



STUDENT SUNDAY SCHOOL
3 WEEK PRE-LENT CURRICULUM
TEACHERS' GUIDE

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

Three Week Pre-Lent Curriculum Teachers' Guide

This Anglican Pre-Lent lesson supports teachers in guiding students in Grades 3–8 through the transitional season that prepares the Church for Lent. Pre-Lent invites reflection, self-examination, and readiness as we turn our hearts toward repentance and renewal.

During the pre-Lenten season, students are encouraged to consider Jesus' call to follow Him more faithfully. This curriculum helps teachers present Scripture with clarity while gently guiding students to reflect on spiritual growth, commitment, and preparation for the Lenten journey ahead.

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 naturally.
- Emphasize themes of preparation, discipleship, and spiritual focus.
- Encourage students to reflect on areas of growth in their faith.
- Close each class with prayer and review of the memory verse.

Pre-Lent serves as a gentle invitation to prepare our hearts and lives for the disciplines of Lent. As you teach, guide students to approach this season with honesty, openness, and a desire to draw closer to Christ.

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

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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

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

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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.

Pre-Lent Overview

Pre-Lent is a three-week season of preparation leading to Lent. These Sundays have older Latin-based names that describe a countdown to Easter:

- Septuagesima (about “70” days before Easter)
- Sexagesima (about “60” days before Easter)
- Quinquagesima (about “50” days before Easter)

The purpose of Pre-Lent is to begin turning our hearts toward repentance, prayer, and spiritual focus. In many Anglican traditions, Pre-Lent is a gentle transition from Epiphany into the more solemn season of Lent. These weeks help students understand God’s grace, the condition of the heart, and faith that calls out to Jesus—so they are ready to enter Lent with attention and hope.

Week 1 — Septuagesima

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

Theme: God's Generous Grace

Scripture (NKJV Reference Only):

Matthew 20:1–16 — The Laborers in the Vineyard

Lesson Overview:

Jesus teaches that God's grace is a gift, not a prize we earn. Some workers started early, and some were hired late, but the landowner kept his promise to each worker. The parable helps students see that comparison leads to resentment, while gratitude leads to peace. God is always good, and His generosity is never unfair.

Teaching Tips by Age Group

Grades 3–5

- Keep the focus on God's kindness: "God is generous."
- Use a simple example of fairness vs. grace (sharing, kindness).
- If children say, "That's not fair," guide them to "God keeps His promises."

Grades 6–8

- Discuss fairness (getting what we earn) vs. grace (getting what we don't deserve).
- Connect the parable to jealousy/comparison at school and online.
- Invite students to practice gratitude as a discipline starting now.

Scripture Reference

Matthew 20:1–16 — The Laborers in the Vineyard

Memory Verse

Grades 3–5

"So the last will be first." — Matthew 20:16a

Grades 6–8

"So the last will be first, and the first last." — Matthew 20:16

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Key Truths

- God calls people at different times but loves all fully.
- Comparison poisons the heart; gratitude heals it.
- Grace is not earned; it is received as a gift.
- God keeps His promises and is always good.

Discussion Questions by Age Group

Grades 3–5

1. What did the workers do in the vineyard?
2. How did the early workers feel when everyone got the same pay?
3. What does God want us to choose instead of jealousy?

Grades 6–8

1. What is the difference between fairness and grace in this parable?
2. Why does comparison lead to resentment?
3. How can gratitude change the way we see God and others?
4. Where are you tempted to compare this week?

Crafts and Activities

1: Vineyard Paper Scene

Grades 3–5

Materials (per student)

- Half sheet of green construction paper
- Brown crayon/marker
- Glue stick
- Small paper rectangles (workers)
- Optional: stickers for grapes

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Steps

1. Draw a simple vineyard (rows of vines) on green paper.
2. Glue 3–6 small ‘worker’ paper shapes into the vineyard.
3. Add grape dots with a marker or stickers.
4. Say together: God is generous and kind.

Grades 6–8

Materials (per student)

- Construction paper
- Pencil/marker
- Glue stick
- Small paper figures or stick-figure cutouts
- Optional: verse strip (Matthew 20:16)

Steps

1. Sketch a vineyard scene with an early group and an ‘eleventh hour’ group.
2. Add figures and label the hours (early, third, sixth, ninth, eleventh).
3. Write one sentence on the back: What does this parable teach about grace?
4. Optional: add the verse strip at the bottom.

