victory, Forgiveness, Alive) and write it along the rim of the container.
3. Encourage them to place the garden at home where they will see it during the week.

## Craft 3: Resurrection Banner

Best for: All grades, good as a group project

### Materials

- Long strip of butcher paper or poster board
- Markers, crayons, or paint (depending on space)
- Optional: pre-cut shapes of crosses, tombs, suns, hearts, or doves
- Tape for hanging.

### Steps

1. Hang or lay out the long paper strip where the group can reach it.
2. Write a large title across the top, such as “Jesus Is Risen” or “He Is Alive.”

3rd–4th: Invite students to draw simple symbols of Easter (the empty tomb, cross, sun rising, heart, etc.).

5th–6th: Ask them to add key words: “Hope,” “Life,” “Joy,” “Forgiveness.”

## **Anglican Easter Curriculum**

7th–8th: Invite them to add short phrases or one-sentence prayers: “Thank You, Jesus, for conquering death.”

1. Display the banner in the classroom or hallway for the Easter season.

### **Craft 4: Guided Discussion Circle (Easter Reflection)**

Best for: All grades; content level changes by age

Materials

- Chairs in a circle or students seated in a circle on the floor
- Bible or printed questions
- Optional: A soft object (small ball or stuffed item) to pass for turn-taking.

Steps – 3rd–4th Grade

2. Seat the children in a circle.
3. Explain that only the person holding the object is speaking.
4. Ask simple questions one at a time:
  - “Why is it good news that Jesus is alive?”
  - “What do you want to say, ‘thank you’ to Jesus for?”
5. Let each child hold the object and answer if they wish.
6. Close with a short prayer of thanks together.

Steps – 5th–6th Grade

1. Use the same circle structure.
2. Ask questions such as:
  - “What would it mean if Jesus were still in the tomb?”
  - “How does the Resurrection give us hope today?”
3. Allow brief answers without forcing anyone to speak.
4. Close with a prayer thanking God for real hope.

Steps – 7th–8th Grade

1. Keep the circle format and respectful listening.
2. Ask deeper questions:
  - “How does believing in the Resurrection change the way we face fear or pain?”
  - “What is one area of your life where you need to remember that Jesus is alive?”
3. Invite volunteers to share.
4. Close with a spoken prayer or a time of silent reflection.

### **Craft 5: Journaling (7th–8th Grade)**

Materials

- Journal or lined paper
- Pen or pencil

Steps

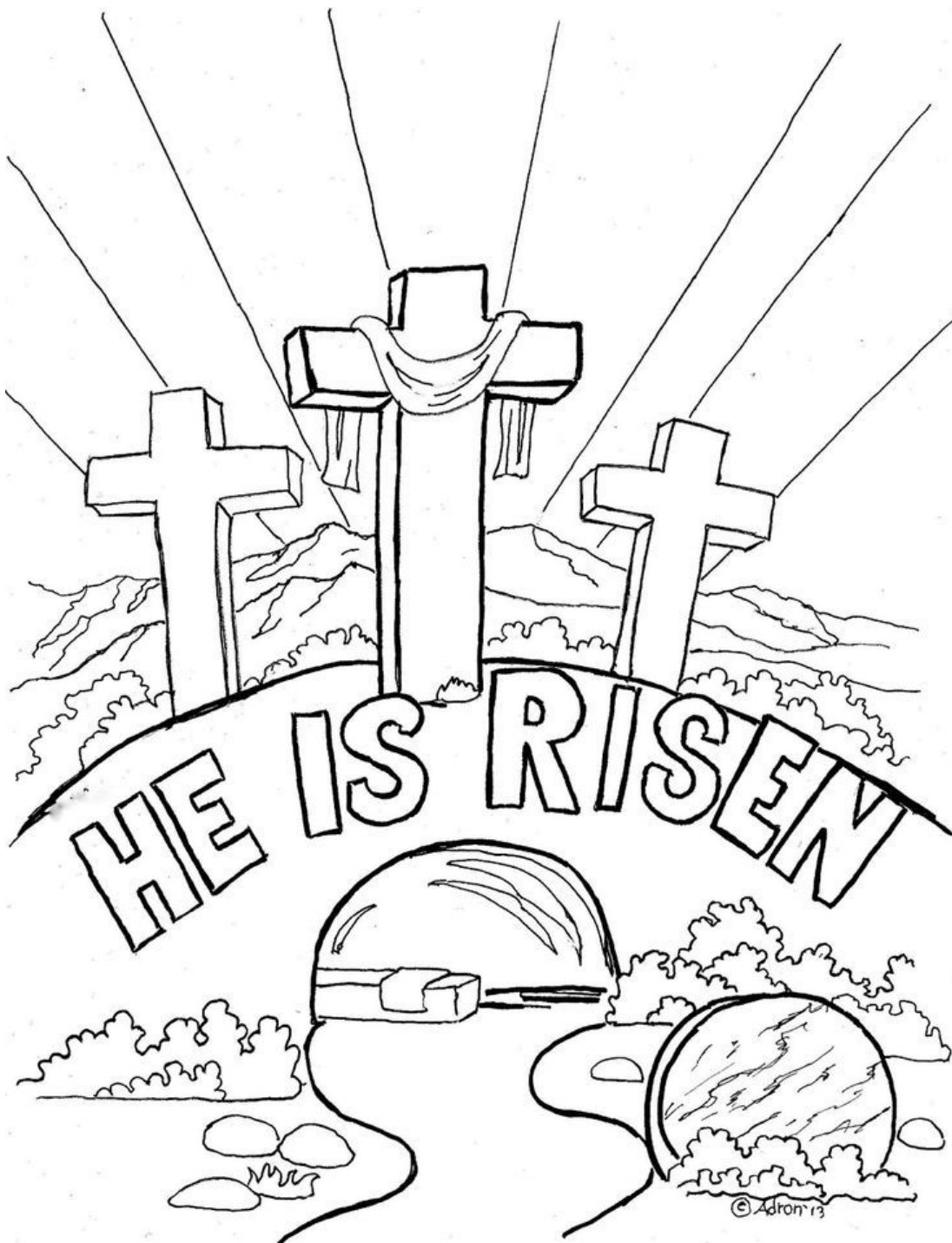
## **Anglican Easter Curriculum**

1. Explain that journaling is between them and God; sharing is optional.
2. Write the main prompt where all can see:  
“What has the Resurrection changed for you personally?”
3. Optional follow-up prompts:
  - “Where do you need Easter hope in your life?”
  - “If Jesus is alive, how should that change the way you live this week?”
4. Give 7–10 minutes for quiet writing.
5. Invite (but do not pressure) a few to share one sentence.
6. End with a brief prayer of thanksgiving for the Resurrection.



## COLORING PAGE

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



## WEEK 3 — EASTER 1

Theme: Jesus gives peace, purpose, and the Holy Spirit.

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

SCRIPTURE (NKJV REFERENCE ONLY): JOHN 20:19–23

### LESSON OVERVIEW FOR TEACHERS

After the Resurrection, the disciples are afraid and hiding behind a locked door. They do not know what will happen next. In their fear and uncertainty, Jesus appears among them and speaks peace. He does not come to rebuke them for running away or for doubting. He comes to comfort, restore, and strengthen. This shows students that Jesus meets us in our fear, not only in our confidence.

Jesus then shows His wounds. This is important: the same Jesus who died is the Jesus who lives. The Resurrection does not erase the cross; it fulfills it. His scars are not signs of defeat, but of victory and love. ***Older students, especially, should recognize that Jesus' suffering becomes a testimony of God's power.*** Our wounds do not disqualify us; God can redeem them.

Finally, Jesus sends the disciples into the world, just as the Father sent Him. He breathes on them and promises the Holy Spirit. They are not sent in their own strength or ability. The mission is not possible without God's help. Jesus does not just tell them to go — He makes them able to go. This moment prepares the Church for Pentecost and teaches students that the Christian life is lived by the Spirit's power.

### KEY TEACHING TIPS BY AGE GROUP

#### 3rd–4th Grade

- Keep the focus on Jesus bringing peace.
- Emphasize that Jesus comes to help, not to scare or scold.
- Explain the Holy Spirit simply: “God with us to help us.”

#### 5th–6th Grade

- Connect Jesus' peace to our fears and worries today.
- Help them understand that Jesus sends His followers to do His work.
- Make clear that the Holy Spirit is a gift with purpose.

#### 7th–8th Grade

- Discuss what it means to be “sent” with intention and responsibility.

## Anglican Easter Curriculum

- Connect the Holy Spirit here to the greater Pentecost moment coming soon.
- Encourage reflection: What is Jesus asking me to do as His follower?

