

**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**

## Seven Week Epiphany Curriculum Teachers' Guide

This Anglican Epiphany curriculum supports teachers in guiding students in Grades 3–8 through the season of Epiphany—a time of light, revelation, and discovery as we reflect on how Jesus Christ is made known to the world.

During Epiphany, students are invited to explore moments when Christ is revealed through His words, actions, miracles, and calling of disciples. This season encourages learners to recognize Jesus as the Light of the world and to consider how His light is revealed in their own lives. This curriculum helps teachers present Scripture with reverence and clarity while fostering thoughtful discussion, prayer, and faithful response.

### 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 revelation, obedience, calling, and Christ's light. Encourage students to reflect on how Jesus is revealed through Scripture and daily life.
- Close each class with prayer and review of the memory verse.

Epiphany invites us to open our eyes and hearts to see Jesus more clearly. As you teach, guide students to recognize Christ as the Light revealed to the nations and to consider how they are called to reflect His light through faith, obedience, and love.

For questions or support in using this Anglican Lesson Plan, please contact: Linda Simmen — Christian Education & Curriculum Development • [stpatricksresources@gmail.com](mailto:stpatricksresources@gmail.com) • (321) 222-3947.

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# Epiphany Sunday School Teacher 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

### 1. 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.

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.

## **Overview of the Epiphany Season**

The Season of Epiphany celebrates the revealing (manifestation) of Jesus Christ to the world. The word *Epiphany* means “to make known” or “to reveal.” During this season, the Church remembers how Jesus is shown to be the Son of God — through the visit of the Magi, His first miracle at Cana, His teachings, healings, and the testimony of John the Baptist.

Epiphany reminds us that the Light of Christ shines for all people. Throughout these weeks, students learn about Jesus’ mission, His divine identity, and how He reveals God’s love through His words and actions.

## **Liturgical Color of Epiphany**

The liturgical color for Epiphany is **Green**, symbolizing:

- Growth in faith
- New life in Christ
- Hope
- Spiritual maturity
- The flourishing of God’s people

## **Major Feast Days During the Epiphany Season**

### **January 6 — The Epiphany**

Commemorates the visit of the Magi and the revelation of Jesus Christ to the Gentiles.

### **First Sunday After Epiphany — The Baptism of Our Lord**

Celebrates Christ’s baptism in the Jordan River and the revealing of the Holy Trinity — Father, Son, and Holy Spirit.

### **January 18 — The Confession of St. Peter the Apostle**

Remembers Peter’s proclamation: “You are the Christ, the Son of the Living God.”

### **January 25 — The Conversion of St. Paul**

Marks Paul’s dramatic encounter with Christ on the road to Damascus.

### **February 2 — The Presentation of Christ in the Temple (Candlemas)**

Commemorates when Mary and Joseph brought Jesus to the Temple; Simeon proclaimed Him to be the “Light to lighten the Gentiles.”

## **Lesser Feast Day During Epiphany**

### **January 26 — St. Timothy & St. Titus**

Two faithful companions of St. Paul who helped spread the Gospel and shepherd early Christian communities.



## **Teaching Tips by Age Group**

### **Grades 3–4**

- Keep teaching concrete and visual.
- Use simple discussion questions.
- Provide hands-on activities.
- Repeat key themes more than once.

### **Grades 5–6**

- Encourage deeper thinking and application.
- Allow students to explain answers in their own words.
- Introduce simple theological vocabulary.
- Include small group conversations.

### **Grades 7–8**

- Invite open discussion and reflection.
- Use journaling or personal application activities.
- Encourage Scripture exploration and independent thinking.
- Ask layered questions that require reasoning.

## EPIPHANY – WEEK 1

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

### GIFTS OF THE MAGI

Scripture (NKJV Reference Only):

*Matthew 2:1–12*

### LESSON OVERVIEW FOR TEACHERS

This lesson focuses on the visit of the wise men (Magi), who followed the star to find Jesus and worship Him with gifts of great value. Students will see that Jesus is revealed as the true King, that God guides those who seek Him, and that real worship means offering our best to the Lord.

At the end of the lesson, students should:

- Understand that the Magi recognized Jesus as King and came to worship Him.
- Learn that gold, frankincense, and myrrh point to who Jesus is (King, God, and Savior).
- Reflect on what it means to offer their own “gifts” (time, love, obedience, talents) to Jesus.

Encourage teachers to read *Matthew 2:1–12* in advance and be ready to tell the story in their own words.

### KEY TEACHING TIPS BY AGE GROUP

Grades 3–4

- Keep the story concrete and visual: star, camels, gifts, long journey.
- Emphasize that Jesus is the King and the Magi came to worship Him.
- Use simple, direct questions and hands-on crafts (crowns, stars, gift cards).

Grades 5–6

- Begin to explore the *meaning* of the gifts (gold, frankincense, myrrh).
- Ask students to think about what it means to “seek Jesus” today.
- Allow them to share times when they have tried to follow God’s leading.

Grades 7–8

- Discuss the contrast between Herod and the Magi (fear vs. worship).
- Talk about what “costly” worship might look like in their own lives (time, pride, priorities).

- Encourage journaling or deeper reflection on their personal gifts and vocations.

## SCRIPTURE READING

Have a student or teacher read *Matthew 2:1–12* (NKJV or the Bible used in class).

Key highlights to emphasize as you retell the passage:

- Wise men (Magi) come from the East, following a special star.
- They arrive in Jerusalem asking, “Where is He who has been born King of the Jews?”
- King Herod is troubled and secretly tries to learn where the Child is.
- The star leads the Magi to the house where the Child Jesus is.
- They rejoice, bow down, and present gifts of gold, frankincense, and myrrh.
- God warns them in a dream not to return to Herod, and they go home another way.

## MEMORY VERSE (NKJV)

*“...For we have seen His Star in the East and have come to worship Him.”*

— Matthew 2:2b

You may have younger students memorize the shorter portion:

*“We... have come to worship Him.”* (Matthew 2:2)

## KEY TRUTHS

- Jesus is the true King, worthy of worship.
- God guided the Magi and still guides people who seek Him.
- The gifts of the Magi point to who Jesus is: King (gold), God (frankincense), and Savior (myrrh).
- We can offer our own gifts to Jesus: our hearts, time, obedience, and love.

## DISCUSSION QUESTIONS BY AGE GROUP

Grades 3–4

1. Who came to visit Jesus in this story, and how did they find Him?
2. What did the wise men do when they saw Jesus?
3. What gifts did they bring to Jesus?
4. How can we “give gifts” to Jesus today, even if we don’t bring gold or frankincense?

Grades 5–6

1. Why do you think the Magi were willing to travel such a long distance to find Jesus?
2. What do you think the gifts of gold, frankincense, and myrrh say about who Jesus is?
3. How is King Herod’s reaction different from the Magi’s reaction?
4. What is one way you can show Jesus He is important to you this week?

Grades 7–8

1. What does this story teach us about who Jesus is, even as a young Child?
2. How do the Magi model what it means to “seek” and “worship” God?
3. In what ways might worship be “costly” for us—what might it require us to give up or change?
4. If you were to choose a symbolic “gift” to bring Jesus from your own life (a talent, time, a habit), what would it be and why?