2: Generous Grace Bookmark

Grades 3–5

Materials (per student)

- Cardstock strip
- Markers/crayons
- Stickers (optional)
- Hole punch (optional)

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- Ribbon/yarn (optional)

Steps

1. Decorate the bookmark with grapes/vines.
2. Write: “God is generous.”
3. Punch a hole and add ribbon if desired.

Grades 6–8

Materials (per student)

- Cardstock strip
- Markers
- Hole punch
- Ribbon/yarn
- Optional: washi tape

Steps

1. Write the older memory verse on the bookmark.
2. Decorate with a vine border.
3. On the back, write one ‘comparison trap’ to avoid this week.
4. Add ribbon tassel if desired.

Craft 3: Fairness vs. Grace Sorting Game

Grades 3–5

Materials (per student)

- Two paper plates labeled FAIR / GRACE
- Scenario cards (teacher prep)
- Markers

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Steps

1. Explain 'fair' vs 'grace' using one simple example.
2. Read one card at a time and let students place it on FAIR or GRACE.
3. Discuss: God keeps His promises and is generous.

Grades 6–8

Materials (per student)

- Two labeled containers
- Scenario cards
- Pens/pencils

Steps

1. Sort scenario cards into FAIR or GRACE.
2. Choose two cards and discuss: Which response looks more like Jesus?
3. Close with a short prayer for gratitude instead of comparison.

4: Vineyard Worker Wheel

Grades 3–5

Materials (per student)

- Two paper circles
- Brad fastener
- Crayons/markers
- Scissors

Steps

1. Draw a simple clock face on one circle with 'early' and 'late'.
2. Draw happy workers on the second circle; cut a 'window' on the top circle.
3. Attach with a brad so it spins.

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4. Spin and say: God's grace is a gift.

Grades 6–8

Materials (per student)

- Two paper circles
- Brad fastener
- Markers
- Scissors

Steps

1. Label the bottom circle with hiring times (early, 3rd, 6th, 9th, 11th).
2. Create a top circle with a viewing window; add: "Grace is a gift."
3. Write one reflection on the back: Where do I compare?
4. Attach with a brad and demonstrate the 'last/first' truth.

5: Journaling (Grades 7–8 Only)

Materials (per student)

- Journals or lined paper
- Pens or pencils

Steps

1. Distribute the prompts.
2. Give 7–10 minutes for quiet writing.
3. Invite volunteers to share one sentence (optional).

Prompts

- God's generosity surprises me when...
- I want to grow in gratitude by...
- When do I compare myself to others?

Coloring Page

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



Week 2 — Sexagesima

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

Theme: *Becoming Good Soil*

Scripture (NKJV Reference Only):

Luke 8:4–15 — The Sower and the Seed

Lesson Overview:

Jesus teaches that God’s Word is like seed. The same seed is planted, but hearts respond in different ways—like different kinds of soil. Some hearts are distracted, some are shallow, and some are crowded with worries and desires. Good soil means a heart that hears God’s Word, holds on to it, and patiently grows fruit.

Teaching Tips by Age Group

Grades 3–5

- Use the simple picture: seed + soil = growth.
- Help students name one ‘good soil habit’ (prayer, kindness, listening).
- Keep definitions concrete: rocks = quitting; thorns = distractions.

Grades 6–8

- Discuss what it means to ‘keep’ the Word—choices, habits, and perseverance.
- Give modern examples of thorns: worry, busyness, media, popularity.
- Invite students to choose one habit that deepens roots this week.

Scripture Reference

Luke 8:4–15 — The Sower and the Seed

Memory Verse

Grades 3–5

“The seed is the word of God.” — Luke 8:11

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Grades 6–8

“But that on the good ground are they, which in an honest and good heart, having heard the word, keep it, and bring forth fruit with patience.” — Luke 8:15

Key Truths

- God’s Word is a powerful seed.
- Hearts can be distracted, shallow, crowded, or ready.
- Good soil means hearing, keeping, and growing with patience.
- God helps us grow fruit when we stay close to Him.