## SCRIPTURE READING

**Have a student or teacher read John 20:19–23 (NKJV or the Bible used in class).**

- The disciples are gathered behind locked doors because they are afraid.
- Jesus appears among them and speaks peace.
- He shows His hands and His side as proof that He is risen.
- Jesus sends them as the Father sent Him.
- Jesus breathes on them, promising the Holy Spirit.
- This prepares the disciples for the mission of the Church.

### Teacher Emphasis

- Jesus meets us in fear and brings peace.
- God sends us with help, not alone.
- The Holy Spirit empowers Christian life and purpose.

## MEMORY VERSES

3rd–4th: “Peace be with you.” — John 20:19

5th–6th: “As the Father has sent Me, I also send you.” — John 20:21

7th–8th: “He breathed on them, and said to them, ‘Receive the Holy Spirit.’” — John 20:22

## KEY TRUTHS

- Jesus gives peace that fear cannot take away.
- God calls and sends His followers with a purpose.
- The Holy Spirit equips us to do what we cannot do alone.

## DISCUSSION QUESTIONS BY AGE GROUP

### 3rd–4th

- Why were the disciples afraid?
- What does Jesus say to them first?
- What does peace from Jesus feel like?

### 5th–6th

- Why does Jesus show His hands and His side?
- What does it mean to be “sent”?
- How does the Holy Spirit help Christians?

### 7th–8th

- What does it mean that Jesus sends us as the Father sent Him?

## Anglican Easter Curriculum

- Why is the Holy Spirit essential for Christian obedience?
- Where might Jesus be sending me right now?

## 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: Peace Door Hanger

Best for: 3rd–4th; Adaptable for 5th–6th & 7th–8th

#### Materials

- Door hanger template (pre-cut cardstock or traced)
- Markers or crayons
- Hole punch & string (optional)
- Tape (if hanging inside the classroom)
- Optional: white strip for Scripture ribbon.

#### Steps – 3rd–4th

1. Give each student a pre-cut hanger or traceable shape.
2. Write across the top: *“Peace Be with You”*.
3. Draw Jesus appearing to the disciples (very simple shapes are fine).
4. Add the word **PEACE** large and centered.

#### Steps – 5th–6th

1. Follow 3rd–4th steps.
2. Add Scripture strip: “John 20:19 — Peace be with you.”
3. Hole punch the top and thread the string if they want to hang it at home.

#### Steps – 7th–8th

1. Follow 5th–6th steps.
2. Add a reflection line on the back:  
*“Where do I need Jesus to bring peace this week?”*
3. Encourage quiet reflection before writing answers.

### Craft 2: Commission Cards — “Jesus Sends Me”

Best for 5th–8th; simplified version for younger students

#### Materials

- Index cards or cardstock rectangles
- Pens or colored pencils
- Optional: stickers/ribbon for bookmark edges

## Anglican Easter Curriculum

### Instructions (All Grades)

1. Give each student an index card (vertical or horizontal).
2. Write the heading at the top: **“Jesus Sends Me...”**
3. Students complete the sentence based on age level (listed below).
4. Decorate borders with simple symbols (cross, heart, fire/flame for Pentecost, dove, etc.).
5. Encourage students to take the card home or keep in Bible/journal.
6. Close the activity with a short prayer asking the Holy Spirit to guide the week ahead.

### Steps – 3rd–4th

1. Write: *“Jesus sends me to share His love.”*
2. Decorate borders with hearts, crosses, or helping hands.

### Steps – 5th–6th

1. Write: *“Jesus sends me to...”* and students complete the sentence.
2. Add John 20:21 at the bottom.

### Steps – 7th–8th

1. Write a personal mission card:  
*“Jesus sends me to \_\_\_\_\_ this week.”*
2. Students keep it in the Bible/journal as a reminder.

## Craft 3: Holy Spirit Reminder Dove

*Symbol of Help, Guidance, Comfort*

### Materials

- White paper (dove shape template recommended)
- Scissors
- Tape
- Small ribbon or string
- Bible or notebook to place inside.

### Steps – 3rd–4th

1. Cut out a dove shape (or pre-cut for a younger group).
2. Write: *“Holy Spirit, help me.”*
3. Place in Bible or tape inside journal.

### Steps – 5th–6th

1. Add verse: *“John 20:22 — Receive the Holy Spirit.”*
2. Add ribbon to make it a bookmark.

### Steps – 7th–8th

1. Add a 1-sentence written prayer:  
*“Holy Spirit, guide my words and choices.”*

## Anglican Easter Curriculum

2. Option: tuck into wallet or locker.

### Craft 4: Guided Conversation Circle

*Helps connect faith to real life.*

#### Materials

- Chairs or floor circle
- Bible open to John 20:19–23
- Soft object to pass (plush cross, ball, etc.)

#### Steps – All Grades

1. Create a respectful speaking circle.
2. Only the person holding the object speaks.
3. Ask grade-level questions:
  - 3rd–4th: “Where does Jesus bring us peace?”
  - 5th–6th: “What does Jesus send us to do?”
  - 7th–8th: “Where am I being ‘sent’ right now?”

### Craft 5: Journaling (7th–8th Grade)

#### Materials

- Notebook or lined paper
- Pencil/pen

#### 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.

#### Prompt

*“Where do I need Jesus to enter with peace — and where might He be sending me?”*

## COLORING PAGE

### CLOSING ROUTINE

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



## **WEEK 4 — EASTER 2**

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

**THEME: JESUS IS THE GOOD SHEPHERD WHO PROTECTS, GUIDES, AND KNOWS HIS SHEEP.**

**SCRIPTURE (NKJV REFERENCE ONLY): JOHN 10:11–16**

### **LESSON OVERVIEW FOR TEACHERS**

Jesus calls Himself the Good Shepherd, not a hired hand. A hired hand works for payment and flees when danger arises. A shepherd stays, protects, and sacrifices himself for the flock. This teaches students that Jesus' love is not conditional. He does not abandon His people. He protects, leads, and lays down His life for them.

The Good Shepherd knows His sheep personally. He calls them by name, guides them, and leads them to what is good. Students should understand that following Jesus is not about being perfect, but about trusting the One who knows the way. He does not drive us from behind; He leads us from the front, and we follow His voice.

Jesus also says that there are “other sheep” that He will bring into the fold. This points to the Church — people of every nation and background whom Christ gathers. Older students can discuss how the Church is one family because it shares one Shepherd. Younger students should hold on to the truth that Jesus never leaves His sheep.

### **KEY TEACHING TIPS BY AGE GROUP**

#### **3rd–4th Grade**

- Focus on Jesus as a gentle leader who loves and protects.
- Help them understand that Jesus never leaves His sheep alone.
- Reinforce that we follow Jesus by trusting Him.

#### **5th–6th Grade**

- Compare the shepherd to the hired hand: Jesus stays; others run.
- Discuss how Jesus guides us through Scripture and prayer.
- Encourage students to consider what it means to “hear His voice.”

#### **7th–8th Grade**

- Explore what it means for Jesus to lay down His life willingly.



## Anglican Easter Curriculum

- Discuss how Jesus forms one flock, one Church, under His leadership.
- Talk about what obedience looks like when we follow the Shepherd's voice.

## SCRIPTURE READING

**Have a student or teacher read John 10:11–16 (NKJV or the Bible used in class).**

- Jesus declares: "I am the Good Shepherd."
- A good shepherd lays down his life for the sheep.
- A hired hand runs when danger comes, but Jesus stays.
- Jesus knows His sheep, and His sheep know His voice.
- Jesus will bring others, forming one flock under one Shepherd.

### Teacher Emphasis

- Jesus leads us with love, not force.
- We follow Him by listening to His voice.
- The Church is one flock with one Shepherd.

## MEMORY VERSES

3rd–4th: "I am the Good Shepherd." — John 10:11

5th–6th: "The Good Shepherd gives His life for the sheep." — John 10:11

7th–8th: "There will be one flock and one Shepherd." — John 10:16

## KEY TRUTHS

1. Jesus protects and guides His people.
2. Jesus knows His sheep personally and calls them by name.
3. Jesus sacrifices Himself willingly for those He loves.

## DISCUSSION QUESTIONS BY AGE GROUP

3rd–4th

- What does a shepherd do?
- Why does Jesus call Himself a Shepherd?
- How can we follow Jesus?

5th–6th

- What is the difference between a Good Shepherd and a hired hand?
- How does Jesus guide His people today?
- What does it mean to listen to Jesus' voice?

7th–8th

- Why is it important that Jesus lays down His life willingly?
- What does "one flock, one Shepherd" say about the Church?
- What does following Jesus require from us?