## 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 these in one class—choose what best fits your group and time.

### 1. “Magi Crowns” Craft

*A simple, hands-on craft best for Grades 3–6.*

Materials (per student)

- Yellow or gold construction paper (or cardstock)
- Scissors
- Tape or stapler
- Markers or crayons
- Stickers, sequins, or “gem” decorations (optional)

Teacher Prep

- Pre-cut long strips of construction paper (2–3 inches wide) to form crown bands.
- For younger students, pre-draw simple zigzag “points” that they can cut along.

Step-by-Step Instructions

1. Form the band.
  - Give each student one or two strips of paper.

- Wrap around each student's head to measure, then trim and staple or tape into a circular band.
- 2. Create the crown points.
  - Show students how to cut simple triangle shapes along the top edge to make "points" on the crown.
- 3. Decorate the crown.
  - Let students decorate their crowns with markers, crayons, and optional stickers or sequins.
  - Encourage them to include stars, crosses, or small gift symbols.
- 4. Write their "gift to Jesus."
  - On the inside of the crown, have them write a sentence: "My gift to Jesus this year is \_\_\_\_\_."
  - Suggest ideas: being kind to siblings, praying daily, helping at church, using a talent for God.
- 5. Connection & Sharing
  - Invite volunteers to share what they wrote as their gift.
  - Remind them: The Magi brought precious gifts; our hearts and lives are precious gifts to Jesus, too.

#### Age Adaptations

- *Grades 3–4:* Keep decoration simple; perhaps provide pre-cut gems or stars.
- *Grades 5–6:* Encourage more detailed designs and short written phrases or verses on the outside.

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## 2. "Star Path" Map – Following God's Guidance

*Suitable for Grades 4–8 (with support for younger students).*

#### Materials (per student)

- Blank white paper or simple printed map outline (Bethlehem + "East")
- Pencils
- Rulers (optional)
- Colored pencils or markers

#### Teacher Prep

- Draw or print a very simple map showing "East" (or a region), Jerusalem, and Bethlehem.
- Keep it uncomplicated for younger students.

#### Step-by-Step Instructions

1. Introduce the idea:

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- Explain that the Magi followed a star over a long journey, trusting God to guide them.
2. Label the places.
  - Have students label: “From the East,” “Jerusalem,” and “Bethlehem.”
3. Draw the journey.
  - With a pencil or colored pen, students draw a path (like a dotted line) from the “East” to Jerusalem, then down to Bethlehem.
  - Add a star over Bethlehem to show where they found Jesus.
4. Add symbols.
  - Encourage them to add small symbols along the path: little stars, footprints, or arrows.
5. Write a short reflection.
  - At the bottom of the page, students write:  
*“Lord, help me follow You even when the journey is long or hard.”*
  - Older students can add a sentence of their own.

### Age Adaptations

- *Grades 4–5:* Focus mainly on drawing and labeling.
- *Grades 6–8:* Ask them to estimate distance or time and discuss what following God’s guidance looks like in modern life (choices, friendships, etc.).

### 3. “Symbolic Gifts” Chart – Meaning of Gold, Frankincense, and Myrrh

*Best for Grades 5–8.*

Materials (per student or pair)

- Half sheet of paper or notebook page
- Pens or pencils
- Optional: Bibles or printed explanations of the gifts

Teacher Prep

- On the board, write three columns: Gold, Frankincense, Myrrh.
- Briefly explain traditional meanings:
  - Gold – gift for a King
  - Frankincense – incense used in worship (Jesus is God)
  - Myrrh – spice used for burial (points to Jesus’ suffering and death)

Step-by-Step Instructions

1. Create a 3-column chart.

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- Have students draw three columns and title them: Gold, Frankincense, Myrrh.
2. Fill in the basic meaning.
  - In each column, they write the basic meaning (King, God, Savior/Sacrifice).
3. Personal application
  - Under each meaning, students write one way they can honor Jesus as King, God, and Savior in their own lives.
    - Example under “Gold”: *“I will let Jesus be King over my choices.”*
    - Under “Frankincense”: *“I will worship by praying and singing from my heart.”*
    - Under “Myrrh”: *“I will remember that Jesus suffered for me and be thankful.”*
4. Optional sharing
  - Invite willing students to share one thing they wrote.

### Age Adaptations

- *Grades 5–6:* Keep explanations simpler and give sample answers on the board.
- *Grades 7–8:* Encourage them to think deeply and write more personal, specific examples.

## 4. Journaling / Reflection Activity – “My Gift to the King.”

*Especially for Grades 7–8, but 5–6 can join with guidance.*

### Materials (per student)

- Journal or lined paper
- Pens or pencils

### Step-by-Step Instructions

1. Set the tone.
  - Ask for quiet. Invite students to imagine they are traveling with the Magi to meet Jesus.
2. Give the prompt.
  - On the board write:  
*“If I could bring any gift to Jesus today, what would it be and why?”*
3. Silent writing time (5–10 minutes)
  - Let them write freely. Remind them that what they write is between them and God unless they choose to share.



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### 4. Optional sharing

- Invite a few volunteers to share one sentence or idea.

### 5. Closing connection

- Remind them that the Magi's gifts were valuable and meaningful; our obedience, love, and trust are also precious gifts to Jesus.

COLORING PAGE



## EPIPHANY – WEEK 2

### JESUS AS A BOY AT THE TEMPLE

Scripture (NKJV Reference Only):

*Luke 2:41–50*

### LESSON OVERVIEW FOR TEACHERS

This lesson focuses on the story of Jesus visiting the Temple at age twelve. His parents assume He is with the family caravan, but He remains in the Temple, listening to the teachers and asking questions. He tells Mary and Joseph, “Did you not know that I must be in My Father’s house?”

Students will learn:

- Jesus understood His mission and identity even as a child.
- God’s house is a place of learning, worship, and wisdom.
- Children and young people can grow in faith, knowledge, and responsibility.
- Jesus models obedience to God above all things

Encourage teachers to emphasize that spiritual growth happens through listening, learning, asking questions, and staying close to God.

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### TEACHING TIPS BY AGE GROUP

Grades 3–4

- Keep the story simple and reassuring—Jesus wasn’t “lost,” He was where He was meant to be.
- Emphasize that Jesus loved God’s house and learning Scripture.
- Use crafts involving scrolls, Scripture verses, or the Temple.

Grades 5–6

- Focus on Jesus’ words: “I must be about My Father’s business.”
- Explore what it means for students to grow in wisdom and faith.
- Encourage questions—Jesus asked questions, too!

Grades 7–8

- Discuss priorities, responsibilities, and choosing what honors God.
- Talk about spiritual maturity and how Jesus models devotion.
- Use journaling and reflection activities.

## SCRIPTURE READING

Read or summarize *Luke 2:41–50* with emphasis on:

- Jesus travels with His family to Jerusalem for Passover.
- Mary and Joseph assume He is with relatives in the caravan.
- After a day’s journey, they realize He is missing.
- They return to Jerusalem and search anxiously for Him.
- They find Him in the Temple, discussing with teachers who are amazed at His understanding.
- Jesus says, *“Did you not know that I must be about My Father’s business?”*

Encourage older students to reflect on how early Jesus showed devotion to God.

## MEMORY VERSE (NKJV)

*“Did you not know that I must be about My Father’s business?”*

— Luke 2:49b.

