

**STUDENT SUNDAY SCHOOL
13-WEEK SAINTS CURRICULUM
TEACHER'S GUIDE**

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

TEACHERS' GUIDE

This Anglican Saints curriculum supports teachers in guiding students in Grades 3(4)–8 as they explore the lives of faithful men and women who followed God with courage, humility, and trust. Through the stories of the saints, students are invited to encounter how God works through ordinary people to accomplish His purposes in the world.

As students journey through the saints of the Church, they discover how lives shaped by prayer, obedience, and service bear witness to God's faithfulness across history. These stories do not replace Scripture but help illuminate how the Gospel has been lived out in different times, cultures, and circumstances.

This curriculum encourages learners to recognize God's guidance and mercy at work in the lives of the saints and to reflect on how faith, obedience, forgiveness, and perseverance shape their own lives today. Teachers are supported in presenting these lessons with reverence and clarity, fostering thoughtful discussion, prayer, and a faithful response rooted in Scripture and the life of the Church

WHAT'S INCLUDED:

- Weekly Scripture reading (NKJV)
- Teacher story summary for presenting the lesson.
- Teacher notes.
- Discussion questions for Grades 3–4, 5-6, and 7–8
- Weekly memory verse with age adaptations
- Optional crafts with complete instructions
- Reflection or journaling prompts for older students.

TEACHING NOTES – SAINTS CURRICULUM

Begin each class with the **Opening Routine** found at the front of the curriculum to establish consistency, prayerful focus, and a sense of sacred time.

Read the assigned **Scripture passages in advance**, allowing the story to be shared thoughtfully, clearly, and age-appropriately.

Emphasize key themes of how God's grace works through **human weakness, obedience, courage, humility, and faithfulness**.

Encourage students to reflect on how God's guidance, promises, and mercy shape their own lives of faith and daily obedience.

Close each class with **prayer and a review of the memory verse**, reinforcing both learning and spiritual formation.

Anglican Saints Curriculum

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

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SAINTS SUNDAY SCHOOL TEACHER GUIDE

Grades 4th (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 comes. 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.

INTRODUCTION FOR TEACHERS: TEACHING THE SAINTS

The lives of the saints bear witness to the continuing work of God in His Church. In every generation, the Lord has raised faithful men and women who have loved Him, trusted Him, and followed Him in obedience. Their stories remind us that the Gospel did not end with the Apostles but has been lived and proclaimed throughout the ages.

If Genesis reveals God as Creator, Judge, Redeemer, and Covenant-Keeper, the Saints show us how those truths take root in human lives. Through missionaries and martyrs, abbesses and bishops, kings and quiet servants, we see how the grace of God forms character, shapes communities, and strengthens the Church.

In teaching the saints, we must remember that they were not perfect people, but redeemed people. They struggled, repented, persevered, and trusted in the mercy of Christ. What distinguishes them is not flawlessness, but faithfulness. Their lives testify that God works through those who respond to His call with humility and courage.

For children, the Saints curriculum helps answer important questions:

- What does faithful obedience look like?
- How do Christians live differently in the world?
- Can God use ordinary people?
- How does the Church continue Christ's work today?

Throughout these lessons, students will encounter witness and repentance, sacrifice and generosity, discipline and joy. They will see believers who endured hardship, faced danger, and navigated uncertainty — yet remained steadfast in faith. In this way, the saints become examples of what it means to “continue in the apostles’ doctrine and fellowship,” as we promise in our Baptismal vows.

As teachers, our task is not to glorify personalities, but to point to Christ. The saints are not ends in themselves; they are signs that direct us to the Savior. Encourage students to observe how God was at work in each life. Invite them to consider how the same Holy Spirit who strengthened the saints is at work in them.

The Anglican tradition speaks often of the **Communion of Saints** — that great fellowship of believers in heaven and on earth. We are not isolated Christians, but members of Christ's Body across time. When we teach the saints, we remind our students that they belong to something larger than themselves — the one holy Catholic and Apostolic Church.

The 1928 Book of Common Prayer gives voice to this hope in the Collect for All Saints' Day:

“O Almighty God, who hast knit together thine elect in one communion and fellowship, in the mystical body of thy Son Christ our Lord; Grant us grace so to follow thy blessed

Saints in all virtuous and godly living, that we may come to those unspeakable joys, which thou hast prepared for those who unfeignedly love thee.”

This prayer expresses the heart of the Saints curriculum. We teach these lives not merely to remember them, but to follow their example in faithful discipleship. The same God who worked in their generation continues to work in ours. By His grace, our students are called to take their place in that great communion, walking in holiness, humility, and hope.

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.

SAINTS – FALL SERIES AT A GLANCE

SAINTS – FALL SERIES ORDER (AUGUST–ADVENT)

AUGUST – FOUNDATIONS & WITNESS

Week 1 – St. Stephen

faithful witness, courage, forgiveness

(strong early church foundation)

Week 2 – St. Alban

courage and sacrifice in Britain

(builds on martyr theme, geographically closer to Anglican roots)

Week 3 – St. Augustine of Canterbury

mission and establishment of the English church

(transition to Anglican identity)

SEPTEMBER – CELTIC MISSION MOVEMENT

Week 4 – St. Columba of Iona

repentance and missionary zeal

Week 5 – St. Aidan of Lindisfarne

gentle evangelism and pastoral care

Week 6 – St. Patrick of Ireland

Trinity teaching and bold evangelism

OCTOBER – SPIRITUAL FORMATION & COURAGE

Week 7 – St. Benedict of Nursia

rule of life and discipline

Week 8 – St. George

courage rooted in faith

Week 9 – St. Francis of Assisi

simplicity, stewardship, creation

NOVEMBER – LEADERSHIP & CHARITY

Week 10 – St. Margaret of Scotland

servant leadership and reform

Week 11 – St. Joseph

courage, humility, and trust

Week 12 – St. Mary, Mother of our Lord Jesus Christ

obedience and discipleship

EARLY ADVENT CONNECTION

Week 13 – St. Nicholas of Myra

generosity and Christ-centered giving

SAINTS – WEEK 1 - ST. STEPHEN

THEME: FAITHFULNESS, FORGIVENESS, AND BOLD WITNESS

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

Acts 6:8–15

Acts 7:54–60

Matthew 5:44

MEMORY VERSE (NKJV)

“Lord, do not charge them with this sin.” — Acts 7:60

Younger Option (Grades 3–4)

“Love your enemies.” — Matthew 5:44

STORY

1. Stephen lived in the early days of the Church after Jesus’ resurrection and ascension. As the number of believers grew in Jerusalem, the apostles appointed seven men to help serve the community. Stephen was chosen because he was known to be full of faith and the Holy Spirit.
2. Stephen did not only serve tables. Scripture says he performed great wonders and signs among the people. He spoke boldly about Jesus as the promised Messiah. Some religious leaders opposed him and began to argue with him, but they could not resist the wisdom and Spirit by which he spoke.
3. False witnesses accused Stephen of speaking against the temple and the law. He was brought before the council to defend himself. Rather than responding in fear, Stephen boldly recounted the history of Israel, showing how God had always been faithful — and how the people had often resisted Him.
4. Stephen’s words were strong and direct. He declared that Jesus, whom they had rejected, was the Righteous One. His message angered the council.
5. As they dragged him outside the city, they began to stone him. Yet in this moment of suffering, Stephen did something remarkable. He looked up and saw a vision of Jesus standing at the right hand of God. Instead of responding with hatred, Stephen prayed. “Lord Jesus, receive my spirit.” “Lord, do not charge them with this sin.”

6. Stephen became the first Christian martyr. His death was not a defeat. It was a testimony. Among those present was a young man named Saul, who would later become the Apostle Paul.
7. Stephen's life teaches that bold witness and forgiving love reflect Christ Himself.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while staying faithful to the meaning.

- Stephen was full of faith and the Holy Spirit
- He spoke boldly about Jesus
- He forgave even while suffering
- His witness influenced future believers
- Faithfulness sometimes requires courage

DOCTRINAL FOCUS

- Martyrdom and Witness
- The word “martyr” means witness. Stephen's death was not simply suffering — it was a testimony to Christ.
- Not revenge.
Not bitterness.
Faithful witness even in hardship.
- Christians are called to reflect Jesus' forgiveness.

CREED CONNECTION – THE APOSTLES' CREED

In the Apostles' Creed, we confess, “He suffered... was crucified, dead, and buried.” Stephen followed Christ in both suffering and forgiveness. His prayer echoes Jesus' words on the cross. The Creed reminds us that faithfulness may include hardship, but Christ's victory is secure.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

- Boldness in speaking the truth
- Forgiveness, even when wronged
- The power of witness
- Christ's presence in suffering

Avoid This (All Ages)

- Graphic descriptions of stoning
- Glorifying suffering
- Encouraging confrontation without love

Grades 3–4

- Stress that Stephen loved Jesus and forgave others.
- Avoid frightening details.
- If students ask why people were angry, explain that sometimes people reject what challenges them.