## Anglican Easter Curriculum

### 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: Shepherd's Staff Bookmark**

Best for: All grades, level-adjustable

Materials

- Bookmark strips of cardstock
- Brown marker (staff)
- Crayons / colored pencils
- Optional: hole punch + yarn tassel

Steps – 3rd–4th

1. Draw a shepherd's staff shape.
2. Write: "Jesus is my Shepherd."

Steps – 5th–6th

1. Add Scripture: "John 10:11 — I am the Good Shepherd."
2. Add simple border decorations.

Steps – 7th–8th

1. Add reflection on back:  
"Where He leads, I will follow."

#### **Craft 2: Sheep Name Card**

*Identity in Christ — He knows His sheep.*

Materials

- White card or oval/round paper (sheep body)
- Cotton balls (optional for texture)
- Black scrap/paper for ears
- Glue stick

Steps – All Grades

1. Glue cotton balls to form a sheep.
2. Glue paper ears and draw a face.
3. Write name ON the sheep — it symbolizes belonging.

Add by age:

3rd–4th: "I belong to Jesus."

5th–6th: "He knows my name."

7th–8th: "My identity is in Christ."

## **Anglican Easter Curriculum**

### **Craft 3: Good Shepherd Illustration**

*Prayerful drawing response*

Materials

- Blank paper
- Pencil, colors

Steps

1. Draw Jesus with sheep close by.
2. Add feelings words around the picture:  
*Safe, Loved, Led, Known, Protected, Guided.*

### **Craft 4: Listening Prayer Practice**

Used in: Easter 2

*“My sheep hear My voice.”*

Materials

- Quiet space
- Prompt card or chalkboard

Steps

1. Sit silently for 30–60 seconds.
2. Ask: *“Jesus, how do You want to lead me?”*
3. Students write a one-word or sentence response.

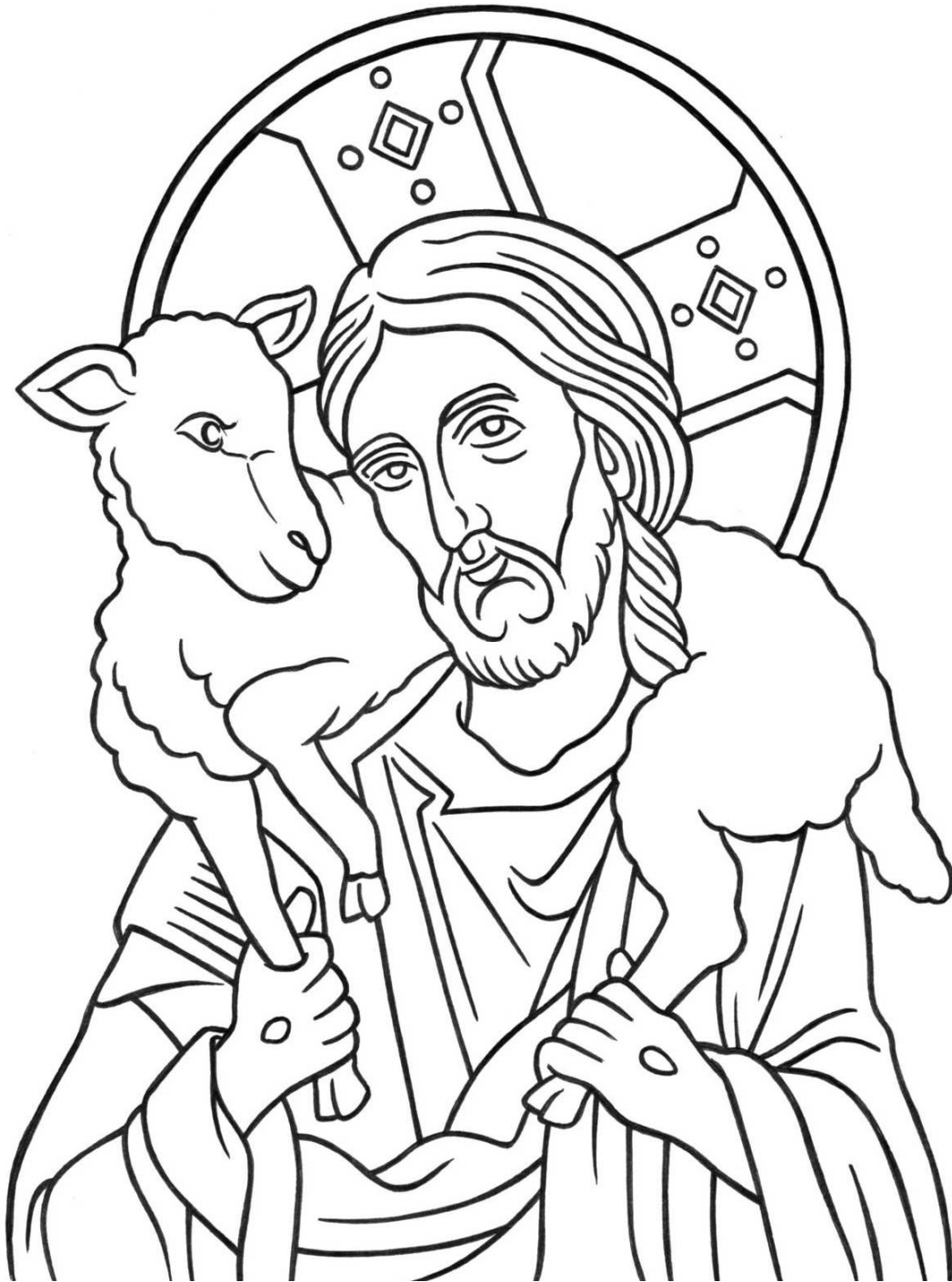
### **Craft 5: Journaling (7th–8th Grade)**

**Prompt:**

*“How does Jesus lead me, and what step of obedience is He inviting me to take?”*

## COLORING PAGE

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



## WEEK 5 — EASTER 3 (OPTIONAL)

(Use this lesson only if your parish continues Sunday School through May.) If you have room to add only one extra week of curriculum, choose Week 6 rather than Week 5. Week 6 leads directly into Ascension and Pentecost and provides the best preparation for the remainder of the season.

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

**THEME: JESUS TURNS SORROW INTO JOY THAT THE WORLD CANNOT TAKE AWAY.**

**SCRIPTURE (NKJV REFERENCE ONLY): JOHN 16:16–22**

### LESSON OVERVIEW FOR TEACHERS

Jesus prepares His disciples for a difficult truth: they will soon grieve because He will leave them, but their grief will not last. The cross will bring sorrow, but the Resurrection will bring joy that no one can steal. Students should understand that Jesus does not deny the reality of pain; He promises to redeem it.

This lesson teaches that Christian joy is not shallow or temporary. It is not based on circumstances, feelings, or everything working out the way we hope. Real Christian joy is rooted in what Jesus has done and who He is. Because Jesus lives, joy has the final word, not sorrow. This is a foundational truth for students who are beginning to face real fear, loss, or disappointment.

The passage teaches that God does not avoid suffering; He transforms it. Jesus compares sorrow to childbirth — real pain that leads to real joy. Older students should consider how God uses trials to shape faith, while younger students should hold to the promise that Jesus brings comfort in sadness. The Resurrection means sorrow does not win.

### KEY TEACHING TIPS BY AGE GROUP

#### **3rd–4th Grade**

- Explain sorrow and joy with simple examples (sad days vs. glad days).
- Emphasize Jesus' promise: "Your heart will rejoice."
- Reassure them that Jesus stays with us in hard days.

#### **5th–6th Grade**

- Discuss how Jesus understands sadness and gives comfort.
- Help them connect the Cross to Resurrection joy.
- Remind them that God can bring good even from difficulty.

## Anglican Easter Curriculum

### 7th–8th Grade

- Explore why Jesus compares sorrow to childbirth.
- Discuss how God forms faith through struggle, not just ease.
- Encourage reflection on how the Resurrection reframes suffering.

## SCRIPTURE READING

**Have a student or teacher read John 16:16–22 (NKJV or the Bible used in class).**

- Jesus prepares the disciples for temporary sorrow.
- They do not understand yet, but Jesus promises clarity will come.
- The cross will break their hearts, but the Resurrection will restore them.
- Jesus promises joy that no one can take away.
- Their sorrow will become testimony to God’s faithfulness.

### Teacher Emphasis

- Jesus does not ignore sorrow; He redeems it.
- The Resurrection gives hope in hard times.
- Joy in Christ is secure, not fragile.

## MEMORY VERSES

3rd–4th: “Your heart will rejoice.” — John 16:22

5th–6th: “Your sorrow will be turned into joy.” — John 16:20

7th–8th: “Your joy no one will take from you.” — John 16:22

## KEY TRUTHS

- Jesus understands sorrow and brings comfort.
- The Resurrection turns grief into lasting joy.
- Christian joy has a foundation deeper than feelings.

## DISCUSSION QUESTIONS BY AGE GROUP

3rd–4th

- Why were the disciples sad?
- What does Jesus promise?
- Who gives us joy that lasts?

5th–6th

- What does it mean that sorrow will turn into joy?
- How does Easter change sadness?
- How does Jesus comfort His followers?

7th–8th

- Why is joy in Jesus different from happiness in the world?