Shorter option for Grades 3–4:

*“I must be about My Father’s business.”* (Luke 2:49)

## KEY TRUTHS

- Jesus knew and loved God the Father from His earliest days.
- Growing in wisdom and faith is important for every believer.
- God’s house is a place for learning, worship, and devotion.
- Obedience to God is more important than anything else.

## DISCUSSION QUESTIONS

### Grades 3–4

1. Why did Mary and Joseph go to Jerusalem each year?
2. What did Jesus do when He stayed behind in the Temple?
3. Why were Mary and Joseph worried?
4. What does Jesus mean by “My Father’s house”?

### Grades 5–6

1. Why do you think Jesus wanted to stay in the Temple?
2. What does this story teach us about Jesus’ priorities?
3. How can you grow in wisdom this week?
4. What does “being about God’s business” look like for kids your age?

### Grades 7–8

1. What does Jesus' answer reveal about His identity and mission?
2. How did the Temple teachers react to Jesus' understanding?
3. What things in life compete for your time and attention?
4. How can you choose God's priorities over your own?

## CRAFT & ACTIVITY OPTIONS

Provide one activity for younger students and one for older students or choose based on available time.

### 1. Scroll Craft – “In My Father’s House.”

*(Best for Grades 3–6)*

Materials (per student)

- White or parchment-colored paper
- Two craft sticks, straws, or thin dowels
- Tape or glue
- String or ribbon (optional)
- Markers or pens

Teacher Prep

- Pre-cut paper to approx. 5x8 inches
- Pre-cut ribbon pieces
- Pre-tape dowels if working with younger students.

Step-by-Step Instructions

1. Write the verse.
  - Students neatly write *Luke 2:49* on their paper in the center. Encourage them to underline “My Father’s business.”
2. Attach scroll handles.
  - Tape or glue a dowel/straw to the top and bottom edges.
3. Roll the scroll.
  - Roll both ends inward toward the center.
4. Tie the scroll (optional)
  - Wrap a small piece of ribbon or string around the scroll.
5. Decorate the edges.
  - Add simple designs: stars, small temple shapes, or borders.

Age Adaptations

- *Grades 3–4:* Provide printed verse; let them trace or glue instead of writing.
- *Grades 5–6:* Allow them to write a second sentence about how they want to grow in wisdom.

## 2. Temple Blueprint Drawing

(Grades 4–8)

Materials (per student)

- White drawing paper
- Rulers (optional)
- Pencils and erasers
- Colored pencils or markers

Teacher Prep

- Provide a simple reference image of the Jerusalem Temple (optional).
- Encourage creativity—students do not need architectural accuracy.

Step-by-Step

1. Explain the idea.
  - Jesus was found in the Temple — God’s house.
  - Students will draw a simple map or “blueprint” of what they imagine the Temple looked like.
2. Sketch basic shapes.
  - Encourage drawing rectangles for rooms, large entryways, etc.
3. Add labels.
  - “Courtyard,” “Chambers,” “Holy Place,” “Teaching area,” or student-created labels.
4. Personal Reflection
  - Students write one sentence:  
*“In God’s house, I can learn...”*

Age Adaptations

- *Grades 4–5:* Keep layout simple.
- *Grades 6–8:* Challenge them to create a more detailed layout or an artistic “cutaway” view.

### **3. Wisdom Journal Page – Growing Like Jesus**

*(Ideal for Grades 7–8, optional Grades 5–6)*

#### Materials

- Journals or lined paper
- Pens
- Optional heading printout: “Growing in Wisdom — Luke 2:52.”

#### Step-by-Step

1. Introduce journaling.
  - Explain *Luke 2:52*: “Jesus increased in wisdom and stature, and in favor with God and men.”
2. Writing prompt
  - Students write for 5–8 minutes on:  
“*What is one way I want to grow in wisdom this year?*”
3. Optional sharing
  - Invite volunteers to share one idea or phrase.
4. Closing reflection
  - Encourage students to keep the journal page and revisit it later.

### **4. Dramatic Activity – “Search for Jesus.”**

*(Fun and interactive for Grades 3–5)*

#### Materials

- None required
- Optional: printed clue cards

#### Teacher Prep

- Choose 3–4 “locations” around the room to represent Jerusalem areas.

#### Step-by-Step

1. Explain the activity.
  - Students pretend to be Mary and Joseph looking for Jesus.
2. Clue sequence
  - Give children clues (oral or printed) like:
    - “He loves God’s house...”
    - “He asks good questions...”
    - “Teachers listen to Him...”



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### 3. Finding “Jesus.”

- The final clue leads to a volunteer student or a picture placed at a “Temple” station.

### 4. Wrap up.

- Remind students that Jesus wasn’t lost — He was doing His Father’s work.

**Coloring Page**



## EPIPHANY – WEEK 3

### JOHN THE BAPTIST

Scripture (NKJV Reference Only):

*Mark 1:1–11*

### LESSON OVERVIEW FOR TEACHERS

This lesson teaches about John the Baptist, the prophet sent by God to prepare the way for Jesus. John preached repentance, called people to turn away from sin, and baptized them in the Jordan River. When Jesus comes to be baptized, the heavens open, the Spirit descends like a dove, and the Father announces, “You are My beloved Son, in whom I am well pleased.”

Students will learn:

- John’s mission was to prepare people for Jesus.
- Baptism symbolizes repentance, cleansing, and new life.
- Jesus’ identity is revealed at His baptism: the Son of God
- God calls us to repentance and a changed heart.

Encourage teachers to focus on the meaning of repentance and on God’s love revealed in Jesus.

### TEACHING TIPS BY AGE GROUP

Grades 3–4

- Keep the concept of repentance simple: turning away from doing wrong and choosing what pleases God.
- Emphasize the dove and God’s voice to help them visualize the story.
- Use hands-on crafts (doves, water art, simple coloring).

Grades 5–6

- Explain that baptism is a symbol and a sign of a changed heart.
- Encourage students to talk about what it means to follow Jesus daily.
- Use simple symbolism activities (water ripple, light/dark, or renewal).

Grades 7–8

- Discuss repentance in a deeper way: change of heart, direction, and habits.
- Talk about John’s humility and boldness.
- Use journaling to reflect on areas where they want to grow spiritually.

### SCRIPTURE READING

Read *Mark 1:1–11*. Highlight:

- John appears in the wilderness, preaching repentance.

## Anglican Epiphany Curriculum

- People confess sins and are baptized in the Jordan.
- John points to someone greater: “He will baptize you with the Holy Spirit.”
- Jesus comes to be baptized.
- Heaven opens; the Spirit descends like a dove.
- God’s voice affirms Jesus: “My beloved Son.”

Emphasize the revealing of the Trinity.

### MEMORY VERSE (NKJV)

*“You are My beloved Son, in whom I am well pleased.”*

— Mark 1:11b

Shorter version for Grades 3–4:

*“My beloved Son.”*

### KEY TRUTHS

- God sent John to prepare people’s hearts for Jesus.
- Repentance means turning away from sin and choosing God’s way.
- Baptism symbolizes cleansing, forgiveness, and new life.
- Jesus is revealed as God’s beloved Son.

### DISCUSSION QUESTIONS

Grades 3–4

1. Who was John the Baptist and what did he tell the people to do?
2. Why did people come to the Jordan River?
3. What happened when Jesus was baptized?
4. What did God say about Jesus?