Discussion Questions by Age Group

Grades 3–5

1. What does the seed stand for?
2. Which soil grows best?
3. What helps your heart be good soil?

Grades 6–8

1. Which soil do you relate to most right now, and why?
2. What are ‘thorns’ choke faith today?
3. What does it mean to bear fruit as a Christian student?
4. What practical step will you take to become good soil this week?

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Crafts and Activities

1: Four Soils Booklet

Grades 3–5

Materials (per student)

- 1 sheet of paper folded into a mini book
- Crayons/markers

Steps

1. Fold paper into a small booklet with 4 pages.
2. Label pages: Path, Rocks, Thorns, Good Soil.
3. Draw a simple picture on each page (seed/plant).
4. Circle the Good Soil page and say: I want my heart to be good soil.

Grades 6–8

Materials (per student)

- Paper for booklet
- Pens/markers
- Optional: glue stick and small paper seeds

Steps

1. Create a 4-page booklet for each soil type.
2. Write one sentence on each page describing what happens to the seed.
3. On the last page, write: What helps me become good soil?
4. Share one strategy with a partner (optional).

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2: Good Soil Flowerpot (Paper Pot)

Grades 3–5

Materials (per student)

- Brown paper strip (pot)
- Green paper (plant)
- Glue stick
- Markers

Steps

1. Form the brown strip into a simple pot shape and glue it to the paper.
2. Cut a green plant shape and glue so it ‘grows’ from the pot.
3. Write: “God’s Word helps me grow.”
4. Decorate with flowers or fruit.

Grades 6–8

Materials (per student)

- Construction paper
- Glue stick
- Markers
- Optional: paper ‘roots’ strips

Steps

1. Create a pot and plant, adding paper roots under the soil line.
2. Label roots with habits: prayer, Scripture, church, kindness.
3. Add the memory verse reference at the bottom.
4. Discuss what ‘thorns’ look like today.

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3: Seed Obstacle Maze

Grades 3–5

Materials (per student)

- Paper
- Markers
- Sticker or dot as ‘seed.’

Steps

1. Draw a path from ‘seed’ to ‘good soil’.
2. Add obstacles labeled ‘rocks’ and ‘thorns’.
3. Guide the seed through the maze with a finger.
4. Talk about choosing good habits.

Grades 6–8

Materials (per student)

- Paper
- Markers
- Optional: ruler

Steps

1. Design a maze where the seed must avoid distractions (thorns) and shallow faith (rocks).
2. Add a ‘temptation’ corner and a ‘prayer’ shortcut.
3. Write 2–3 modern ‘thorns’ on the margin.
4. Swap mazes with a partner to solve.

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4: Take-Home Seed Cup (Paper Version)

Grades 3–5

Materials (per student)

- Small paper cup or template
- Brown paper bits (soil)
- Paper seed dots
- Glue/tape

Steps

1. Build a small paper cup (or use a paper cup).
2. Glue brown paper ‘soil’ inside and add paper ‘seeds’.
3. Write: “God’s Word grows in my heart.”
4. Take home as a reminder.

Grades 6–8

Materials (per student)

- Small paper cup
- Paper seeds
- Marker
- Optional: card with habits list

Steps

1. Assemble the seed cup model.
2. Add a small card listing ‘good soil habits’.
3. Write one personal goal: This week I will...
4. Encourage students to place it where they read/pray.

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5: Journaling (Grades 7–8 Only)

Materials (per student)

- Journals or lined paper
- Pens or pencils

Steps

1. Distribute the prompts.
2. Give 7–10 minutes for quiet writing.
3. Invite volunteers to share one insight (optional).

Prompts

- Which soil describes me today?
- What thorns choke my spiritual growth?
- Where do I need deeper roots?

Coloring Page

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



Week 3 — Quinquagesima

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

Theme: Faith That Sees

Scripture (NKJV Reference Only):

Luke 18:31–43 — Jesus Heals the Blind Man

Lesson Overview:

Jesus tells His disciples that He will suffer, die, and rise again, but they do not understand. On the road, a blind man calls out to Jesus with bold faith. Even when others try to silence him, he keeps crying out. Jesus listens, heals him, and the man follows Him with praise—showing us what persistent faith looks like.