## Anglican Easter Curriculum

- What does this passage teach about suffering and hope?
- Where do you need Jesus to bring joy into your life?

## 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: Sorrow-to-Joy Hearts

Focus: Jesus transforms pain into joy

Materials (per student)

- Construction paper: 1 sheet (any color)
- Pencil & crayons
- Scissors
- Glue (optional)

#### Steps – 3rd–4th

1. Fold paper in half like a greeting card.
2. Draw a simple heart shape and cut it out *while folded* (so it opens like a book).
3. Outside: draw a sad face or storm cloud. Write “Sorrow.”
4. Inside: draw a sunrise or a cross/empty tomb. Write “Joy with Jesus!”

#### Steps – 5th–6<sup>th</sup>

1. Add: “Your sorrow will be turned into joy — John 16:20.”  
Students can list moments where Jesus brings comfort.

#### Steps – 7th–8<sup>th</sup>

1. Inside flap: One-sentence reflection  
“*Jesus, turn \_\_\_\_\_ into joy.*” (student fills the blank quietly)  
Optional: glue into Bible or journal.

### Craft 2: Joy Sunburst

Visual declaration of Resurrection hope.

Materials

- White or yellow cardstock circles
- Strips of construction paper (for rays)
- Glue stick
- Markers

Steps – All Grades

1. Glue strips around a circle like a “sun.”
2. Write in the center: “*Jesus brings joy that lasts.*”

## Anglican Easter Curriculum

3. On rays, write: Hope • Peace • New Life • Comfort • Strength.

Add by Age

3rd–4th: Only draw symbols on rays.

5th–6th: Add Scripture reference.

7th–8th: Add a personal prayer on the back.

### Craft 3: Comfort Cards

Best for outreach or take-home blessing

- Materials
- Index cards
- Colored pencils/crayons
- Optional: stickers

#### Steps – 3rd–4<sup>th</sup>

1. Write: “Jesus is with you.”
2. Decorate edges.

#### Steps – 5th–6<sup>th</sup>

1. Write: “Jesus brings joy after sorrow – John 16:22”

#### Steps – 7th–8<sup>th</sup>

1. Write an actual card of comfort for someone in need.
2. Teacher decides if cards are taken home or mailed.

### Craft 4: Classroom Joy Board

Used In: Easter 3

“Where we see God bring joy.”

Materials

- Poster board or butcher paper
- Markers or sticky notes

Steps

1. Title: “*Jesus Turns Sorrow into Joy.*”
2. Students add sticky notes with either:
3. Something they are grateful for, OR
4. Something they are praying for joy in
5. End with a prayer over the board as a class.

### Craft 5: Journaling (7th–8th Grade)

**Materials (per student):**

- Journal or lined paper.
- Pen or pencil



## Anglican Easter Curriculum

### 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.

### Prompt:

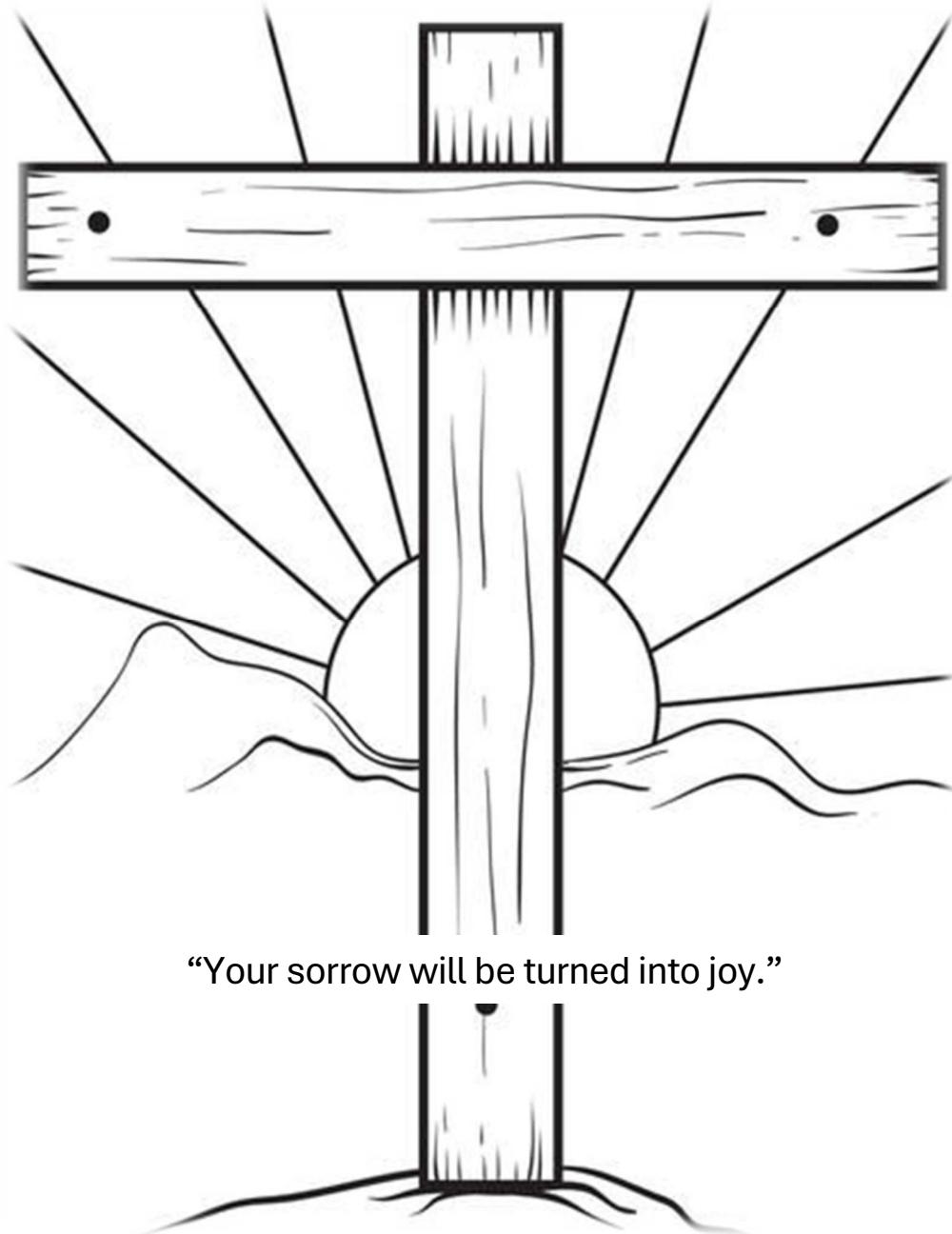
*"Where do I need Jesus to bring joy into my sorrow?"*

### 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.



“Your sorrow will be turned into joy.”

## Anglican Easter Curriculum

### WEEK 6 — EASTER 4 (OPTIONAL)

(Use this lesson only if your parish continues Sunday School through May.) This is the preferred optional curriculum if you need to add one more week.

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

### THEME: THE HOLY SPIRIT TEACHES, GUIDES, AND STRENGTHENS BELIEVERS.

### SCRIPTURE (NKJV REFERENCE ONLY): JOHN 16:5–15

### LESSON OVERVIEW FOR TEACHERS

Jesus prepares His disciples for His Ascension by explaining that He will no longer be physically present with them, but He will not leave them alone. He promises the coming of the Holy Spirit, who will be their Helper, Comforter, and Guide. ***Students should understand that the Christian life is not lived by trying harder on our own, but by the power of the Holy Spirit.***

This passage teaches that the Holy Spirit is not a symbol, a feeling, or an idea — He is the presence of God with His people. The Holy Spirit strengthens believers to choose what is right, teaches them through Scripture, convicts the heart when something is wrong, and comforts them when they face fear or uncertainty. ***This helps students see that God is not far away; He is close and active in their lives.***

Older students should understand that Jesus' Ascension is not abandonment; it is preparation. Jesus goes to the Father so that the Spirit may come to all believers everywhere. ***Younger students should hold to the simple truth that the Holy Spirit helps us follow Jesus.*** This lesson prepares the class for Ascension and Pentecost, where these promises are fulfilled.

### KEY TEACHING TIPS BY AGE GROUP

#### 3rd–4th Grade

- Explain: “The Holy Spirit is God with us to help us.”
- Emphasize comfort, help, and guidance.
- Reinforce that Jesus never leaves His followers alone.

#### 5th–6th Grade

- Help them connect the Holy Spirit to daily choices, prayer, and Scripture.
- Encourage questions about how God leads and teaches.
- Explain “Helper” and “Comforter” in practical, everyday language.

#### 7th–8th Grade

## Anglican Easter Curriculum

- Discuss how the Spirit convicts, guides, and strengthens believers.
- Connect this passage to the mission of the Church.
- Use this as preparation for Ascension and Pentecost.