Grades 5–6

1. Why is repentance an important part of following God?
2. What does John mean by “prepare the way of the Lord”?
3. Why is the baptism of Jesus such an important moment?
4. How can we “prepare our hearts” for Jesus?

Grades 7–8

1. What does John’s humility (“I am not worthy...”) teach us about serving God?
2. How is baptism connected to repentance and transformation?
3. What does God’s declaration at Jesus’ baptism reveal about Christ’s mission?
4. What are some ways the Holy Spirit leads believers today?

## CRAFT & ACTIVITY OPTIONS

Below are multiple options for different ages and time allowances.

### 1. Dove Mobile – “The Holy Spirit Descended Like a Dove.”

Best for Grades 3–6

Materials (per student)

- White cardstock
- Pencil
- Scissors
- String or yarn (10–12 inches)
- Hole punch
- Markers or crayons

Teacher Prep

- Provide a simple dove outline for younger students.
- Pre-cut some shapes for very young or time-limited classes.

Steps

1. Students trace or use a pre-cut dove shape.
2. Cut out the dove carefully.
3. Use a hole punch to make a hole at the top.
4. Attach string so the dove can hang.
5. Write “Holy Spirit” or *Mark 1:11* on the wings.
6. Decorate lightly (swirls, small feathers, simple lines).

Age Adaptations

- *Grades 3–4:* Use pre-cut doves.
- *Grades 5–6:* Encourage students to add Scripture or a border design.

### 2. Water Ripple Painting – “Baptism and New Life”

Ideal for Grades 4–8

Materials

- Thick white paper
- Blue watercolor or diluted paint
- Brushes
- Paper towels
- Optional: white crayon

Teacher Prep

- Lay out table covers.
- Prepare cups of water for rinsing brushes.

### Steps

1. Have students draw light circles with a white crayon (invisible until painted).
2. Paint over with blue watercolor to reveal “ripples.”
3. Add simple Bible phrases like:  
    *“New Life”*  
    *“Forgiven”*  
    *“Holy Spirit.”*
4. Let it dry, then display it in the classroom.

### Age Adaptations

- *Grades 4–5:* Keep ripples simple.
- *Grades 6–8:* Encourage them to include symbolic imagery (crosses, dove silhouettes).

## 3. “Repentance Means Turning Around” Object Lesson

Perfect for Grades 3–5

### Materials

- None required
- Optional: arrows drawn on paper

### Steps

1. Have students walk in one direction in a straight line.
2. Have them stop, turn around, and walk in the opposite direction.
3. Explain:
  - Repentance means “turning around” — leaving sin and choosing God’s way.
4. Ask each student to name something small they can “turn from” this week (unkindness, complaining, ignoring prayer, etc.).

### Age Adaptations

- *Grades 3–4:* Simple explanations.
- *Grades 5–6:* Connect to deeper examples (bad habits, attitudes).

#### **4. Journal Page – “Preparing My Heart for Jesus.”**

Best for Grades 7–8

Materials

- Journals or lined paper
- Pens

Steps

1. Students read *Mark 1:3*: “Prepare the way of the Lord.”
2. Write a journal entry:  
“*What is one area of my life where I need to ‘prepare the way’ for Jesus?*”
3. Provide quiet writing time.
4. Invite optional sharing.
5. Close by reminding them that repentance is part of spiritual growth.

#### **5. John the Baptist Wilderness Collage**

Good multi-age activity

Materials

- Brown, tan, and green construction paper
- Scissors
- Glue sticks
- Markers
- Optional: sand or texture material

Steps

1. Students create a simple “wilderness” scene on a sheet of paper.
2. Add John near the river using cut paper shapes.
3. Add a speech bubble:  
“*Prepare the way of the Lord!*”
4. Optional: add a dove in the sky.

Age Adaptations

- *Grades 3–4*: Pre-cut simple shapes.
- *Grades 5–6*: Encourage more detailed scenery and symbolism.



COLORING PAGE



## EPIPHANY – WEEK 4

### THE WEDDING AT CANA

Scripture (NKJV Reference Only):

*John 2:1–12*

### LESSON OVERVIEW FOR TEACHERS

This week’s lesson focuses on Jesus’ first recorded miracle: turning water into wine at the wedding in Cana. This miracle reveals Jesus’ divine power, His compassion for people, and His authority over creation. It also shows that God cares about the joys, needs, and celebrations of everyday life.

Students will learn:

- Jesus’ miracles show who He truly is — the Son of God
- Jesus cares about everyday life situations, big and small
- Obedience and trust (Mary’s words: “Do whatever He tells you”) are essential parts of discipleship.
- God brings transformation — turning the ordinary into something extraordinary.

Encourage teachers to highlight how Jesus blesses and transforms lives today, not only in dramatic ways but also in quiet, meaningful moments.

### TEACHING TIPS BY AGE GROUP

#### **Grades 3–4**

- Focus on the story as a joyful celebration — a wedding with Jesus helping when a problem arises.
- Explain “miracle” simply as “something only God can do.”
- Emphasize Mary’s instruction: “Do whatever He tells you.”
- Use visual or hands-on crafts involving jars, water, or transformation.

#### **Grades 5–6**

- Explore why Jesus chose a humble setting (a small-town wedding) for His first miracle.
- Discuss obedience — the servants listened even when the command seemed unusual.
- Encourage students to think about areas where God might be calling them to trust.

#### **Grades 7–8**

- Discuss the deeper meaning of transformation — how Jesus changes hearts and lives.

- Explore foreshadowing themes: abundance, joy, the new covenant.
- Use more reflective activities or discussions on obedience and faith.

## SCRIPTURE READING

Read *John 2:1–12* aloud. Emphasize:

- Jesus, Mary, and His disciples are attending a wedding.
- The hosts run out of wine
- Mary asks Jesus for help and tells the servants, “Whatever He says to you, do it.”
- Jesus instructs the servants to fill six waterpots with water.
- Water becomes wine — the best wine.
- His disciples see His glory and believe in Him.

Highlight that this miracle “manifested His glory.”

## MEMORY VERSE (NKJV)

*“This beginning of signs Jesus did in Cana of Galilee and manifested His glory; and His disciples believed in Him.”*

— John 2:11

Shorter version for Grades 3–4:

*“His disciples believed in Him.”* (John 2:11)

## KEY TRUTHS

- Jesus’ miracles reveal His divine glory.
- Jesus cares about the needs of others.
- Obedience leads to blessing — the servants acted in faith.
- Jesus transforms the ordinary into the extraordinary.

## DISCUSSION QUESTIONS

### Grades 3–4

1. What problem happened at the wedding?
2. What did Jesus tell the servants to do?
3. What miracle did Jesus perform?
4. What does this miracle show us about Jesus?

### Grades 5–6

1. Why do you think Mary told the servants, “Do whatever He tells you”?
2. What does the miracle teach about trust and obedience?
3. What does it mean that the wine Jesus made was “the best”?
4. What do you think the disciples learned from this miracle?

### Grades 7–8

1. Why do you think Jesus chose this moment for His first miracle?
2. What does this story teach us about transformation — in the physical and spiritual sense?
3. How does obedience relate to seeing God work in our lives?
4. What is one “ordinary” part of your life Jesus could transform?