Grades 5–6

- Stress courage in telling the truth.
- Avoid turning the lesson into an argument.
- If students ask why Stephen died, explain that faithfulness can cost something, but God is always near.

Grades 7–8

- Stress the theological connection to Christ's own forgiveness.
- Avoid romanticizing martyrdom.
- If students ask about persecution today, answer carefully and emphasize prayer and faithfulness.

DISCUSSION QUESTIONS

Grades 3–4

- Who was Stephen?
- Why did he get in trouble?
- What did he pray while he was hurt?
- What does it mean to forgive?

Grades 5–6

- What made Stephen courageous?
- Why is forgiveness difficult?
- How did Stephen reflect Jesus?
- How can you stand up for your faith?

Grades 7–8

- How does Stephen's speech show knowledge of Scripture?
- What does his forgiveness teach about Christian maturity?
- Why is witness more than words?
- How might God use our faithfulness to influence others?

CRAFT OPTIONS

Forgiveness Cross Art

Age Range: Grades 3–8

Materials

Paper

Markers

Colored pencils

Step-by-Step

1. Draw a large cross on the page.
2. Write Acts 7:60 across the center.
3. Around the cross, write words that describe forgiveness.
4. Color and decorate.

Purpose

Connects forgiveness with Christ's example.

Witness Flame Craft

Age Range: Grades 3–8

Materials

Red, orange, and yellow paper

Scissors

Glue

White paper

Step-by-Step

1. Cut flame shapes from colored paper.
2. Glue flames onto white paper.
3. Write "Full of Faith and the Holy Spirit" at the bottom.
4. Add one-way students can be a witness.

Purpose

Symbolizes bold faith.

Acts Timeline Poster

Age Range: Grades 5–8

Materials

Large paper

Markers

Ruler

Step-by-Step

1. Draw a horizontal line across the page.

2. Mark key events: Resurrection, Pentecost, Stephen's witness.
3. Add Saul's presence at the bottom.
4. Write a summary of Stephen's faithfulness.

Purpose

Places Stephen within Church history.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read — Acts 7:60 (NKJV) "Lord, do not charge them with this sin."
3. Writing prompt

Students write for 5–8 minutes on:

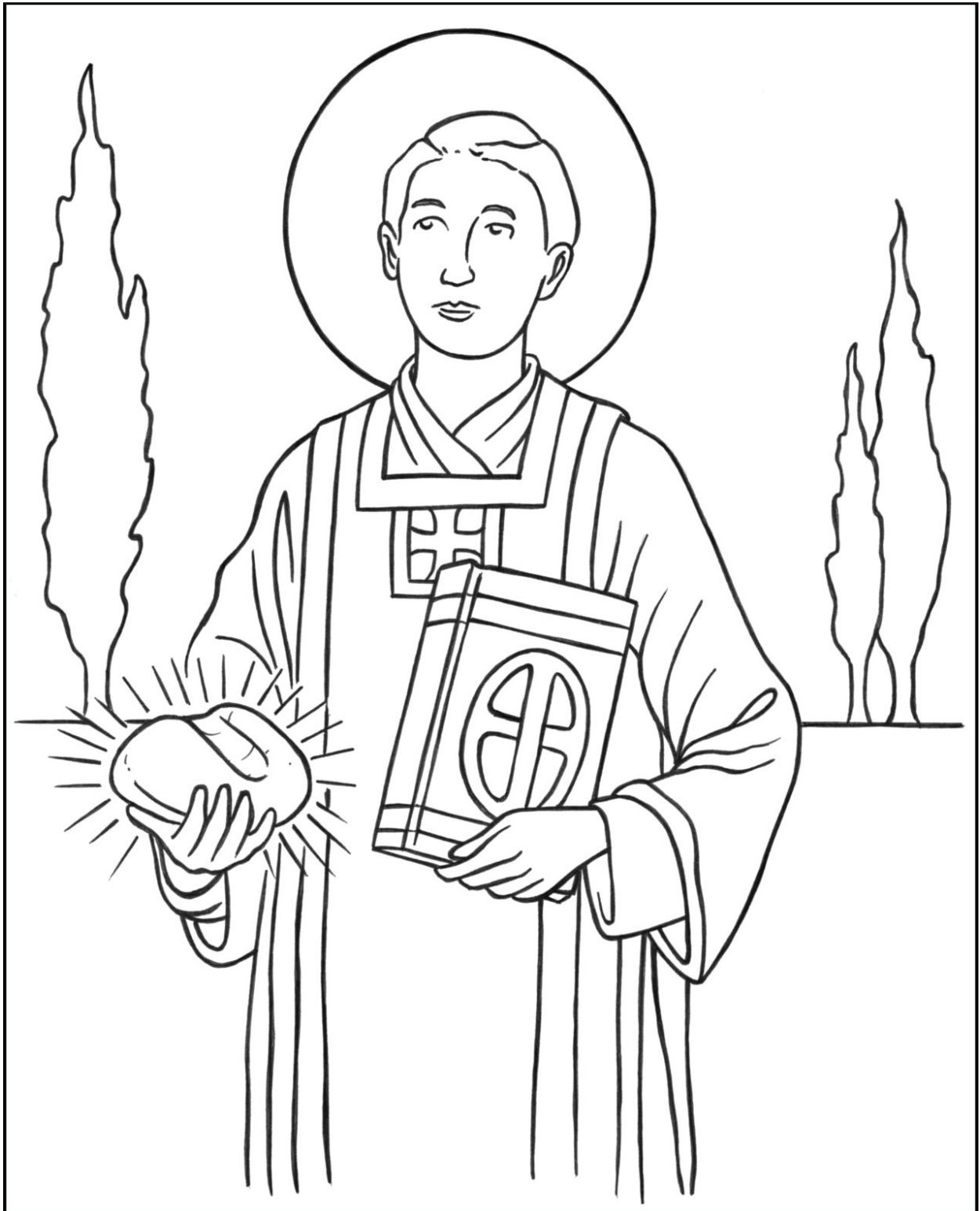
Prompt

"What does it mean to forgive someone when it feels undeserved, and how can I reflect Christ in that situation?"

CLOSING PRAYER

Almighty God, who didst strengthen thy servant Stephen to bear faithful witness and to forgive his enemies, grant us courage and grace to follow Christ in word and deed, through Jesus Christ our Lord. Amen.

COLORING PAGE



SAINTS – WEEK 2 - ST. ALBAN

THEME: COURAGE, SACRIFICE, AND FAITHFUL WITNESS

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

John 15:13

Matthew 10:32–33

Hebrews 12:1–2

MEMORY VERSE (NKJV)

“Greater love has no one than this, than to lay down one’s life for his friends.” — John 15:13

Younger Option (Grades 3–4)

“Whoever confesses Me before men, him I will also confess before My Father.” — Matthew 10:32

STORY

1. Alban lived in Britain during the third or early fourth century, at a time when Christians were persecuted by Roman authorities. He was not originally a Christian. Alban was a Roman citizen who encountered a Christian priest fleeing persecution.
2. Alban offered the priest shelter in his home. During the time they spent together, Alban listened carefully to the priest’s teaching. He learned about Jesus Christ — about His death and resurrection, and about the promise of eternal life. Alban’s heart was changed.
3. When Roman soldiers came searching for the priest, Alban made a courageous decision. He exchanged clothing with the priest and allowed himself to be arrested in the priest’s place. By doing this, he gave the priest time to escape.
4. Brought before a Roman judge, Alban was ordered to renounce Christ and offer sacrifice to pagan gods. He refused. He confessed his faith openly.
5. Alban endured punishment and was eventually sentenced to death. According to tradition, he was executed on a hill outside the town that would later bear his name — St. Albans.
6. Alban is remembered as the first British martyr. His sacrifice was not motivated by anger, but by love — love for Christ and love for another believer.

7. His life reminds us that faith may require sacrifice, and that courage is rooted in devotion to Christ.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while staying faithful to the meaning.

- Alban's faith began through hospitality
- He chose to protect another believer
- Courage required public confession
- Love motivated sacrifice
- Faithfulness may involve cost

DOCTRINAL FOCUS

Martyrdom and Love

- Martyrdom is the ultimate act of witness. It is not sought, but it may occur when faithfulness demands courage.
- Not hatred of enemies.
Not reckless risk.
Love for Christ expressed in sacrifice.
- Christian courage flows from love.

CREED CONNECTION – THE APOSTLES' CREED

In the Apostles' Creed, we confess belief in "the communion of saints."

Alban stands among that great cloud of witnesses described in Hebrews 12. His faithfulness strengthens the Church across generations. The Creed reminds us that we belong to a family of believers who have endured with courage.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

- Hospitality opens doors to faith
- Courage is rooted in love
- Faith may require sacrifice
- Witness involves confession

Avoid This (All Ages)

- Graphic descriptions of execution
- Romanticizing martyrdom
- Encouraging confrontation without wisdom

Grades 3–4

- Stress that Alban helped someone and chose to follow Jesus.

- Avoid frightening details.
- If students ask why soldiers were angry, explain that Christians were misunderstood and persecuted at that time.