Teaching Tips by Age Group

Grades 3–5

- Tell the story in simple steps: call out, Jesus stops, Jesus heals, follow Jesus.
- Practice a short prayer: “Jesus, help me.”
- Emphasize: Jesus hears us and loves us.

Grades 6–8

- Connect persistence in prayer to discouragement, peer pressure, and doubt.
- Discuss ‘spiritual blindness’ (missing truth, ignoring God).
- Invite students to name one area where they need courage to call out to Jesus.

Scripture Reference

Luke 18:31–43 — Jesus Heals the Blind Man

Memory Verse

Grades 3–5

“Receive your sight.” — Luke 18:42a

Grades 6–8

“Receive your sight; your faith has made you well.” — Luke 18:42

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Key Truths

- Jesus hears people whom others ignore.
- Faith keeps calling out, even when it is hard.
- Jesus has the power to heal and to save.
- When Jesus helps us, we follow Him with gratitude and praise.

Discussion Questions by Age Group

Grades 3–5

1. Who called out to Jesus?
2. Why did people tell him to be quiet?
3. What did Jesus do for him?

Grades 6–8

1. Why did people try to silence the blind man?
2. What does Jesus' question teach us about prayer?
3. What does it mean to 'see Jesus with the heart'?
4. Where do you need persistence in prayer right now?

Crafts and Activities

1: Sound Wave Art (Calling Out)

Grades 3–5

Materials (per student)

- Paper
- Markers/crayons

Steps

1. Draw the blind man calling out to Jesus (simple figures).

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2. Add big 'sound lines' coming from his mouth (no words needed).
3. Color the scene and add a heart near Jesus.
4. Remind: Jesus hears us when we pray.

Grades 6–8

Materials (per student)

- Paper
- Markers
- Optional: ruler

Steps

1. Create sound-wave style lines moving toward Jesus to show persistent prayer.
2. Write one sentence on the back: What do I need to ask Jesus for?
3. Discuss why he kept calling out even when silenced.

2: Blindfold Discovery (Empathy Activity)

Grades 3–5

Materials (per student)

- Clean cloth strips or disposable eye masks
- A few classroom objects (teacher)

Steps

1. Explain safety rules and pair students.
2. One student wears a blindfold while the partner gently guides them 5–10 steps.
3. Switch roles.
4. Discuss: How did it feel? Who helped you?

Grades 6–8

Materials (per student)

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- Blindfolds
- Simple obstacle-free path
- Reflection slips (optional)

Steps

1. Pair students and set a safe, short, guided walk.
2. After switching, students write: What does it mean to ‘see with the heart’?
3. Connect empathy to caring for others and listening to Jesus.

3: Healing Road Map

Grades 3–5

Materials (per student)

- Paper
- Markers
- Stickers (optional)

Steps

1. Draw a road leading to Jesus.
2. Add the blind man and a ‘stop’ sign for the crowd.
3. Draw Jesus welcoming him.
4. Share one thing we can ask Jesus in prayer.

Grades 6–8

Materials (per student)

- Paper
- Markers
- Optional: index card

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Steps

1. Create a 'map' with symbols: obstacle, persistence, faith, healing.
2. Write one prayer request you will bring to Jesus this week on an index card.
3. Optional: keep private or place in a prayer box.

4: Prayer Cards

Grades 3–5

Materials (per student)

- Index cards
- Markers/crayons
- Stickers (optional)

Steps

1. Decorate a prayer card with a cross or border.
2. Write: "Jesus, help me..." (teacher can assist).
3. Draw what you're praying for.
4. Take home and pray with family.

Grades 6–8

Materials (per student)

- Index cards
- Pens/markers

Steps

1. Write a short prayer based on the blind man's persistence.
2. Add one line: "I will not give up praying about..."
3. Encourage revisiting the card daily for a week.

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5: Journaling (Grades 7–8 Only)

Materials (per student)

- Journals or lined paper
- Pens or pencils

Steps

1. Distribute the prompts.
2. Give 7–10 minutes for quiet writing.
3. Invite volunteers to share one sentence (optional).

Prompts

- Jesus, this is what I want You to do for me...
- Where do I feel blind?
- What holds me back from calling out?

Coloring Page

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