## CRAFT & ACTIVITY OPTIONS

### 1. “Water to Wine” Transformation Cup

*(Best for Grades 3–5)*

Materials (per student)

- Two paper cups
- Red marker
- Blue marker
- Tape
- Small piece of white paper

Teacher Prep

- Pre-cut small strips of paper to write the verse.
- Demonstrate the cup trick beforehand.

Steps

1. Students color the bottom of one cup with red marker (the “wine”).
2. Place the second cup inside the colored one so it hides the red bottom.
3. On the paper strip, write:  
*“Jesus transforms lives — John 2:1–12.”*
4. Tape or glue the strip around the cup.
5. When the student lifts the inner cup, the “water” suddenly becomes “wine.”

Age Adaptations

- *Grades 3–4:* Keep the coloring simple; underline the transformation.
- *Grades 5–6:* Add a short reflection on how Jesus transforms hearts.

### 2. Water Jar Craft – “Fill the Waterpots.”

*(Great for Grades 4–6)*

Materials

- Light brown or tan construction paper
- Scissors

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- Markers
- Glue
- Optional: cotton balls or tissue paper for 3D texture

### Steps

1. Draw a simple jar shape on paper and cut it out.
2. Draw a horizontal line at the top of the jar labeled “Fill me.”
3. Write inside the jar:  
    *“Whatever He says to you, do it.” — John 2:5*
4. Decorate with patterns on the jar (ancient pottery designs).
5. Optional: Glue cotton for texture or contrast.

### Age Adaptations

- *Grades 4–5:* Provide pre-traced jar outlines.
- *Grades 6:* Encourage more detailed artwork.

## 3. Obedience & Trust Object Lesson

*(All ages, especially Grades 5–8)*

### Materials

- A cup of clean water
- A pitcher (optional)
- A “silly” instruction written on a slip of paper (e.g., “Stand on one foot while pouring”)

### Teacher Prep

- Prepare a short set of harmless “strange” instructions to mimic Jesus telling the servants to fill jars with water.

### Steps

1. Explain how the servants obeyed even when Jesus’ instructions didn’t make sense.
2. Have a volunteer follow one of your silly instructions.
3. Ask:
  - “Was it easy to obey even when the instruction felt strange?”
  - “How does that help us understand the servants?”
4. Connect obedience with trust and seeing God’s work in our lives.

### Age Adaptations

- *Grades 3–4:* Keep instructions fun and simple (clap and spin once).
- *Grades 7–8:* Add deeper discussion questions about obedience.

#### **4. Journaling Page – “Jesus Transforms My Life.”**

*(Best for Grades 7–8)*

Materials

- Journal paper
- Pens

Steps

1. Write at the top:  
*“Lord, what ordinary part of my life do You want to transform?”*
2. Students write quietly for 5–8 minutes.
3. Optional short sharing time.
4. Close by emphasizing that Jesus transforms us through faith, obedience, and His love.

#### **5. Wedding Celebration Scene**

*(Fun, creative, great for multi-age groups)*

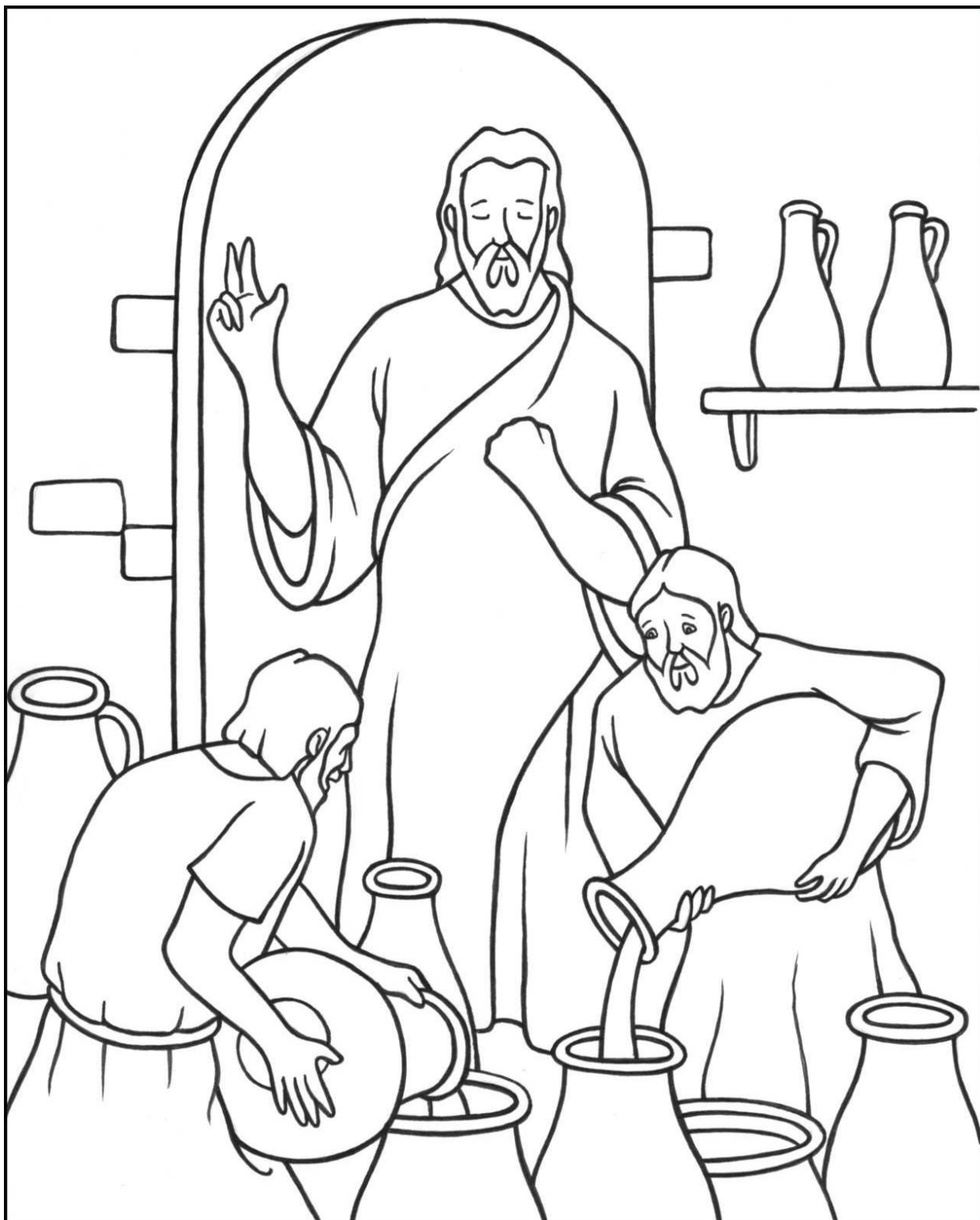
Materials

- White or colored paper
- Crayons or markers
- Optional: stickers (stars, hearts, “party” decorations)

Steps

1. Students draw a simple wedding feast scene: tables, joy, celebration.
2. Add Jesus, Mary, disciples, and jars.
3. Write at the top:  
*“Jesus’ first miracle — John 2:1–12.”*
4. Encourage students to show celebration and joy — this was a happy moment!