Grades 5–6

- Stress, love, and the protection of others.
- Avoid portraying sacrifice as dramatic heroism only.
- If students ask whether Alban was afraid, explain that courage does not mean absence of fear.

Grades 7–8

- Stress the theological meaning of martyrdom.
- Avoid glorifying suffering.
- If students ask about persecution today, respond carefully and emphasize prayer and faithfulness.

DISCUSSION QUESTIONS

Grades 3–4

- Who did Alban protect?
- Why did he choose to follow Jesus?
- What does courage mean?
- How can you show love for others?

Grades 5–6

- What changed Alban's heart?
- Why did he confess his faith publicly?
- How does John 15:13 connect to his story?
- What does sacrifice mean?

Grades 7–8

- How does hospitality lead to transformation?
- Why is confession of faith important?
- What is the relationship between love and sacrifice?
- How does Alban's story encourage the modern Church?

CRAFT OPTIONS

Hospitality Heart Craft

Age Range: Grades 3–8

Materials

Paper

Markers

Colored pencils

Step-by-Step

1. Draw a large heart.
2. Write “Greater love...” across the center.
3. Around the heart, write ways to show hospitality.
4. Decorate simply.

Purpose

Connects love with action.

Witness Hill Silhouette

Age Range: Grades 4–8

Materials

Black paper

White paper

Scissors

Glue

Step-by-Step

1. Cut a simple hill silhouette.
2. Glue onto a white background.
3. Write John 15:13 at the bottom.
4. Add a small cross on the hilltop.

Purpose

Visually represents sacrifice and witness.

Confession Shield Craft

Age Range: Grades 3–8

Materials

Shield template

Markers

Scissors

Step-by-Step

Anglican Saints Curriculum

1. Cut out a shield shape.
2. Write Matthew 10:32 across the center.
3. Add a cross symbol.
4. Decorate border.

Purpose

Reinforces courage in confession.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read — John 15:13 (NKJV) “Greater love has no one than this, than to lay down one’s life for his friends.”
3. Writing prompt

Students write for 5–8 minutes on:

Prompt

“What does sacrificial love look like in everyday life, even in small ways?”

CLOSING PRAYER

Almighty God, who didst strengthen thy servant Alban to bear faithful witness unto death, grant us courageous hearts filled with love for Christ; through Jesus Christ our Lord.

Amen.

COLORING PAGE



SAINTS – WEEK 3 - ST. AUGUSTINE OF CANTERBURY

THEME: MISSION, EVANGELISM, AND THE ESTABLISHMENT OF THE ENGLISH CHURCH

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

Matthew 28:19–20

Romans 10:14–15

Acts 1:8

MEMORY VERSE (NKJV)

“How beautiful are the feet of those who preach the gospel of peace.” — Romans 10:15

Younger Option (Grades 3–4)

“You shall be witnesses to Me.” — Acts 1:8

STORY

1. Augustine was a monk living in Rome in the sixth century. During this time, much of England had returned to pagan practices after earlier Roman influence had faded. Pope Gregory the Great desired to send missionaries to bring the Gospel to the Anglo-Saxon people.
2. Gregory chose Augustine to lead this mission. Augustine and several monks traveled from Rome to the kingdom of Kent in England. The journey was long and uncertain. At one point, the group became discouraged and considered turning back. Gregory encouraged them to continue.
3. When Augustine arrived in Kent around the year 597, he met King Æthelberht. The king’s wife, Queen Bertha, was already a Christian, which helped open the door for conversation. Augustine approached carefully and respectfully, preaching Christ without force.
4. Over time, many people in Kent embraced the Christian faith. King Æthelberht himself was baptized. Augustine established a church in Canterbury, which became the center of the English Church.

5. Augustine became the first Archbishop of Canterbury. He organized bishops, encouraged the building of churches, and worked to establish Christian teaching among the people.
6. Augustine's mission was not easy. He faced cultural differences, language barriers, and uncertainty. Yet he remained faithful to the call to preach Christ.
7. His life reminds us that evangelism is not about power or control. It is about patient witness and trust in the Holy Spirit to change hearts.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while staying faithful to the meaning.

- Mission requires obedience and courage
- Evangelism is sharing Christ with humility
- The Church grows through patient teaching
- God opens doors for the Gospel
- Witness depends on the Holy Spirit

DOCTRINAL FOCUS

Evangelism and Mission

- Evangelism means sharing the good news of Jesus Christ. It is not coercion. It is faithful witness grounded in love.
- Not forcing belief.
Not cultural domination.
Proclaiming Christ and trusting the Spirit.
- The Church is sent into the world.

CREED CONNECTION – THE APOSTLES' CREED

In the Apostles' Creed, we confess belief in "the holy Catholic Church."

Augustine helped establish the Church in England. His mission reminds us that the Church is universal — one body across nations and centuries, united in Christ.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

- Sharing faith respectfully
- Mission requires patience
- The Church is global
- God works through ordinary people

Avoid This (All Ages)

- Presenting mission as cultural superiority

Anglican Saints Curriculum

- Overly complex political history
- Reducing evangelism to argument

Grades 3–4

- Stress telling others about Jesus kindly.
- Avoid heavy historical details.
- If students ask why England needed missionaries, explain that some people had not yet heard about Jesus.

Grades 5–6

- Stress courage in new places.
- Avoid framing mission as a conquest.
- If students ask how people responded, explain that faith grows gradually.

Grades 7–8

- Stress the theology of mission in Acts 1:8.
- Avoid oversimplified narratives of Christian expansion.
- If students ask about tensions between Celtic and Roman Christians, explain briefly that unity developed over time.

DISCUSSION QUESTIONS

Grades 3–4

- Who sent Augustine to England?
- What does it mean to be a witness?
- How did Augustine show courage?
- How can you share Jesus?

Grades 5–6

- Why was Augustine hesitant at first?
- What helped open doors in Kent?
- What makes evangelism effective?
- How does Romans 10:15 describe mission?

Grades 7–8

- How does mission reflect the Great Commission?
- What challenges do missionaries face?
- Why must evangelism be rooted in humility?
- How does the Church remain united across cultures?

CRAFT OPTIONS

Mission Map of England

Age Range: Grades 4–8

Materials

Outline map of England

Colored pencils

Markers

Step-by-Step

1. Color the land and sea.
2. Mark Rome and Canterbury.
3. Draw a line showing Augustine’s journey.
4. Label Canterbury as “First Archbishop.”

Purpose

Visualizes missionary movement.

Witness Footprint Craft

Age Range: Grades 3–8

Materials

Construction paper

Scissors

Markers

Step-by-Step

1. Trace and cut out a footprint shape.
2. Write Romans 10:15 on the footprint.
3. Add one way to share faith kindly.
4. Display in classroom.

Purpose

Connects mission with daily witness.

Church Foundation Poster

Age Range: Grades 5–8

Materials

Paper

Markers

Ruler

Step-by-Step

1. Draw a simple church outline.
2. Write “Holy Catholic Church” at the top.

3. Inside, list characteristics of the Church.
4. Add Acts 1:8 at the bottom.

Purpose

Connects local Church to the global mission.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read — Acts 1:8 (NKJV) “You shall receive power when the Holy Spirit has come upon you; and you shall be witnesses to Me...”
3. Writing prompt
Students write for 5–8 minutes on:

Prompt

“What might it look like for me to be a faithful witness in my school or community?”

CLOSING PRAYER

Almighty God, who didst send thy servant Augustine to preach the Gospel in England, grant us bold and humble hearts to bear witness to Christ, through Jesus Christ our Lord. Amen.

COLORING PAGE

ST. AUGUSTINE



SAINTS – WEEK 4 - ST. COLUMBA OF IONA

THEME: REPENTANCE, MISSION, AND THE POWER OF FORGIVENESS

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

Psalms 51:10

2 Corinthians 5:17–20

Matthew 5:9

MEMORY VERSE (NKJV)

“Create in me a clean heart, O God.” — Psalm 51:10

Younger Option (Grades 3–4)

“If anyone is in Christ, he is a new creation.” — 2 Corinthians 5:17

STORY

1. Columba was born in Ireland around the year 521 into a noble family. He was educated in Christian teaching and became a monk and later a priest. Columba was intelligent, passionate, and deeply devoted to Scripture.
2. However, early in his life, Columba became involved in a serious conflict. A dispute over a copied manuscript led to tension between clans. The conflict escalated into violence, and lives were lost. Though history records the details differently, Columba believed he bore responsibility for the consequences.
3. Columba chose repentance. As an act of penance and humility, he left Ireland and sailed to Scotland with a small group of companions. They settled on the island of Iona in 563. There, they established a monastery dedicated to prayer, study, and mission.
4. From Iona, Columba and his companions traveled to the Pictish tribes of northern Scotland. He preached the Gospel, baptized converts, and established churches. His life became a testimony not of pride, but of transformed purpose.
5. Columba’s mission flowed from repentance. He did not deny his past; he entrusted it to God. Iona became a center of Christian learning and evangelism, influencing Scotland and beyond.
6. Columba reminds us that God can redeem failure. Repentance leads to restoration. Mission grows from humility.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while staying faithful to the meaning.