## SCRIPTURE READING

**Have a student or teacher read John 16:5–15 (NKJV or the Bible used in class).**

- Jesus prepares the disciples for His departure.
- He promises that His leaving is necessary so the Holy Spirit may come.
- The Holy Spirit will teach, guide, and convict in truth.
- The Spirit reveals what comes from the Father and the Son.
- Jesus assures them they will not be abandoned.

### Teacher Emphasis

- Jesus does not leave His followers alone.
- The Holy Spirit is God’s presence with His people.
- The Christian life is lived through the Spirit’s power, not our strength.

## MEMORY VERSES

3rd–4th: “The Spirit of truth will guide you.” — John 16:13

5th–6th: “The Spirit of truth will guide you.” — John 16:13

7th–8th: “It is to your advantage that I go away; for if I do not go away, the Helper will not come to you; but if I depart, I will send Him to YOU.” — John 16:7

## KEY TRUTHS

- Jesus promises the Holy Spirit to His followers.
- The Spirit teaches, guides, and strengthens believers.
- God’s presence is with us, not far from us.

## DISCUSSION QUESTIONS BY AGE GROUP

3rd–4th

- Who did Jesus promise to send?
- How does the Holy Spirit help us?
- Why is this good news?

5th–6th

- Why did Jesus say it was good for Him to go away?
- What does the Holy Spirit do for believers today?
- How can we listen for God’s guidance?

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7th–8th

- How does the Holy Spirit strengthen our discipleship?
- Why is conviction different from guilt or shame?
- What does it mean to be guided by the Spirit?

## 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: Holy Spirit Dove Card

Best for 3rd–4th and up

#### Materials

- White cardstock (folded card)
- Dove template
- Glue stick
- Markers

#### Steps – 3rd–4th

1. Glue the dove onto the card front.
2. Write: “The Holy Spirit is with me.”

#### Steps – 5th–6th

- Add John 16:13 inside the card.

#### Steps – 7th–8th

- Add prayer: “Holy Spirit, guide my steps.”

### Craft 2: Comfort Chain

Prayer links for classroom display

#### Materials

- Strips of construction paper
- Glue or stapler
- Markers

#### Steps – All Grades

1. Each student writes one prayer on a strip.
2. Link strips together into a chain.
3. Hang chain in room as “prayers waiting on God.”

#### By Age

- 3rd–4th: “Help me” prayers.
- 5th–6th: “Guide me” prayers.

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- 7th–8th: “Lead me” prayers.

### Craft 3: Helper Reminder Bookmark

#### Materials

- Bookmark strips
- Hole punch & yarn (optional)
- Pen/markers

#### Steps

- 3rd–4th: “God is with me”
- 5th–6th: “Holy Spirit, help me choose Your way.”
- 7th–8th: Add personal mission or obedience statement.

### Craft 4: Prayer Station Walk

Used In: Easter 4

#### Materials

- 4 signs or index cards reading:
  1. “Help Me.”
  2. “Comfort Me.”
  3. “Guide Me.”
  4. “Lead Me.”
- Space in the classroom

#### Steps

1. Place signs around the room.
2. Students move station-to-station quietly.
3. At each sign, they whisper a sentence prayer.

### Craft 5: Journaling (7th–8th)

#### 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.**

## Anglican Easter Curriculum

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

Prompt:

*“Holy Spirit, where do You want to lead me?”*

### 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.



“The Spirit of Truth Will Guide You”



## WEEK 7 — ROGATION SUNDAY (OPTIONAL)

(Use this lesson only if your parish continues Sunday School through May.) If you have room to add only one extra week of curriculum, choose Week 6 rather than Week 5. Week 6 leads directly into Ascension and Pentecost and provides the best preparation for the remainder of the season.

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

**THEME: GOD HEARS OUR PRAYERS; JESUS GIVES PEACE, COURAGE, AND VICTORY.**

**SCRIPTURE (NKJV REFERENCE ONLY): JOHN 16:23–33**

### LESSON OVERVIEW FOR TEACHERS

Rogation Sunday is traditionally a time when the Church prays for God’s blessing on the land, the community, and daily life. It is connected to planting, work, provision, and the belief that every good thing ultimately comes from God. Jesus teaches that we may ask the Father in His Name, not with fear, but with confidence that God hears His children.

This passage reminds students that prayer is not magic, a ritual, or a test. It is a relationship. Jesus directs us to ask the Father because we are loved, not because we deserve anything or earn it. The promise of Rogation is not that God gives us everything we want, but that He walks with us, provides for us, and leads us into His will with peace.

***Jesus ends the passage with a truth older students should remember: “In this world you will have tribulation; but be of good cheer, I have overcome the world.”*** Rogation teaches us to pray in hard times, not just comfortable ones. Christian peace is not the absence of trouble — it is the presence of Christ with us in it.

### KEY TEACHING TIPS BY AGE GROUP

#### **3rd–4th Grade**

- Explain that we pray because God loves us and hears us.
- Rogation means “to ask” — we ask God for help, blessing, and strength.
- Keep the focus on trust, peace, and God’s care.

#### **5th–6th Grade**

- Connect prayer to real life: needs, fears, decisions, hopes.

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- Emphasize that Jesus invites us to ask in His Name.
- Help them understand peace as a gift, not a feeling.

### 7th–8th Grade

- Discuss the balance of prayer: ask boldly, trust humbly.
- Explore “I have overcome the world” as a Christian foundation.
- Connect this week to Ascension and Pentecost as preparation.

## SCRIPTURE READING

**Have a student or teacher read John 16:23–33 (NKJV or the Bible used in class).**

- Jesus tells the disciples to pray to the Father in His Name.
- God answers prayer because He loves His children.
- Jesus speaks plainly so their faith will be strengthened.
- The disciples will face trouble, but they will not face it alone.
- Jesus ends with a promise: He has overcome the world.

### Teacher Emphasis

- Prayer is a relationship, not a ritual. Prayer is not just repeating words — prayer is talking with God, whether the words come from the Prayer Book or from your heart.
- We ask because God is our Father and Jesus is our Savior.
- Peace comes from Christ’s victory, not perfect circumstances.

### Optional:

“We pray written prayers so we can pray *together*.

We pray our own words so we can pray *from the heart*.

Both ways reach God. Both ways are prayer.”

## MEMORY VERSES

3rd–4th: “Ask, and you will receive.” — John 16:24

5th–6th: “Ask, and you will receive, that your joy may be full.” — John 16:24

7th–8th: “Until now you have asked nothing in My name. Ask, and you will receive, that your joy may be full.” — John 16:24

## KEY TRUTHS

- We pray because Jesus invites us to ask.
- God’s peace is stronger than the world’s trouble.
- Prayer is trusting God to provide in His way and time.

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### DISCUSSION QUESTIONS BY AGE GROUP

3rd–4th

- What does Jesus tell us to do?
- Why do we pray?
- Who hears our prayers?

5th–6th

- What does it mean to ask, “in Jesus’ Name”?
- How does Jesus give peace?
- Why can we trust God when we pray?

7th–8th

- How does this passage shape our understanding of prayer?
- Why does Jesus speak about trouble and peace together?
- How does “I have overcome the world” change how we live?

### 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: Rogation Prayer Garden (Indoor Version)**

“Bless our homes, our food, our community.”

##### **Materials**

- Small cup or container
- Dirt or potting soil
- Seeds OR paper plant to glue on
- Marker or pen
- Optional: sticker with a cross for the front of the cup.

##### **Steps – 3rd–4th**

1. Fill the container with soil.
2. Plant a seed OR glue a paper plant.
3. On the cup write: “God provides.”

##### **Steps – 5th–6th**

1. Add: “In Jesus’ name” OR “Bless our home.”
2. Pray over the cup as a class.

##### **Steps – 7th–8th**

1. Add a location phrase: “Bless this \_\_\_\_\_. ”  
Examples: home, family, school, neighborhood.
2. Quiet prayer before dismissal.

## **Anglican Easter Curriculum**

### **Craft 2: Rogation Prayer Walk (Outdoor Option)**

*Labeled OUTDOOR — weather/space dependent.*

#### **Materials**

- Printed card OR clipboard
- Pencil
- Adult supervision required.

#### **Steps – All Grades**

1. Walk to 3–4 safe locations around the grounds.
2. Stop and pray short blessing sentences:
  - “Lord, bless our church.”
  - “Lord, bless our neighbors.”
  - “Lord, bless those who are hungry.”
  - “Lord, bless this earth You made.”

#### **Age Adjustments**

3rd–4th: Teacher leads prayers aloud.

5th–6th: Students take turns reading one line.

7th–8th: Students write one-person/one-place prayer on a card.

### **Craft 3: Blessing Cards**

Indoor — take home or give away.

#### **Materials**

- Index cards
- Colored pens
- Optional: ribbon

#### **Steps – All Grades**

Write a blessing for someone specific.