COLORING PAGE



## EPIPHANY – WEEK 5

### JESUS HEALS THE LEPER & THE CENTURION’S SERVANT

Scripture (NKJV Reference Only):

*Matthew 8:1–13*

#### LESSON OVERVIEW FOR TEACHERS

This lesson has two connected stories that reveal Jesus’ compassion, authority, and willingness to heal. A man with leprosy approaches Jesus humbly and says, “Lord, if You are willing, you can make me clean.” Jesus responds, “I am willing,” and heals him. In the second story, a Roman centurion asks Jesus to heal his servant. The centurion believes Jesus can heal with a *word alone*, showing great faith.

Students will learn:

- Jesus has the power to heal both body and soul.
- Jesus is compassionate and willing to help those who seek Him.
- Faith means trusting Jesus’ authority — even without seeing.
- Humility opens the door for God’s work in our lives.

Encourage teachers to highlight that faith is not about perfect actions, but trust in who Jesus is.

#### TEACHING TIPS BY AGE GROUP

##### **Grades 3–4**

- Explain leprosy simply: a skin disease that made people feel lonely and left out.
- Emphasize Jesus’ kindness and His touch.
- Show that Jesus cares about everyone, no matter who they are.

##### **Grades 5–6**

- Compare the person with leprosy’s humility with the centurion’s confidence in Jesus’ authority.
- Discuss what faith means in practical terms (prayer, trust, obedience).
- Encourage them to talk about times they needed Jesus’ help.

##### **Grades 7–8**

- Explore themes of uncleanness, exclusion, and inclusion in the Kingdom.
- Discuss spiritual authority — Jesus’ power over sickness and restoration.
- Reflect on the centurion’s unusual faith and what makes it “great.”

#### SCRIPTURE READING

Read *Matthew 8:1–13*. Emphasize:

- The leper kneels before Jesus and says, “If You are willing...”



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- Jesus touches him — an act normally forbidden — and heals him immediately.
- A Roman centurion (a Gentile and military officer) approaches Jesus with respect
- He believes Jesus can heal with a word.
- Jesus marvels at his faith
- The servant is healed at that very moment.

Focus on the compassion, power, and inclusiveness of Jesus' ministry.

### MEMORY VERSE (NKJV)

*"Lord, I am not worthy that You should come under my roof. But only speak a word, and my servant will be healed."*

— Matthew 8:8

Shorter version for Grades 3–4:

*"Only speak a word, and my servant will be healed."*

### KEY TRUTHS

- Jesus is willing to heal — "I am willing."
- Faith means trusting in Jesus' power and authority.
- Jesus shows compassion to people who feel rejected or unworthy.
- The Kingdom of God welcomes all who believe — Jew or Gentile, near or far.

### DISCUSSION QUESTIONS

#### Grades 3–4

1. How did Jesus heal the person with leprosy?
2. Why did the centurion come to Jesus?
3. What did the centurion believe Jesus could do?
4. What does this story teach us about Jesus' love?

#### Grades 5–6

1. What can we learn from the person with leprosy's humble request?
2. Why was the centurion's faith surprising?
3. What does this story show about Jesus' authority?
4. How can we show faith in Jesus this week?

#### Grades 7–8

1. Why did Jesus say the centurion had "great faith"?
2. How do these stories show that faith is not limited to background or position?
3. What does Jesus' willingness reveal about God's heart for the hurting?

4. How might God be calling you to trust Him in a deeper way?

## CRAFT & ACTIVITY OPTIONS

### 1. “I Am Willing” Healing Hands Craft

*(Best for Grades 3–5)*

#### Materials

- White or skin-tone construction paper
- Markers
- Scissors
- Glue
- Optional: bandage stickers or hearts

#### Teacher Prep

- Pre-trace hand shapes for younger students if needed.

#### Steps

1. Students trace their hands on paper and cut them out.
2. On the palms, write:  
*“I am willing.” — Jesus (Matthew 8:3)*
3. Decorate the hands with hearts or simple lines.
4. Glue the hands to a background page.
5. Around the hands, write ways Jesus helps us (heals, comforts, forgives, listens).

#### Age Adaptations

- *Grades 3–4:* Only one or two simple ideas.
- *Grades 5–6:* Add a sentence: “Jesus is willing to help me when...”

### 2. Faith Shield – “Only Speak a Word.”

*(Perfect for Grades 4–6)*

#### Materials

- Cardstock
- Scissors
- Markers
- Optional: aluminum foil for accents

#### Steps

1. Draw and cut out a simple shield shape.
2. Write *Matthew 8:8* on the top half.

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3. Decorate with symbols of faith (cross, dove, rays).
4. Optional: Glue pieces of foil to make “armor.”
5. At the bottom, students write:  
*“Jesus, strengthen my faith.”*

### Age Adaptations

- *Grades 4–5:* Use simple shapes and lines.
- *Grades 6:* Encourage more detailed symbolism.

## 3. Object Lesson – “Unseen Power.”

*(All ages, especially Grades 5–8)*

### Materials

- Small battery-powered fan OR magnet
- Lightweight paper
- Small paperclip (if using magnet)

### Teacher Prep

- Choose either:  
Air demonstration (fan) or  
Magnet demonstration (invisible force).

### Steps

1. Show the fan or magnet.
2. Ask: “Can you see the power?” (No.)
3. Ask: “Can you see what it *does*?” (Yes.)
4. Connect to the centurion’s faith — he believed in Jesus’ unseen authority.
5. Discuss how faith trusts God even when we cannot see.

### Age Adaptations

- *Grades 3–4:* Keep explanation simple — “We can’t see God, but we see what He does.”
- *Grades 7–8:* Discuss unseen spiritual realities (God’s authority, answered prayer, guidance).

## 4. Journal Page – “Lord, If You Are Willing...”

*(Best for Grades 7–8)*

### Materials

- Lined paper or journals
- Pens

### Steps

1. Write prompt at the top:  
*"Where do I need Jesus' healing or help?"*
2. Students write quietly for 5–10 minutes.
3. Invite voluntary sharing.
4. End with a prayer reminding them that Jesus cares for their needs.

## 5. Mosaic Healing Scene

*(Multi-age art option)*

### Materials

- Construction paper in various colors
- Scissors
- Glue
- Background paper

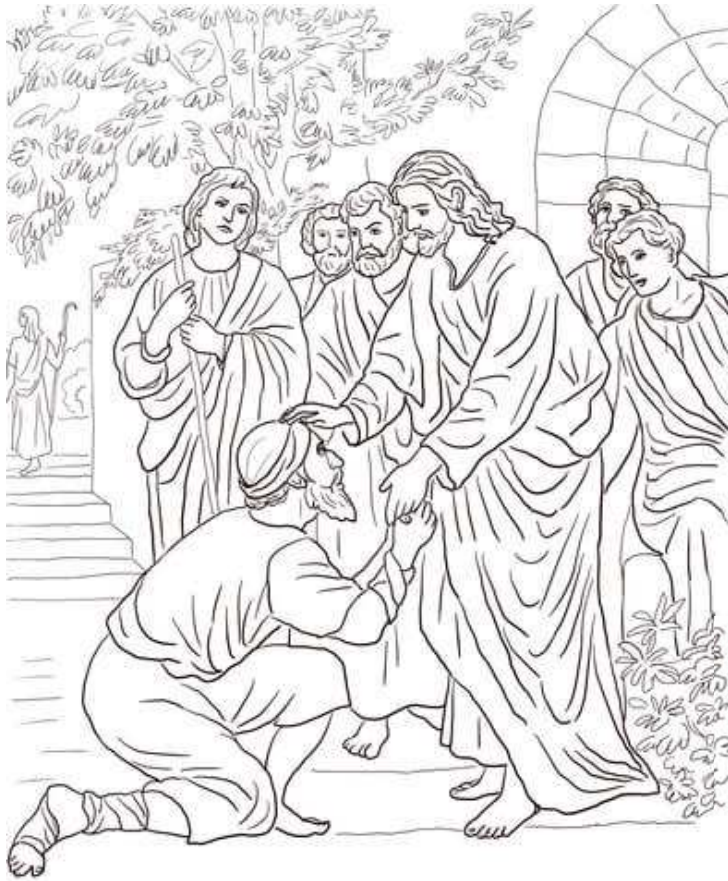
### Steps

1. Pre-cut or have students cut small squares of various colors.
2. Create a mosaic picture of Jesus touching the person with leprosy, or Jesus speaking to the centurion.
3. Write a simple phrase at the bottom:  
*"Jesus heals" or "Great faith".*