- Columba was devoted to Scripture
- He faced consequences for the conflict
- Repentance changed his direction
- Mission flowed from humility
- God redeems past mistakes

DOCTRINAL FOCUS

Repentance and Reconciliation

- Repentance means turning away from sin and turning toward God. It involves humility, confession, and a changed direction.
- Not shame without hope.
Not a denial of wrongdoing.
Turning to God for renewal.
- Through Christ, repentance leads to restoration.

CREED CONNECTION – THE APOSTLES’ CREED

In the Apostles’ Creed, we confess belief in “the forgiveness of sins.”

Columba’s life reflects this truth. He trusted that God forgives and renews. The Creed reminds us that no failure is beyond God’s mercy.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

- Repentance brings new beginnings
- Humility leads to growth
- God can use our past for good
- Mission flows from renewed hearts

Avoid This (All Ages)

- Overly detailed accounts of violence
- Portraying penance as earning forgiveness
- Romanticizing exile

Grades 3–4

- Stress that saying sorry and changing direction matters.
- Avoid heavy historical conflict details.
- If students ask why Columba left Ireland, explain that he wanted to make things right and follow God faithfully.

Grades 5–6

- Stress responsibility and restoration.
- Avoid representing repentance as punishment only.
- If students ask whether Columba was forgiven, explain that God forgives those who repent.

Grades 7–8

- Stress the theology of repentance in Psalm 51.
- Avoid reducing the story to simple moralism.
- If students ask about clan conflicts, explain briefly without political depth.

DISCUSSION QUESTIONS

Grades 3–4

- What mistake did Columba make?
- What does repentance mean?
- How did God use Columba after he left Ireland?
- Why does God forgive?

Grades 5–6

- Why is repentance important?
- How did Columba respond to conflict?
- What does Psalm 51 teach us?
- How can mistakes become lessons?

Grades 7–8

- How does repentance shape leadership?
- Why is humility essential for mission?
- What does reconciliation require?
- How does God transform failure into calling?

CRAFT OPTIONS

Iona Island Map Craft

Age Range: Grades 4–8

Materials

Outline map of Ireland and Scotland

Colored pencils

Markers

Step-by-Step

1. Color Ireland and Scotland.
2. Mark Iona Island.

3. Draw a boat between Ireland and Iona.
4. Label the route “Repentance and Mission.”

Purpose

Visualizes Columba’s journey.

Clean Heart Art Page

Age Range: Grades 3–8

Materials

Paper

Markers

Colored pencils

Step-by-Step

1. Draw a heart outline.
2. Write Psalm 51:10 inside the heart.
3. Decorate with symbols of renewal.
4. Add one word describing repentance.

Purpose

Connects repentance with renewal.

Monastery Model Drawing

Age Range: Grades 5–8

Materials

Paper

Pencils

Markers

Step-by-Step

1. Draw simple buildings representing Iona.
2. Label areas for prayer, study, and work.
3. Add Matthew 5:9 at bottom.

Purpose

Illustrates balanced monastic life.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.

2. Have students re-read — Psalm 51:10 (NKJV) *“Create in me a clean heart, O God...”*
3. Writing prompt

Students write for 5–8 minutes on:

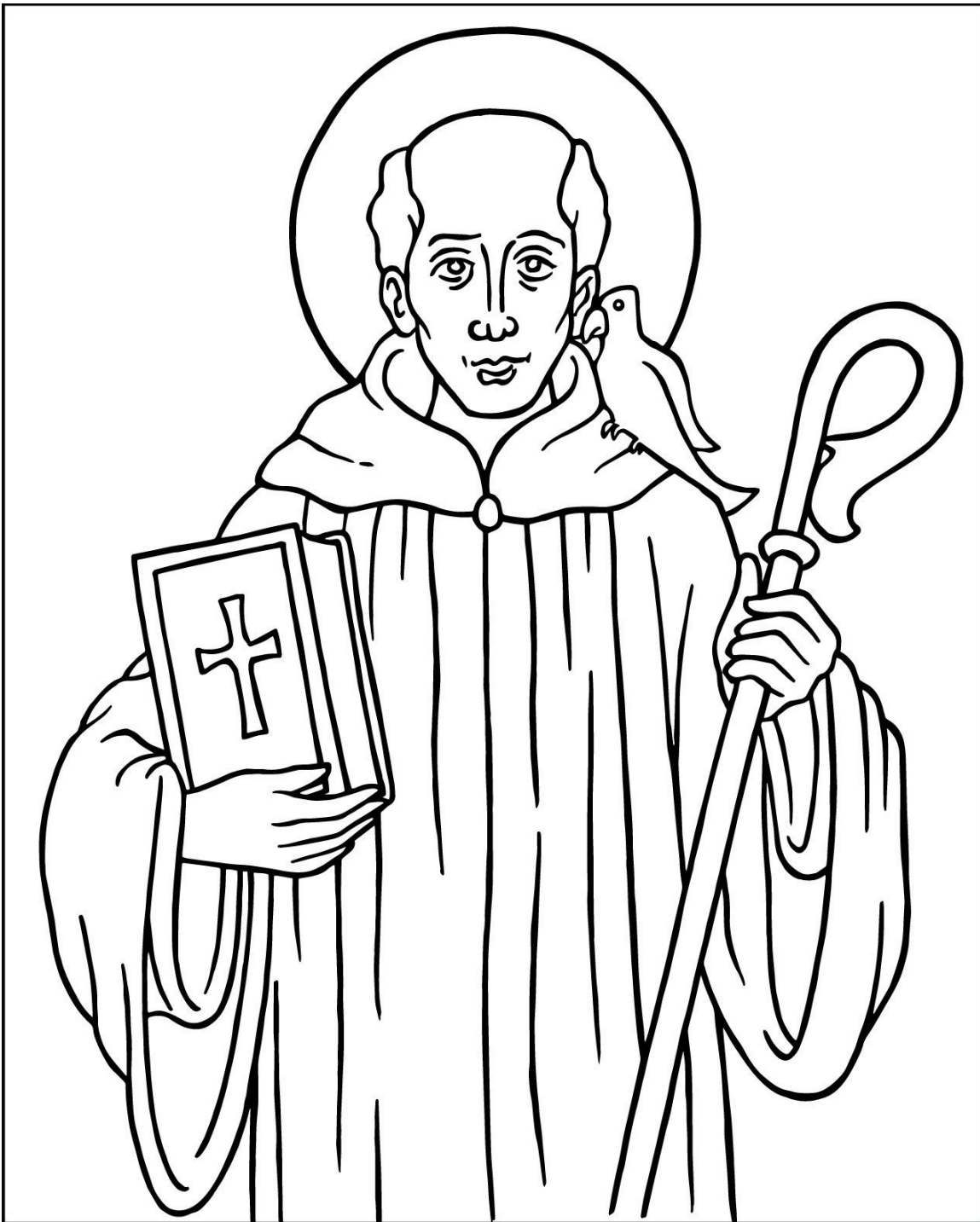
Prompt

“Is there an area of my life where I need repentance and renewal, and how can I entrust it to God?”

CLOSING PRAYER

Almighty God, who didst restore thy servant Columba and send him forth in mission, grant us repentant hearts and renewed purpose; through Jesus Christ our Lord. Amen.

COLORING PAGE



SAINTS – WEEK 5 - ST. AIDAN OF LINDISFARNE

Theme: Gentleness, Teaching, and Faithful Pastoral Care

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

2 Timothy 2:24–25

Matthew 5:5

1 Peter 3:15

MEMORY VERSE (NKJV)

“And a servant of the Lord must not quarrel but be gentle to all, able to teach, patient.” —

2 Timothy 2:24

Younger Option (Grades 3–4)

“Blessed are the meek.” — Matthew 5:5

STORY

1. Aidan was a monk from the monastery of Iona in the seventh century. After the mission of Columba had taken root in parts of Scotland, King Oswald of Northumbria asked for help in teaching the Christian faith to his people in northern England.
2. At first, another monk was sent, but he returned discouraged. He said the people were too stubborn and difficult. Aidan gently responded that perhaps the problem was not the people, but the approach. He suggested that teaching must begin patiently and with kindness.
3. Aidan was then sent to Northumbria around the year 635. He established a monastery on the island of Lindisfarne, sometimes called Holy Island. From there, he traveled on foot through villages and countryside, speaking with people personally and explaining the Christian faith in simple language.
4. King Oswald sometimes acted as interpreter, translating Aidan’s words for the people. Aidan did not rely on force or authority. He relied on teaching, example, and compassion.
5. He was known for giving generously to the poor. If he received gifts from the king, he often passed them on to those in need. He trained young people carefully in Scripture and encouraged humility in leadership.
6. Aidan’s method of evangelism was relational and pastoral. He walked among the people. He listened before speaking. He lived what he taught.

7. Aidan reminds us that gentleness is not weakness. It is strength guided by love.
Faith grows best in patient soil.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while staying faithful to the meaning.