Example lines:

- “May God bless your week.”
- “May Jesus give you peace.”
- “May the Holy Spirit guide you.”

#### **Add by Age**

3rd–4th: 1 sentence

5th–6th: Add Scripture reference.

7th–8th: Deliver card to someone specific.

## **Anglican Easter Curriculum**

### **Craft 4: Map Prayer – Bless Our Community**

Indoor — great for small rooms

#### **Materials**

- Printed map of the local area (church neighborhood)
- Dot stickers OR crayons
- Bible

#### **Steps**

1. Place the map in the center of the table.
2. Students put a sticker/dot on a place they want to bless.
3. Pray short sentences over each location.

### **Craft 5: Journaling (Grades 7th–8th)**

- 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.

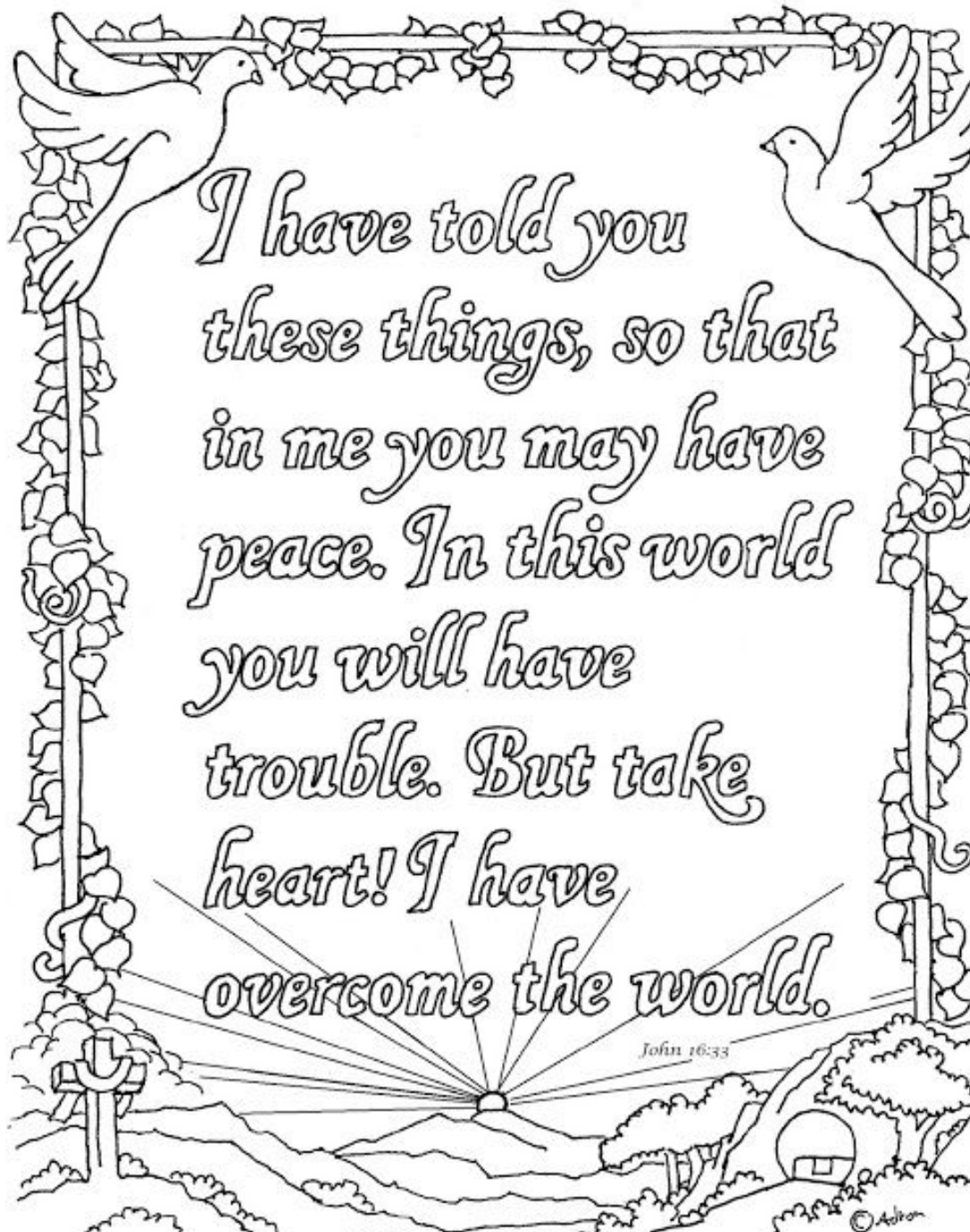
Prompt: What am I asking God to do in my life, my family, or my church?

#### **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.



## WEEK 8 — ASCENSION

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

**THEME: JESUS RETURNS TO THE FATHER AND REIGNS AS KING;  
HE DOES NOT LEAVE HIS PEOPLE ALONE.**

### ASCENSION EXPLAINED FOR TEACHERS

The Ascension is when Jesus returns to Heaven in His resurrected body. He is not “disappearing” or abandoning His people. He goes to the Father to reign as King and to prepare the way for the Holy Spirit to come at Pentecost. Jesus is still active and present — but now from the throne of Heaven. This moment teaches that:

- Jesus rules as the living King.
- His work continues through the Church.
- The Holy Spirit will come so believers are never alone.

**SCRIPTURE (NKJV REFERENCE ONLY): LUKE 24:49–53**

### LESSON OVERVIEW FOR TEACHERS

Jesus leads His disciples outside Jerusalem, blesses them, and is taken up into Heaven. He tells them to wait for the Holy Spirit. This teaches that the Ascension is not the end of Jesus’ ministry — it is the next stage. He now reigns from Heaven, not as a distant memory, but as a present King.

***Students should understand that Jesus is not gone — He has gone ahead.*** He is alive, ruling, praying for His people, and preparing the way for the Holy Spirit. The Ascension gives the Church confidence: Jesus is not defeated, dead, or absent. He is enthroned.

***Older students can explore how Jesus’ Ascension connects to Pentecost and the mission of the Church.*** Younger students should hold the truth that Jesus is with us always through the Holy Spirit. The Ascension prepares God’s people for power, guidance, and purpose.

### KEY TEACHING TIPS BY AGE GROUP

#### 3rd–4th Grade

- Jesus goes to Heaven to be our King.
- He promises to send the Holy Spirit.
- We are never alone — God stays with us.

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### 5th–6th Grade

- The Ascension is not abandonment; it is preparation.
- Jesus rules from Heaven and leads His Church on earth.
- We wait, trust, and obey as the disciples did.

### 7th–8th Grade

- Jesus reigns and intercedes (prays) for His people.
- The Ascension leads directly to Pentecost and mission.
- The Church receives purpose and power, not confusion.

## SCRIPTURE READING

**Have a student or teacher read Luke 24:49–53 (NKJV or the Bible used in class).**

- Jesus blesses His disciples and prepares them for what comes next.
- He promises the Holy Spirit and instructs them to wait.
- Jesus is taken up into Heaven before their eyes.
- The disciples worship Him with joy — not sorrow.
- Jesus' Ascension leads to worship, not fear.

### Teacher Emphasis

- Jesus rules as King — He is not absent.
- The Ascension is preparation for Pentecost.
- The Church continues Jesus' mission through the Spirit.

## MEMORY VERSES

3rd–4th: "He lifted up His hands and blessed them." — Luke 24:50

5th–6th: "You are witnesses of these things." — Luke 24:48

7th–8th: "Behold, I send the Promise of My Father upon you." — Luke 24:49

## KEY TRUTHS

- Jesus returns to the Father and reigns as King.
- The Holy Spirit will come so believers are never alone.
- The Ascension prepares the Church for its mission.

## DISCUSSION QUESTIONS BY AGE GROUP

### 3rd–4th

- Where did Jesus go?



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- Why were the disciples happy, not sad?
- Who did Jesus promise to send?

### 5th–6th

- How does the Ascension prepare God’s people?
- Why is Jesus’ reign good news for the Church?
- What does it mean to wait on God?

### 7th–8th

- How does the Ascension connect to Pentecost?
- Why does the Church rejoice instead of mourn?
- What does Jesus’ ongoing reign mean for us 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: Ascension Cloud Scene (Indoor)

*Reminder that Jesus reigns in heaven and intercedes for us.*

Materials

- Paper plate or cardstock circle
- Blue paper (sky)
- Cotton balls (clouds)
- Glue
- Optional: gold/yellow for rays

#### Steps – 3rd–4th

1. Glue the sky to the plate.
2. Add cotton ball “clouds.”
3. Write: “Jesus is King!”

#### Steps – 5th–6th

- Add Luke 24:51 — “He was carried up into heaven.”

#### Steps – 7th–8th

- Add reflection on back:

*“Jesus reigns. Jesus prays. Jesus sends.”*

### Craft 2: Blessing Hands

Used In: Ascension — Jesus blesses His disciples as He departs.