### Age Adaptations

- *Grades 3–4:* Use bigger squares and simple figures.
- *Grades 5–6:* Encourage more detailed mosaic imagery.

## COLORING SHEET



## EPIPHANY – WEEK 6

### THE PARABLE OF THE GOOD SEED (WHEAT & TARES)

Scripture (NKJV Reference Only):

*Matthew 13:24–30*

#### LESSON OVERVIEW FOR TEACHERS

In this parable, Jesus tells of a farmer who sows good seed in his field, but an enemy secretly plants weeds among the wheat. Both grow together until the harvest. Instead of pulling up the weeds (which might harm the wheat), the farmer instructs the servants to let them grow side by side until the end, when God will make all things right.

Students will learn:

- God plants good seed in our hearts: His Word, faith, love, truth
- Evil and good often grow side by side in the world.
- God is patient and just — He will make all things right in His time.
- Our job is to grow strong in faith, not to judge others.

This lesson helps students understand patience, spiritual growth, and trusting God’s justice.

#### TEACHING TIPS BY AGE GROUP

Grades 3–4

- Explain wheat and weeds with simple language: good plants vs. bad plants.
- Emphasize that God grows good things in our hearts.
- Avoid detailed eschatology — keep it concrete and hopeful.
- Use simple planting or paper crafts.

Grades 5–6

- Discuss how good and bad influences exist around us.
- Explore the meaning of “good seed” (God’s Word, kindness, truth).
- Help them think about ways they can grow strong in faith.

Grades 7–8

- Discuss deeper themes: evil in the world, God’s justice, spiritual warfare.
- Talk about patience and why God allows both good and evil to continue for a time.
- Reflect on what “good seed” and “weeds” look like in daily life.

#### SCRIPTURE READING

Read *Matthew 13:24–30*. Emphasize:

- The field represents the world.
- The good seed represents the children of God.

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- The enemy plants tares (weeds) among the wheat
- The plants look similar at first.
- The farmer says not to uproot the tares too soon.
- At harvest time, the wheat will be gathered safely.

Help younger students visualize this with simple drawings if helpful.

### MEMORY VERSE (NKJV)

*“Let both grow together until the harvest.”*

— Matthew 13:30a

Short version for Grades 3–4:

*“Grow together.”*

### KEY TRUTHS

- God plants good things in our hearts.
- Good and evil grow together in the world for a time.
- God is patient and will bring justice in the right time (in God’s time).
- Our job is to grow strong in faith and follow Jesus.

### DISCUSSION QUESTIONS

Grades 3–4

1. What did the farmer plant in his field?
2. Who planted the weeds?
3. Why didn’t the farmer let the workers pull up the weeds?
4. What good things does God want to grow in your heart?

Grades 5–6

1. What do the wheat and weeds represent?
2. Why do you think God allows good and evil to grow together right now?
3. What does “growing strong in faith” mean for you?
4. What helps you stay rooted in God’s Word?

Grades 7–8

1. What does this parable teach about God’s justice and timing?
2. What does “good seed” represent in your daily decisions and habits?
3. What kinds of “weeds” (temptations, influences, attitudes) get in the way of faith?
4. How can you grow strong and steadfast in Christ even when the world feels confusing?

## CRAFT & ACTIVITY OPTIONS

### 1. Wheat & Weeds Paper Craft

*(Best for Grades 3–5)*

#### Materials

- Light green, brown, and yellow construction paper
- Scissors
- Glue
- Markers

#### Teacher Prep

- Pre-cut or pre-draw simple wheat and weed shapes for younger students.

#### Steps

1. On brown paper, glue a “field” at the bottom of the page.
2. Cut strips of green paper for stems.
3. Cut out or draw wheat heads (yellow) and weed heads (dark green or scribbly).
4. Glue both wheat and weeds in the field — mixing the weeds and wheat.
5. At the bottom, write:  
*“Grow strong in God’s Word.”*

#### Age Adaptations

- *Grades 3–4:* Use pre-cut pieces.
- *Grades 5–6:* Encourage detailed plant drawings.

### 2. Good Seed Journal Page – “What Is God Growing in Me?”

*(Ideal for Grades 5–8)*

#### Materials

- Journal paper
- Pens
- Optional seed sticker or small paper seed shapes

#### Steps

1. Draw a simple seed at the top of the page.
2. Write a heading:  
*“God is growing \_\_\_\_\_ in my life.”*
3. Students write one or more things God is growing: kindness, patience, faith, courage.
4. Optional: Draw roots and branches showing how their faith grows.



Age Adaptations

- *Grades 5–6:* Write one sentence.
- *Grades 7–8:* Write a paragraph or reflection.

**3. Planting Activity – “Growing Good Seed.”**

*(Great for hands-on classes; best in classrooms with easy clean-up)*

Materials

- Small paper cups
- Potting soil
- Seeds (grass seed works fast; wheat seeds if available)
- Water
- Markers

Teacher Prep

- Fill cups with a small amount of soil before class begins if short on time.

Steps

1. Give each student a cup labeled with their name.
2. Add a spoonful of soil and a pinch of seeds.
3. Cover lightly with soil.
4. Water gently.
5. Students write on the cup:  
“*Lord, help me grow in...*” and finish in one word (faith, love, patience).
6. Encourage them to check the plant daily at home.

Age Adaptations

- *Grades 3–4:* Keep steps simple; focus on the idea of growth.
- *Grades 7–8:* Add reflection on spiritual disciplines (prayer, worship, Scripture).

**4. Sorting Game – Wheat or Weed?**

*(All ages; especially fun for Grades 3–5)*

Materials

- Cards or slips of paper with behaviors/attitudes written on them:
  - Examples of “good seed”: kindness, honesty, helping others, prayer
  - Examples of “weeds”: lying, bullying, selfishness, gossip
    - Two baskets labeled “Wheat” and “Weeds.”

Steps

1. Shuffle all cards.
2. Students take turns picking one card and deciding if it is a “good seed” or a “weed.”
3. Place in the correct basket.
4. Discuss ways to pull out “weeds” in our lives (confession, prayer, better choices).

Age Adaptations

- *Grades 3–4:* Keep words simple.
- *Grades 5–6:* Add simple scenarios.
- *Grades 7–8:* Use more complex attitudes or habits to sort.