- Aidan approached the mission with patience
- Gentleness strengthens teaching
- Pastoral care involves walking with people
- Faith spreads through example
- Leadership requires humility

DOCTRINAL FOCUS

- Gentleness and Christian Witness
- Christian witness must reflect the character of Christ. Scripture teaches that God's servants must be gentle, patient, and able to teach.
- Not harshness.
Not an argument for its own sake.
Truth spoken with humility and love.
- Gentleness opens hearts.

CREED CONNECTION – THE APOSTLES' CREED

In the Apostles' Creed, we confess belief in "the holy Catholic Church."

Aidan strengthened the Church through patient teaching and pastoral care. The Church grows not only through preaching but through faithful shepherding of souls.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

- Gentleness in teaching
- Listening before speaking
- Serving others generously
- Faith lived through example

Avoid This (All Ages)

- Presenting gentleness as weakness
- Oversimplifying cultural tensions
- Turning the lesson into mere personality traits

Grades 3–4

- Stress being kind when explaining faith.
- Avoid abstract theological debates.

- If students ask why the first monk returned, explain that sometimes we must adjust our approach with patience.

Grades 5–6

- Stress relational evangelism.
- Avoid portraying people as “difficult.”
- If students ask why Aidan walked instead of riding, explain that he wanted to be close to the people.

Grades 7–8

- Stress pastoral theology and servant leadership.
- Avoid minimizing courage in gentleness.
- If students ask about differences between Celtic and Roman practices, explain briefly without deep controversy.

DISCUSSION QUESTIONS

Grades 3–4

- What made Aidan different from the first missionary?
- How did he teach the people?
- Why is gentleness important?
- How can you speak kindly?

Grades 5–6

- Why did Aidan succeed where others struggled?
- How does 2 Timothy 2:24 apply here?
- Why is listening important?
- How can an example teach more than words?

Grades 7–8

- What does pastoral leadership require?
- Why is gentleness powerful?
- How does humility support mission?
- Where do you need patience in teaching others?

CRAFT OPTIONS

Gentle Words Poster

Age Range: Grades 3–8

Materials

Paper

Markers

Colored pencils

Step-by-Step

1. Write 2 Timothy 2:24 across the top.
2. Divide the page into sections.
3. In each section, write examples of gentle responses.
4. Decorate simply.

Purpose

Encourages practical gentleness.

Lindisfarne Map Craft

Age Range: Grades 4–8

Materials

Outline map of northern England

Colored pencils

Markers

Step-by-Step

1. Mark Lindisfarne Island.
2. Draw small walking paths outward.
3. Label the paths “Teaching” and “Care.”
4. Add Matthew 5:5 at the bottom.

Purpose

Shows Aidan’s walking ministry.

Servant Leadership Bookmark

Age Range: Grades 3–8

Materials

Cardstock strips

Markers

Hole punch

Yarn

Step-by-Step

1. Write “Gentle and Patient” across the bookmark.
2. Add 2 Timothy 2:24 reference.
3. Decorate with simple border.
4. Tie yarn at top.

Purpose

Reinforces servant leadership.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read 2 Timothy 2:24 (NKJV) “And a servant of the Lord must not quarrel but be gentle to all...”
3. Writing prompt

Students write for 5–8 minutes on:

Prompt

“Where might God be calling me to respond with gentleness instead of frustration?”

CLOSING PRAYER

Almighty God, who didst guide thy servant Aidan to teach with patience and love, grant us gentle hearts and faithful words, through Jesus Christ our Lord. Amen.

COLORING PAGE



SAINTS – WEEK 6 ST. PATRICK OF IRELAND

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

THEME: MISSION, FORGIVENESS, AND THE HOLY TRINITY

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

- Matthew 28:19–20
- Romans 12:21
- John 14:26

MEMORY VERSE (NKJV)

“Go therefore and make disciples of all the nations...” — Matthew 28:19

Younger Option (Grades 3–4)

“Go and make disciples.” — Matthew 28:19

STORY

1. Patrick was born around the year 385 in Roman Britain. His father served as a deacon and his grandfather as a priest. Although he grew up in a Christian home, Patrick later admitted that in his youth he did not truly know God. He understood the language of faith, but his heart had not yet been shaped by it.
2. When Patrick was about sixteen years old, Irish raiders attacked his village. He was captured and taken across the sea to Ireland, where he was sold into slavery. He was forced to work as a shepherd, spending long days and nights in open fields through cold and rain. He was alone, far from family, and without comfort.
3. During this time, Patrick began to pray. In his own writings, he said he prayed many times each day and even through the night. What began as fear slowly became faith. The fields that once felt like punishment became the place where his relationship with God deepened. In hardship, Patrick discovered that God was near.
4. After six years, Patrick believed God guided him through a dream telling him that a ship was ready. He escaped and traveled many miles to the coast. He found passage and returned home to Britain. His family rejoiced at his return.

5. Yet Patrick later experienced another calling. In a dream, he heard the voices of the Irish people asking him to return. This was the land of his suffering. Instead of choosing safety or bitterness, Patrick chose forgiveness and obedience. He trained for ministry and returned to Ireland as a missionary bishop.
6. Patrick preached Christ boldly. He baptized believers, planted churches, and taught faith. Tradition tells us that he used a shamrock to help explain the Trinity: Father, Son, and Holy Spirit — one God in three Persons. While no symbol perfectly explains God’s nature, the shamrock became a helpful teaching reminder.
7. Patrick’s life shows that God redeems suffering. Captivity became a calling. Hardship became a mission. Forgiveness became witness. Patrick returned not out of revenge, but because Christ had shown mercy to him.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while keeping the meaning faithful.

- God used hardship to deepen Patrick’s faith
- Prayer strengthened Patrick during suffering
- Forgiveness shaped Patrick’s mission
- The Great Commission guided his obedience
- The Trinity is one God in three Persons

DOCTRINAL FOCUS

The Holy Trinity

Christians believe in one God who eternally exists as three Persons: Father, Son, and Holy Spirit.

- Not three gods.
- Not one Person acting in three different ways.
- One God — three Persons — perfectly united.

The shamrock is only a teaching aid. The Trinity remains a holy mystery revealed in Scripture.

CREED CONNECTION – THE APOSTLES’ CREED

St. Patrick preached the same faith we confess in the Apostles’ Creed:

“I believe in God the Father Almighty...

And in Jesus Christ his only Son our Lord...

I believe in the Holy Ghost...”

Patrick proclaimed the historic faith of the Church. When we recite the Creed, we stand in the same confession as Patrick and believers throughout the centuries.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

- Prayer in hardship
- Forgiveness over revenge
- Mission rooted in love
- The Trinity as a foundational Christian doctrine

Avoid This (All Ages)

- Graphic details of captivity
- Political or national debates
- Oversimplified Trinity analogies

Grades 3–4

Stress that God was with Patrick when he felt alone. Emphasize prayer and forgiveness.

Avoid frightening details or complex doctrinal arguments.

If students ask why God allowed hardship, remind them that God stays with us and can bring good even from difficult times.

Grades 5–6

Stress how hardship can deepen faith and how forgiveness reflects Christ.

Avoid inaccurate Trinity comparisons.

If students ask whether the shamrock fully explains the Trinity, explain that it is only a helpful reminder.

Grades 7–8

Stress obedience, redemptive suffering, and the Trinity as historic Christian doctrine.

Avoid political or nationalistic discussions.

If students ask about forced conversions, emphasize that the Church grows through witness and the work of the Holy Spirit.

DISCUSSION QUESTIONS

Grades 3–4

- Why was Patrick taken to Ireland?
- What did Patrick do when he was alone?
- Why did he return to Ireland?
- What does Jesus tell Christians to do in Matthew 28:19?

Grades 5–6

- How did hardship change Patrick's faith?
- Why is forgiveness important in his story?

- What does it mean to make disciples?
- How can you share your faith kindly?

Grades 7–8

- How does Patrick’s captivity show God’s redemptive purposes?
- Why is forgiveness sometimes harder than revenge?
- Why is the Trinity essential to Christian faith?
- Where might God be calling you to obedience?

CRAFT AND ACTIVITY OPTIONS

Trinity Shamrock Teaching Page

Age Range: Grades 3–8

Materials

White cardstock or printer paper

Green construction paper or green markers

Scissors

Glue stick

Markers

Step-by-Step

1. Cut out three heart-shaped leaves.
2. Glue them into a shamrock shape.
3. Label each leaf: Father, Son, Holy Spirit.
4. Write “One God” in the center.
5. Add Matthew 28:19 at the bottom.

Purpose

Reinforces the Trinity doctrine visually.

Patrick’s Mission Map

Age Range: Grades 4–8

Materials

Printed outline map of Britain and Ireland

Colored pencils or markers

Ruler (optional)

Step-by-Step

1. Color land and sea.
2. Mark Britain and Ireland.
3. Draw an arrow for captivity, one for escape, and one for missionary return.
4. Label the final arrow “God’s Call.”
5. Add Matthew 28:19 at the bottom.

Purpose

Helps students visualize mission and obedience.