Materials

- Construction paper

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- Pencil
- Scissors
- Markers

### Steps

1. Trace both hands and cut out.
2. On one hand, write: “Jesus blesses me.”
3. On the other hand, write: “I bless others.”
4. Connect the bottom of the hands slightly like a hinge OR tape to the journal.

## Craft 3: Ascension Prayer Walk (Outdoor Optional)

*Like Rogation but focused on mission and being sent.*

### Materials

- Prayer prompts card
- Adult supervision

### Prompt Examples

- “Jesus, lead us to people who need You.”
- “Lord, bless our mission here.”
- “Holy Spirit, send us out.”

### Steps – All Grades

1. Walk in silence for 30–60 seconds.
2. Speak prayer prompts aloud.
3. Return and share one thought/word.

## Craft 4: Mission Card / “Jesus Sends Me”

*Connects Ascension to Pentecost and Trinity Sunday.*

### Materials

- Index cards or cardstock
- Pens, markers

### Steps:

1. Give each student an index card (vertical or horizontal).
2. Write the heading at the top: **“Jesus Sends Me...”**
3. Students complete the sentence based on age level (listed below).
4. Decorate borders with simple symbols (cross, heart, fire/flame for Pentecost, dove, etc.).
5. Encourage students to take the card home or keep it in their Bible/journal.
6. Close the activity with a short prayer asking the Holy Spirit to guide the week ahead.

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### Steps – 3rd–4th

- “Jesus sends me to show love.”

### Steps – 5th–6th

- “Jesus sends me to share hope.”

### Steps – 7th–8th

- “Jesus sends me to witness.”
- Add verse reference: Luke 24:49

### Craft 5: Journaling (7th–8th)

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.

**Prompt:**

***“If Jesus is reigning now, what does that mean for my life?”***

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.



## WEEK 9 — PENTECOST

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

**THEME: THE HOLY SPIRIT COMES TO DWELL WITH BELIEVERS  
AND EMPOWER THE CHURCH**

**SCRIPTURE (NKJV REFERENCE ONLY): JOHN 14:15–31**

### PENTECOST EXPLAINED FOR TEACHERS

Pentecost is the day the Holy Spirit came to the disciples just as Jesus promised. It marks:

- the birthday of the Christian Church,
- the beginning of the Gospel being preached to the world, and
- the moment believers are filled, empowered, and sent by God.

The Holy Spirit is not a symbol or feeling — He is God the Holy Spirit, the third Person of the Trinity, dwelling within believers to guide, strengthen, and comfort. Pentecost is proof that Jesus keeps His promises and that the Church is not alone in its mission.

### LESSON OVERVIEW FOR TEACHERS

Jesus promises the coming of the Holy Spirit, who will guide believers into truth, bring comfort in fear, and give strength for obedience. The Holy Spirit is God’s presence with us, not far away but active and personal. The Spirit helps Christians understand Scripture, remember Jesus’ teachings, and live out their faith in daily life.

**Younger students should learn that the Holy Spirit is God with us. Older students should understand that the Spirit equips the Church for mission.** Jesus does not leave His followers powerless — He prepares them for the work ahead. This lesson connects directly to the Ascension and Trinity Sunday, forming a complete picture of God’s work.

### KEY TEACHING TIPS BY AGE GROUP

#### **3rd–4th Grade**

- The Holy Spirit helps us follow Jesus.
- God lives with us and loves us.
- We are never alone.

## Anglican Easter Curriculum

### 5th–6th Grade

- The Holy Spirit teaches, guides, and comforts.
- Jesus keeps His promises.
- We receive strength to obey and love others.

### 7th–8th Grade

- The Spirit empowers the mission of the Church.
- Pentecost is the beginning of the Gospel work in the world.
- The Holy Spirit works through believers today.

## SCRIPTURE READING

**Have a student or teacher read John 14:15–31 (NKJV or the Bible used in class).**

- Jesus promises the Helper, the Holy Spirit.
- The Spirit teaches, comforts, and guides believers.
- Jesus gives peace, not as the world gives.
- The Spirit brings remembrance of Jesus’ teaching.
- God dwells with His people.

### Teacher Emphasis

- This is where Christian mission truly begins.
- We do not follow Jesus by willpower — but by the Spirit.
- The Church is alive because the Spirit is alive.

## MEMORY VERSES

**3rd–4th:** “He will give you another Helper.” — John 14:16

**5th–6th:** “and He will give you another Helper, that He may abide with you forever—.”

John 14:16

**7th–8th:** “And I will pray the Father, and He will give you another Helper, that He may abide with you forever.” John 14:16

## KEY TRUTHS

- Pentecost is the beginning of the Church’s mission.
- The Holy Spirit lives within believers.
- Jesus keeps His promise: we are not alone.

## Anglican Easter Curriculum

### DISCUSSION QUESTIONS BY AGE GROUP

#### 3rd–4th

- Who did Jesus promise to send us?
- Why is the Holy Spirit good news?
- How does the Spirit help us?

#### 5th–6th

- How does the Holy Spirit teach and guide Christians?
- Why does Jesus say, “My peace I give to you”?
- What does Pentecost show about God’s love?

#### 7th–8th

- Why is Pentecost the beginning of the Church’s mission?
- How does the Spirit continue Jesus’ work in the world?
- What does it mean to be empowered by God?

### 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: Pentecost Flame Headband

Used In: Pentecost — All grades.

##### Materials

- Red, orange, yellow construction paper strips
- Tape or stapler
- Scissors
- Pencil/markers

##### Steps – 3rd–4th

1. Tape a long strip into a headband.
2. Cut “flame” shapes from red/orange/yellow.
3. Glue flames on top.
4. Write: “Holy Spirit, Help Me.”

##### Steps – 5th–6th

- Add verse: “John 14:26 — The Holy Spirit will teach you.”

##### Steps – 7th–8th

- Add inside: “Come, Holy Spirit, lead me today.”

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### Craft 2: Pentecost Dove Window Hanger

Used In: Pentecost — Symbol of peace and presence.

#### Materials

- White cardstock or foam dove shapes
- Hole punch + ribbon/string
- Marker or pen

#### Steps – All Grades

1. Punch a hole at the top and add a string.
2. Write on wing: *“Come, Holy Spirit.”*

#### Age Additions

- 3rd–4th: Draw hearts & rays/shine.
- 5th–6th: Add “Teach, guide, comfort.”
- 7th–8th: Add prayer: *“Make me Your witness.”*

### Craft 3: Tongues of Fire Classroom Display

Used In: Pentecost — Classroom visual.

#### Materials

- Strips of red/orange/yellow paper
- Tape or glue
- Large poster board

#### Steps

1. Students write names or initials on flame strips.
2. Glue flames around the edge of the board like a burst.
3. Middle text: **“The Church Begins — Pentecost.”**

### Craft 4: Prayer Circle — Come, Holy Spirit

Used In: Pentecost

#### Materials

- Chairs in a circle
- Soft object to pass for speaking.

#### Steps

1. “Only the speaker speaks” rule.  
**3rd–4th:** “Holy Spirit, help me...”  
**5th–6th:** “Holy Spirit, teach me...”  
**7th–8th:** “Holy Spirit, lead me to...”

Close with 10–15 seconds of silence.