## **5. Transformational Art – Wheat Growing Strong**

*(Great for artistic students; Grades 6–8)*

Materials

- White paper
- Pencils
- Colored pencils or watercolors

Steps

1. Students draw a single seed underground.
2. Draw three stages above ground: sprout, green stalk, golden wheat.
3. Label each stage with a spiritual quality:
  - Root: faith
  - Sprout: obedience
  - Stalk: perseverance
  - Wheat: maturity or love
4. Add a short prayer at the bottom.

COLORING PAGE



## EPIPHANY – WEEK 7

### FALSE PROPHETS AND THE COMING OF THE SON OF MAN

Scripture (NKJV Reference Only):

*Matthew 24:23–31*

### LESSON OVERVIEW FOR TEACHERS

In this passage, Jesus warns His disciples that in the last days, many false prophets and false christs will appear, trying to deceive God’s people. Jesus explains that His true coming will be unmistakable — like lightning across the sky — and no one will need to tell us, “Here He is!” because all will know. He reminds believers to stay faithful, watchful, and grounded in God’s truth.

Students will learn:

- Not everyone who claims to speak for God truly does.
- False teaching can look convincing, but God gives us the wisdom to recognize truth.
- Jesus’ real return will be clear to everyone.
- Being grounded in Scripture protects us from being deceived.

Encourage teachers to focus on discernment — learning to recognize truth, compare messages with Scripture, and hold onto Jesus’ teachings.

### TEACHING TIPS BY AGE GROUP

#### Grades 3–4

- Keep the idea of “false prophets” simple: people who say things about God that are not true.
- Emphasize that Jesus wants us to listen to His Word in the Bible.
- Keep discussion concrete: truth vs. lie, light vs. darkness.
- Use simple crafts (light, truth, Scripture reminders).

#### Grades 5–6

- Discuss how people can be misled by things that “sound good” but aren’t true.
- Show how comparing everything to Scripture helps us stay grounded.
- Use activities that require choosing between truth and false statements.

#### Grades 7–8

- Explore spiritual discernment, peer influence, misleading media, and trends.
- Talk about how to test teachings:
  - Does it match Scripture?
  - Does it point to Jesus?
  - Does it encourage godly living?
    - Discuss Jesus’ promise that His return will be unmistakable.

## SCRIPTURE READING

Read *Matthew 24:23–31*. Emphasize:

- People will say, “Look, here is the Christ!”
- False prophets will show signs meant to deceive.
- Jesus warns, “Do not believe it.”
- His coming will be obvious — like lightning flashing across the sky.
- Angels will gather God’s people at the sound of a great trumpet.

Focus on Jesus as the true guide and on the importance of staying rooted in God’s Word.

## MEMORY VERSE (NKJV)

*“For as the lightning comes from the east and flashes to the west, so also will the coming of the Son of Man be.”*

— Matthew 24:27

Shorter version for Grades 3–4:

*“Jesus will come again for everyone to see.”*

## KEY TRUTHS

- False prophets try to deceive people with lies that sound true.
- Jesus teaches us to stay watchful and grounded in Scripture.
- The real return of Jesus will be unmistakable — no one will miss it.
- God protects His people through truth, wisdom, and His Word.

## DISCUSSION QUESTIONS

Grades 3–4

1. What is a “false prophet”?
2. Why does Jesus tell us not to follow people who say, “Here is the Christ”?
3. How will we know when Jesus really comes back?
4. How can we stay close to God’s truth?

Grades 5–6

1. Why do you think false prophets can be convincing?
2. How can the Bible help us tell the difference between truth and lies?
3. What does Jesus say His return will be like?
4. What are ways we can stay watchful and faithful?

Grades 7–8

1. What are modern examples of “false messages” about God or faith?
2. Why is discernment important for Christians?

3. What is the difference between signs that deceive and the true coming of Christ?
4. How can you evaluate whether a teaching or message is from God?

## CRAFT & ACTIVITY OPTIONS

### 1. “Truth vs. Lies” Sorting Activity

*(Great for Grades 3–6)*

#### Materials

- Cards with simple statements about God or faith
  - Examples of truth:
    - “Jesus is the Son of God.”
    - “God loves everyone.”
    - “Jesus will return.”
  - Examples of falsehood:
    - “Jesus already came back in secret.”
    - “The Bible is only a storybook.”
    - “You can get to heaven by being perfect.”
- Two baskets or labels: Truth and Not True

#### Steps

1. Shuffle the cards.
2. Students take turns drawing cards.
3. Read aloud and decide: Does this match what Jesus teaches?
4. Place in the correct basket.
5. Briefly discuss why the card belongs where it does.

#### Age Adaptations

- *Grades 3–4:* Keep statements quite simple.
- *Grades 5–6:* Use more complex statements and ask them to explain their reasoning.

## 2. Lightning Art – “The Coming of the Son of Man.”

*(Fun for Grades 3–8)*

### Materials

- Black or dark blue cardstock
- White, yellow, or silver crayons or colored pencils
- Optional: gold paint pens
- Glue and small squares of white tissue paper

### Steps

1. On dark cardstock, draw a bold lightning bolt stretching across the page.
2. Add light rays or clouds around the bolt.
3. Write the memory verse at the bottom:  
*“As the lightning... so will the coming of the Son of Man be.”*
4. Optional: Add tissue-paper clouds for texture.

### Age Adaptations

- *Grades 3–4:* Keep the lightning simple and bold.
- *Grades 7–8:* Encourage shading, perspective, or layered effects.

## 3. “Test the Teaching” Activity

*(Especially good for Grades 6–8)*

### Materials

- Whiteboard or chart paper
- Markers
- Prepared list of statements or “teachings” (some true, some false)

### Steps

1. Write two columns on the board:
  - Matches Scripture
  - Does NOT match Scripture.
2. Read each statement aloud. Examples:
  - “Jesus is one of many ways to God.”
  - “Jesus is the only way to the Father.”
  - “The Bible is God’s Word.”
  - “You can follow your heart even if it goes against God.”
3. Students identify whether each statement matches Jesus’ teaching.
4. Ask: “How do we know?” (Compare to Scripture.)

### Age Adaptations

- *Grades 5–6:* Keep statements concrete.

- *Grades 7–8:* Use deeper or culturally relevant statements.

#### **4. Journal Page – “Staying Faithful.”**

*(Best for Grades 7–8)*

Materials

- Journals or lined paper
- Pens

Steps

1. Write at the top:  
*“How can I stay faithful to Jesus in a confusing world?”*
2. Students write quietly for 5–8 minutes.
3. Invite optional sharing.
4. Close with a short prayer.

#### **5. “Light of Truth” Candle Craft**

*(Symbolic craft for Grades 3–6)*

Materials

- Paper towel tubes cut in half
- White, yellow, or orange construction paper
- Markers
- Glue
- Optional: battery-operated tea lights (for special classes)

Steps

1. Cover the tube with white paper.
2. Cut a flame shape from yellow or orange paper.
3. Glue the flame to the inside top of the “candle.”
4. Write on the candle:  
*“God’s Word is Truth.”*  
or  
*“Jesus is the True Light.”*

Age Adaptations

- *Grades 3–4:* Keep decoration simple.
- *Grades 5–6:* Add Scripture or personal reflection.



COLORING PAGE