Romans 12:21 Courage Shield

Age Range: Grades 3–8

Materials

Shield template on cardstock

Markers

Scissors

Step-by-Step

1. Cut out the shield.
2. Write “Overcome evil with good” — Romans 12:21.
3. Decorate with a cross or shamrock.
4. Older students add one act of forgiveness they will practice.

Purpose

Applies forgiveness in daily life.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read — Matthew 28:19 (NKJV) “Go therefore and make disciples of all the nations...”
3. Writing prompt

Students write for 5–8 minutes on:

Prompt

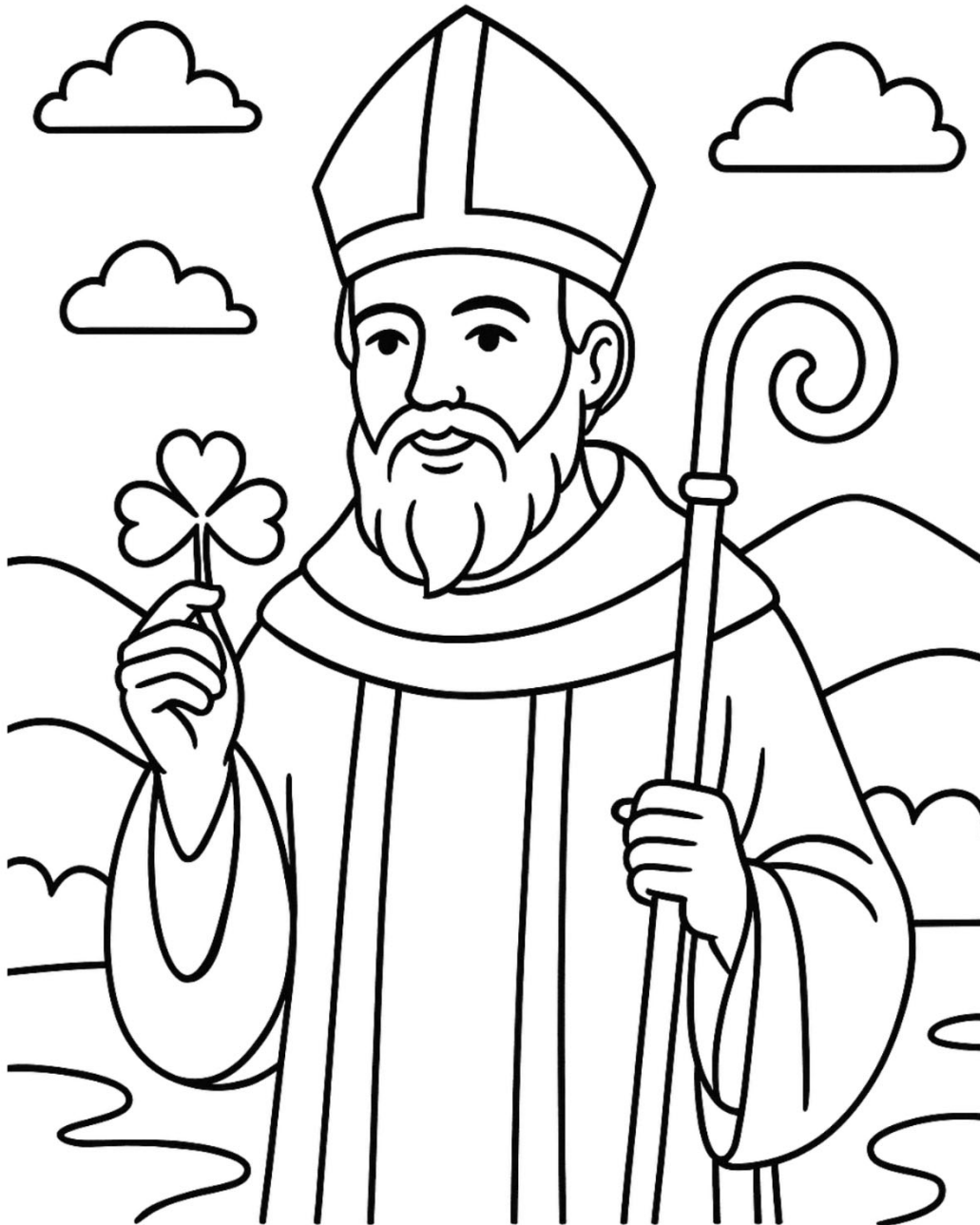
“Where might God be asking me to forgive someone, or to do something brave for Him — even if it feels uncomfortable?”

CLOSING PRAYER

Almighty God, who didst call thy servant Patrick to bear witness to Christ, grant us grace to pray in hardship, to forgive as we have been forgiven, and to follow thy calling with faithful hearts, through Jesus Christ our Lord. Amen.

COLORING PAGE

ST. PATRICK



SAINTS – WEEK 7 – ST. BENEDICT OF NURSIA

THEME: PRAYER, DISCIPLINE, AND A RULE OF LIFE

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

1 Thessalonians 5:16–18

Psalm 119:105

Colossians 3:17

MEMORY VERSE (NKJV)

“Pray without ceasing.” — 1 Thessalonians 5:17

Younger Option (Grades 3–4)

“Your word is a lamp to my feet.” — Psalm 119:105

STORY

1. Benedict was born around the year 480 in Italy during a time of great instability in the Roman world. As a young man, he was sent to Rome for education. There, he observed moral confusion and disorder. Rather than follow the patterns he saw, Benedict sought a life devoted to God.
2. He withdrew to live in solitude for a time, dedicating himself to prayer and discipline. His desire was not escape from the world, but deeper faithfulness to God. Others soon recognized his wisdom and sought his guidance.
3. Eventually, Benedict founded a monastery at Monte Cassino. There he wrote what became known as the Rule of St. Benedict — a guide for Christian community life. The Rule emphasized balance: prayer, work, Scripture reading, humility, obedience, and stability.
4. Benedict understood that holiness grows through daily faithfulness. He taught that monks should live under obedience, rise for prayer, work diligently, and treat one another with respect.
5. His motto is often summarized as “Ora et Labora” — Pray and Work.
6. Benedict’s Rule shaped Christian monastic life across Europe for centuries. Yet the heart of his teaching is simple and applicable for all believers: order your life around Christ.
7. Benedict reminds us that spiritual growth requires discipline. Prayer is not occasional. It is woven into daily life.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while staying faithful to the meaning.

- Benedict sought faithfulness in a chaotic world
- Prayer must be consistent
- Discipline shapes character
- Community requires humility
- Daily habits shape spiritual growth

DOCTRINAL FOCUS

Rule of Life

- A Rule of Life is a pattern of habits that helps a Christian grow in faith. It may include regular prayer, Scripture reading, work done faithfully, and rest.
- Not rigid legalism.
- Not earning salvation.
- A structure that supports growth in Christ.
- Spiritual discipline strengthens love for God.

CREED CONNECTION – THE APOSTLES’ CREED

In the Apostles’ Creed, we confess our belief in “the communion of saints.”

Benedict built communities centered on prayer and Scripture. His Rule strengthened the Church and preserved Christian worship and learning. His life reminds us that faith is lived within the body of Christ.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

- Daily prayer
- Balance of work and worship
- Discipline supports faith
- Community life matters

Avoid This (All Ages)

- Presenting monastic life as superior to family life
- Turning discipline into harsh rule-keeping
- Overcomplicating monastic history

Grades 3–4

- Stress-praying regularly and being kind in the community.
- Avoid abstract theological terms.

- If students ask why Benedict lived quietly, explain that he wanted to grow closer to God

Grades 5–6

- Stress that habits shape who we become.
- Avoid portraying discipline as punishment.
- If students ask whether monks are isolated from the world, explain that they serve through prayer and work.

Grades 7–8

- Stress intentional spiritual formation.
- Avoid romanticizing solitude.
- If students ask about modern monastic communities, explain that some still follow Benedict's Rule today.

DISCUSSION QUESTIONS

Grades 3–4

- What did Benedict choose instead of chaos?
- Why is prayer important every day?
- What good habits can help you grow?
- Why does God care about how we treat others?

Grades 5–6

- Why did Benedict leave Rome?
- What is a Rule of Life?
- How do habits shape faith?
- How can prayer become part of a daily routine?

Grades 7–8

- Why is structure helpful for spiritual growth?
- How does discipline differ from legalism?
- What habits might strengthen your faith?
- How does community support holiness?

CRAFT OPTIONS

Personal Rule of Life Card

Age Range: Grades 5–8

Materials

Index cards or cardstock

Pens

Markers

Step-by-Step

1. Write “My Rule of Life” at the top.
2. List three daily spiritual habits.
3. Decorate simply.
4. Keep in the Bible or journal.

Purpose

Encourages intentional spiritual habits.

Prayer Clock Craft

Age Range: Grades 3–8

Materials

Paper plates

Markers

Brass fastener

Construction paper

Step-by-Step

1. Draw clock numbers on a paper plate.
2. Write prayer times around the edge (morning, school, meals, bedtime).
3. Attach paper arrow with fastener.
4. Discuss regular prayer rhythm.

Purpose

Illustrates praying throughout the day.