## Anglican Easter Curriculum

### 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.

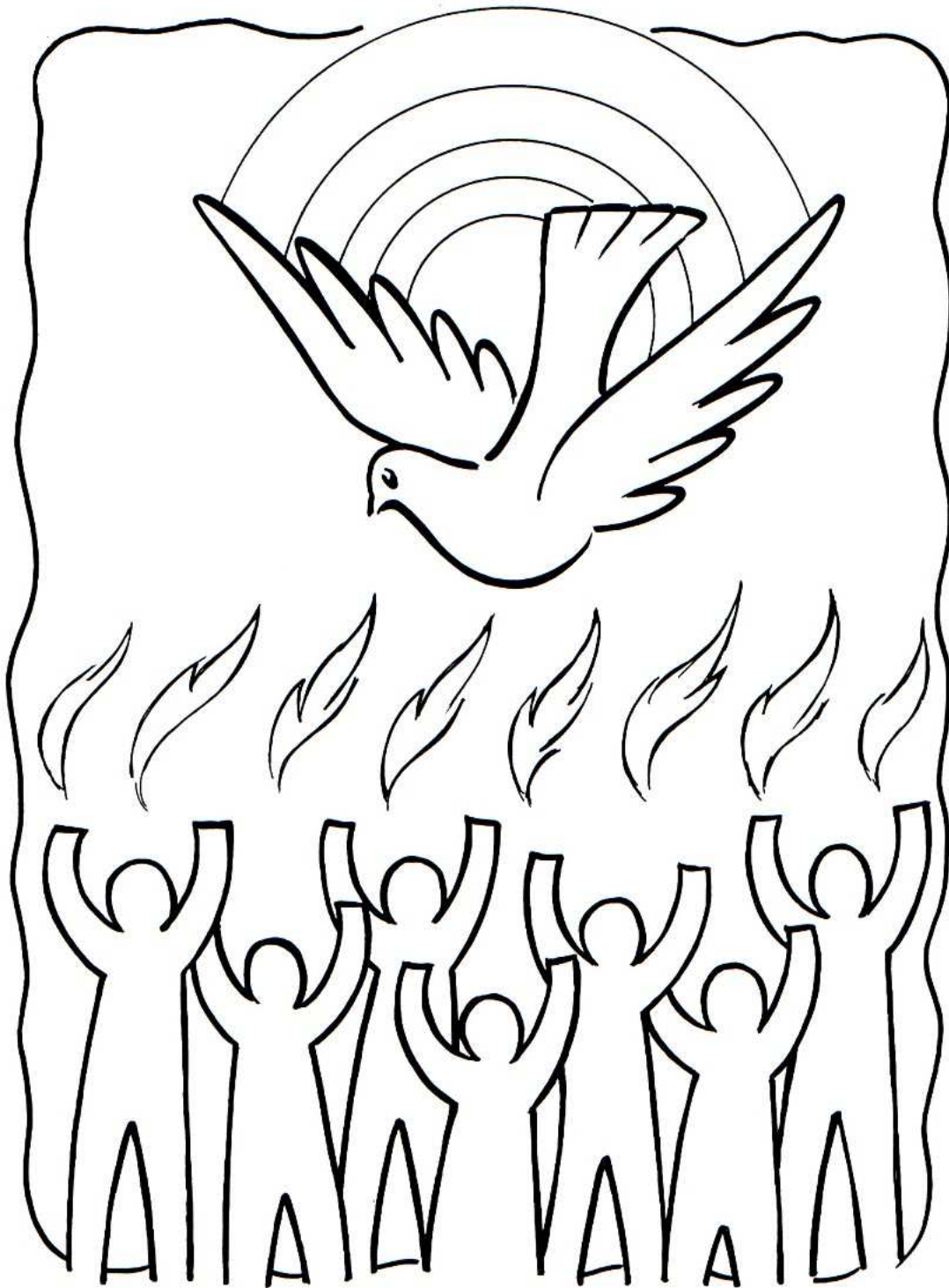
Prompt: What difference does it make that the Holy Spirit lives in me?

#### 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.



## WEEK 10 — TRINITY

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

**THEME: ONE GOD IN THREE PERSONS — FATHER, SON, AND HOLY SPIRIT.**

**SCRIPTURE (NKJV REFERENCE ONLY): JOHN 3:1–15**

### TRINITY EXPLAINED FOR TEACHERS

**The Trinity is the Christian belief that:**

- There is **one God**.
- God exists in **three Persons**: Father, Son, and Holy Spirit.
- Each Person is fully God, not one-third.
- God is not divided — He is united in love, purpose, and being.

**Simple Anglican language for teachers:**

- **The Father** creates, loves, and watches over us.
- **The Son, Jesus**, saves us and brings us to the Father.
- **The Holy Spirit** lives in us, helps us, and makes us like Jesus.

We do not worship three Gods — we worship one God who has made Himself known in three Persons. The Trinity is not a puzzle to be solved, but a mystery to be believed, worshipped, and trusted.

### LESSON OVERVIEW FOR TEACHERS

Nicodemus, a Pharisee and religious ruler, comes to Jesus at night with questions. He knows Jesus is from God, but he does not understand who Jesus truly is or what it means to be “born again.” Jesus explains that spiritual life comes from the Holy Spirit — not from rules, achievements, or religious knowledge. Salvation is God’s work, not our effort.

**Younger students should understand that Jesus invites us into God’s family. Older students should know that to be “born again” means to experience new life through the power of the Holy Spirit.** This passage brings together the work of the Trinity: The Father loves, the Son saves, and the Spirit gives new life. Trinity Sunday is not about solving God — it’s about knowing Him.

### ST. PATRICK AND THE SHAMROCK: TEACHING THE TRINITY

St. Patrick is often associated with Trinity Sunday due to a memorable teaching moment from his ministry in Ireland. When Patrick was introducing the Christian faith, he encountered people who found it difficult to grasp how God could be one and yet exist as Father, Son, and Holy Spirit. To help them understand, Patrick picked up a shamrock—a familiar plant from the Irish grasslands—and used it as a visual illustration. The shamrock has three distinct leaves, but it remains one single plant. Patrick never claimed that the shamrock fully explained the mystery of God, but it served as a starting point for people to imagine how something could be both three and one simultaneously.

This approach remains a valuable tool for teaching students. While the shamrock is not a flawless representation of the Trinity, it serves as a reminder that the Trinity is a holy mystery—greater than our human understanding and revealed by God Himself. Patrick’s method encourages us not to treat God as a problem to be solved like a mathematical equation, but instead to trust, worship, and walk with the one God who is Father, Son, and Holy Spirit.

### KEY TEACHING TIPS BY AGE GROUP

#### 3rd–4th Grade

- Keep it simple: One God, three Persons.
- Jesus loves us and brings us to God.
- The Holy Spirit helps us live like Jesus.

#### 5th–6th Grade

- Connect being “born again” to new life in Christ.
- The Trinity works together in salvation.
- God is bigger than we can fully understand — and that’s okay.

#### 7th–8th Grade

- The Trinity is mystery, but it is also truth.
- Being “born again” means new life by the Spirit, not better behavior.
- Salvation is God’s work, not human achievement.

### SCRIPTURE READING

Have a student or teacher read John 3:1–15 (NKJV or the Bible used in class).

- Nicodemus seeks understanding from Jesus.
- Jesus explains the need to be “born again” by the Spirit.
- Salvation is new life, not self-improvement.

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- The Spirit gives life where humans cannot.
- God reveals His work through the Son.

### Teacher Emphasis

- The Trinity works in unity to save and transform.
- The Holy Spirit gives spiritual life.
- Faith is trusting Jesus, not understanding everything perfectly.

## MEMORY VERSES

**3rd–4th:** “For God so loved the world that He gave His only begotten Son” — John 3:16  
(next verse for context)

**5th–6th:** “For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life.” — John 3:16

**7th–8th:** “For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life.” — John 3:16

## KEY TRUTHS

- One God in Three Persons — Father, Son, and Holy Spirit.
- Salvation is God’s work, not human effort.
- The Spirit gives new life and brings us into God’s family.

## DISCUSSION QUESTIONS BY AGE GROUP

### 3rd–4th

- Who came to Jesus at night?
- What does it mean to be born again?
- Who loves us and saves us?

### 5th–6th

- Why was Nicodemus confused?
- How does Jesus explain the Spirit’s work?
- How does the Trinity show God’s love?

### 7th–8th

- What keeps people from understanding spiritual truth?
- Why is the Trinity a mystery we worship, not solve?
- What does it mean to be born again by the Spirit?

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### 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: Trinity Triangle Symbol**

Used In: Trinity Sunday — All Grades

Materials

- Triangle template or ruler
- Cardstock
- Pencil/markers

##### **Steps – 3rd–4th**

1. Draw a triangle.
2. Write: Father – Son – Holy Spirit.

##### **Steps – 5th–6<sup>th</sup>**

1. Add central text: “One God.”
2. Add verse reference.

##### **Steps – 7th–8<sup>th</sup>**

1. Add a short definition on the back:  
*“One God, Three Persons — United in love and purpose.”*

#### **Craft 2: Trinity Shield (No Images, Just Symbol)**

Used In: Trinity Sunday — Classic symbol.

Materials

- Paper or cardstock shield shape
- Pen or marker

##### **Steps**

**3rd–4th:** Write “God Loves Me.”

**5th–6th:** Write “God Saves Me.”

**7th–8th:** Write “God Lives in Me.”

#### **Craft 3: Butterfly: Born Again to New Life**

Used In: Trinity Sunday — Salvation & Spirit

Materials

- Construction paper (fold for wings)
- Crayons
- Glue

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### Steps – All Grades

1. Draw a butterfly and cut it out.
2. Write somewhere on wings:  
*“Born of the Spirit — John 3:6.”*

Age Additions

**3rd–4th:** Color with joy

**5th–6th:** Add “God gives new life”

**7th–8th:** Write personal line: *“I belong to God.”*

### Craft 4: Explain-It Card for Students Who Ask

*Recommended for 7th–8th or visitors.*

Materials

- Index card

#### Steps

1. Write a short definition:  
*“One God in Three Persons:  
The Father loves,  
The Son saves,  
The Spirit lives within us.”*

### Craft 5: Journaling (7th–8th)

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.
5. Prompt:  
*“What does it mean for me that God is Father, Son, and Holy Spirit?”*

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.