Ora et Labora Poster

Age Range: Grades 4–8

Materials

Paper

Markers

Ruler

Step-by-Step

1. Write “Pray and Work” across the page.
2. Divide the page into two sections.
3. Draw examples of prayer and work.
4. Add Colossians 3:17 at the bottom.

Purpose

Connects work and worship.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read 1 Thessalonians 5:17 (NKJV) “Pray without ceasing.”
3. Writing prompt

Students write for 5–8 minutes on:

Prompt

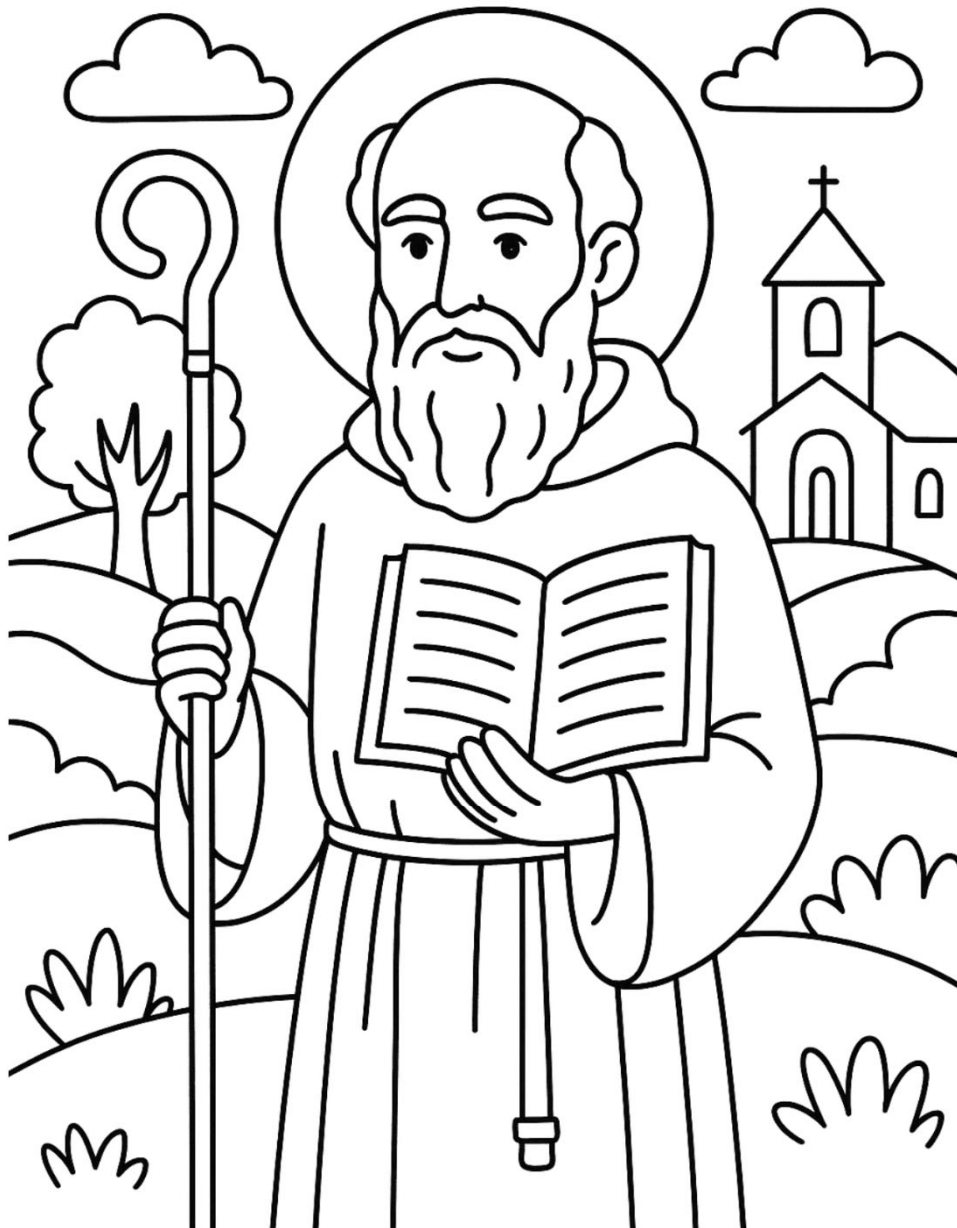
“What daily habit could I develop to help me grow closer to God?”

CLOSING PRAYER

Almighty God, who didst guide thy servant Benedict to establish a life of prayer and holy discipline, grant us ordered hearts and faithful habits that we may grow in Christ, through Jesus Christ our Lord. Amen.

COLORING PAGE

ST. BENEDICT



SAINTS – WEEK 8 - ST. GEORGE

THEME: COURAGE, FAITHFULNESS, AND STANDING FIRM FOR CHRIST

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

Ephesians 6:10–11

2 Timothy 1:7

Revelation 2:10

MEMORY VERSE (NKJV)

“Be faithful until death, and I will give you the crown of life.” — Revelation 2:10

Younger Option (Grades 3–4)

“Be strong in the Lord.” — Ephesians 6:10

STORY

1. George was born in the third century into a Christian family in the region of Cappadocia. As a young man, he joined the Roman army. He was known for courage and discipline, and he rose through the ranks as a respected soldier.
2. During this time, the Roman Empire was not always friendly toward Christians. At times, believers were pressured to deny Christ and offer sacrifice to the emperor. Loyalty to Rome sometimes meant denying faith in Jesus.
3. When persecution increased under Emperor Diocletian, soldiers were ordered to participate in pagan sacrifices. George faced a choice. He could protect his position and safety by remaining silent, or he could confess his faith openly. George chose faithfulness.
4. He declared that he was a Christian and would not deny Christ. As a result of this confession, he was arrested. He endured imprisonment and suffering. Yet he remained steadfast. He refused to renounce Jesus.
5. According to early accounts, George was eventually executed for his faith around the year 303. His courage made a deep impression on Christians throughout the Church.
6. Over time, stories and legends grew around his name — including the well-known story of George and the dragon. While the dragon story is symbolic, it reflects an important spiritual truth: the Christian life is a battle against evil, and Christ gives victory.

7. The historical George was not a dragonslayer. He was something greater — a faithful witness. He stood firm in faith when it cost him everything.
8. George's life reminds us that courage is not loud or dramatic. Courage is remaining faithful to Christ, even when it is difficult.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while keeping the meaning faithful.

- George served faithfully as a soldier
- He chose obedience to Christ over comfort
- Courage sometimes means standing alone
- The Christian life involves spiritual battle
- Faithfulness is rewarded by God

DOCTRINAL FOCUS

Spiritual Warfare and Courage

Scripture teaches that our battle is not against flesh and blood, but against spiritual forces of evil (Ephesians 6:12). Christians are called to stand firm in faith.

- Not violence.
- Not hatred.
- But courage rooted in Christ.
- Christian courage means remaining faithful to Jesus regardless of cost.

CREED CONNECTION – THE APOSTLES' CREED

In the Apostles' Creed, we confess, "I believe in Jesus Christ... who suffered under Pontius Pilate, was crucified, dead, and buried."

George followed Christ even in suffering. His witness reflects the pattern of Christ's own faithfulness. When we confess the Creed, we remember that faithfulness may include hardship — but Christ has already overcome the world.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

- Courage rooted in faith
- Faithfulness over popularity
- Standing firm for Christ
- Spiritual battle is real, but Christ is victorious
- Avoid This (All Ages)
- Glorifying violence
- Focusing heavily on torture details

- Treating the dragon legend as a historical fact

Grades 3–4

Stress being brave for Jesus in small ways.

- Avoid frightening details of persecution.
- If students ask about the dragon, explain that it is a symbolic story teaching that good triumphs over evil through Christ.

Grades 5–6

- Stress choosing faith over peer pressure.
- Avoid making courage seem dramatic or extreme.
- If students ask why Christians were persecuted, explain that sometimes people fear or misunderstand what is different.

Grades 7–8

- Stress spiritual warfare in biblical terms (Ephesians 6).
- Avoid political discussions about persecution today unless handled carefully.
- If students ask whether martyrdom is required for faithfulness, explain that most Christians are called to daily faithfulness, not dramatic suffering.

DISCUSSION QUESTIONS

Grades 3–4

- Why did George get into trouble?
- What does it mean to be brave for Jesus?
- How can you stand up for what is right?
- What does God promise to the faithful?

Grades 5–6

What choice did George have to make?

- Why is courage sometimes difficult?
- What does Ephesians 6 say about strength?
- How can you stand firm in faith?

Grades 7–8

- What is spiritual warfare according to Scripture?
- How does George’s story reflect Christ’s suffering?
- What does it mean to remain faithful “until death”?
- Where do you face pressure to compromise your faith?

CRAFT OPTIONS

Shield of Faith Craft

Age Range: Grades 3–8

Materials

Cardstock shield template

Markers

Crayons or colored pencils

Scissors

Step-by-Step

1. Cut out the shield template.
2. Write Ephesians 6:11 or Revelation 2:10 across the center.
3. Decorate with a cross or simple symbol of faith.
4. Add one word that represents courage (faith, trust, strength).

Purpose

Connects the armor of God to spiritual courage.

Stand Firm Banner

Age Range: Grades 3–8

Materials

Paper

Markers

String or yarn

Tape

Step-by-Step

1. Write “Be Strong in the Lord” across the paper.
2. Decorate with simple borders.
3. Attach a string to create a small banner.
4. Hang in the classroom as a reminder.

Purpose

Encourages visible commitment to faith.

Faithfulness Crown Drawing

Age Range: Grades 4–8

Materials

Paper

Colored pencils

Markers

Step-by-Step

1. Draw a crown shape.
2. Write Revelation 2:10 inside the crown.
3. Around the crown, write ways to remain faithful daily.
4. Color and decorate.

Purpose

Illustrates the promise of the “*crown of life*.”

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read — Revelation 2:10 (NKJV) “Be faithful until death, and I will give you the crown of life.”
3. Writing prompt

Students write for 5–8 minutes on:

Prompt

“What does faithfulness to Christ look like in my daily life, especially when it feels difficult?”

CLOSING PRAYER

Almighty God, who strengthened thy servant George to remain faithful unto death, grant us courage to stand firm in Christ and to trust in thy victory over all evil; through Jesus Christ our Lord. Amen.

COLORING PAGE



SAINTS – WEEK 9 - ST. FRANCIS OF ASSISI

THEME: SIMPLICITY, JOYFUL POVERTY, AND LOVE FOR GOD’S CREATION

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

Matthew 6:19–21

Matthew 10:7–8

Psalms 24:1

MEMORY VERSE (NKJV)

“For where your treasure is, there your heart will be also.” — Matthew 6:21

Younger Option (Grades 3–4)

“The earth is the Lord’s, and all its fullness.” — Psalm 24:1

STORY

1. Francis was born in 1181 in Assisi, Italy, to a wealthy merchant family. As a young man, he enjoyed comfort, fine clothing, and popularity. He dreamed of becoming a knight and gaining honor.
2. After illness and disappointment in battle, Francis began to question his priorities. While praying in a small, broken-down church, he believed he heard Christ calling him to “rebuild My church.”
3. At first, Francis took this literally. He began repairing damaged church buildings. Over time, he understood that God was calling him to renew hearts, not just walls.
4. Francis chose to give up his wealth and embrace a life of simplicity and poverty. He wore plain clothing, served the poor, and preached repentance. His joy did not depend on possessions. It flowed from devotion to Christ.
5. Others were drawn to his example. A community formed around him, later known as the Franciscans. They traveled, preached, and served with humility.
6. Francis is also remembered for his love of creation. He saw the natural world as a reflection of God’s goodness. He called the sun and moon “brother” and “sister,” recognizing that all creation belongs to the Lord.
7. Francis did not worship nature. He worshiped the Creator. His simplicity allowed him to delight in God’s gifts without clinging to them. Francis reminds us that true treasure is not wealth or status, but Christ Himself.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while keeping the meaning faithful.

- Francis chose Christ over comfort
- Simplicity can lead to joy
- Wealth is not true treasure
- Creation reflects God's goodness
- The Church is renewed through repentance

DOCTRINAL FOCUS

Stewardship and Simplicity

- All creation belongs to God. Christians are called to steward, not worship, the created world.
- Not materialism.
Not neglect of responsibility.
Grateful use of God's gifts.
- True treasure is found in Christ.

CREED CONNECTION – THE APOSTLES' CREED

In the Apostles' Creed, we confess, "I believe in God the Father Almighty, Maker of heaven and earth."

Francis's love for creation reflects this truth. The world is not random; God made it. Caring for creation honors the Creator.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

- Christ is the greatest treasure
- Simplicity brings freedom
- Creation points to God
- Joy rooted in faith

Avoid This (All Ages)

- Romanticizing poverty
- Confusing stewardship with nature worship
- Turning simplicity into guilt

Grades 3–4

- Stress that Francis loved God and helped the poor.
- Avoid complex medieval history.
- If students ask why he gave up money, explain that he wanted to follow Jesus more closely.

Grades 5–6

- Stress contentment and gratitude.
- Avoid suggesting wealth itself is sinful.
- If students ask whether everyone must live like Francis, explain that God calls people differently.

Grades 7–8

- Stress theology of stewardship.
- Avoid environmental debates beyond Scripture.
- If students ask about Francis's extreme practices, explain that his focus was wholehearted devotion.

DISCUSSION QUESTIONS

Grades 3–4

- What did Francis give up?
- Why did he choose a simple life?
- Who made the world?
- How can you thank God for creation?

Grades 5–6

- What does it mean that treasure reveals the heart?
- Why can wealth distract from faith?
- How does stewardship honor God?
- What brings true joy?

Grades 7–8

- How does simplicity challenge modern culture?
- What is the difference between stewardship and worship of creation?
- How does Francis' life reflect Matthew 6:21?
- Where might you need to loosen your grip on possessions?

CRAFT OPTIONS

Creation Praise Poster

Age Range: Grades 3–8

Materials

Paper

Markers

Colored pencils

Step-by-Step

1. Draw elements of creation, such as the sun, animals, and trees.
2. Write Psalm 24:1 across the top.

Anglican Saints Curriculum

3. Add words of praise around the border.
4. Decorate with bright colors.

Purpose

Encourages gratitude for God's creation.

Treasure Heart Craft

Age Range: Grades 3–8

Materials

Paper

Scissors

Markers

Step-by-Step

1. Cut out a large heart shape.
2. Write Matthew 6:21 in the center.
3. Inside the heart, list treasures that matter eternally.
4. Decorate simply.

Purpose

Helps students reflect on priorities.

Simple Living Bookmark

Age Range: Grades 4–8

Materials

Cardstock strips

Markers

Hole punch

Yarn

Step-by-Step

1. Write "True Treasure is Christ" across the bookmark.
2. Add Matthew 6:21 reference.
3. Decorate with simple border.
4. Tie yarn at the top.

Purpose

Reinforces simplicity and devotion.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read — Matthew 6:21 (NKJV) “For where your treasure is, there your heart will be also.”
3. Writing prompt

Students write for 5–8 minutes on:

Prompt

“What do my daily choices reveal about what I treasure most?”

CLOSING PRAYER

Almighty God, who didst teach thy servant Francis to seek heavenly treasure above earthly wealth, grant us joyful hearts and faithful stewardship, through Jesus Christ our Lord. Amen.

COLORING PAGE

ST. FRANCIS OF ASSIS



SAINTS – WEEK 10 - ST. MARGARET OF SCOTLAND

THEME: CHARITY, REFORM, AND FAITHFUL LEADERSHIP

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

Micah 6:8

James 1:27

Proverbs 31:8–9

MEMORY VERSE (NKJV)

“What does the Lord require of you but to do justly, to love mercy, and to walk humbly with your God?” — Micah 6:8

Younger Option (Grades 3–4)

“Love mercy and walk humbly with your God.” — Micah 6:8

STORY

1. Margaret was born around the year 1045 into an English royal family. Political unrest forced her family to flee, and after a shipwreck, they landed in Scotland. There, she eventually married King Malcolm III.
2. Though she became queen, Margaret did not use her position for comfort or power. She used it for service.
3. Margaret was deeply devoted to prayer and Scripture. She worked to strengthen the Church in Scotland, encouraging reforms in worship practices and discipline. She supported monasteries, cared for clergy, and encouraged regular observance of Christian feasts.
4. Yet Margaret’s most remembered quality is her charity. She personally cared for the poor, inviting orphans and needy families into the royal court to feed them. She washed the feet of the poor and gave generously from her own resources. She taught her children to pray and to serve others.
5. Margaret believed that leadership must reflect Christ’s compassion. Her influence shaped both her family and her kingdom.
6. Despite political conflict and personal suffering, Margaret remained steadfast in faith. She died in 1093, shortly after learning of her husband’s death in battle.

7. Margaret's life reminds us that Christian leadership is measured by mercy, humility, and faithful devotion to God.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while staying faithful to the meaning.

- Margaret used influence for service
- Charity flows from devotion to God
- Leadership requires humility
- Reform begins with personal faith
- Mercy reflects Christ

DOCTRINAL FOCUS

Christian Leadership and Charity

- Christian leadership mirrors Christ's servant heart. True authority is expressed through justice, mercy, and humility.
- Not power for personal gain.
Not status without service.
Leadership rooted in compassion.
- Faith shapes action.

CREED CONNECTION – THE APOSTLES' CREED

In the Apostles' Creed, we confess belief in "the forgiveness of sins" and "the life everlasting."

Margaret's life reflected hope beyond earthly power. Her charity and reform work flowed from an eternal perspective. The Creed reminds us that earthly authority is temporary, but God's kingdom endures.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

Serving others

- Humility in leadership
- Compassion toward the poor
- Faith expressed through action

Avoid This (All Ages)

- Overemphasizing royalty
- Turning charity into self-promotion
- Oversimplifying medieval history

Grades 3–4

- Stress that Margaret helped the poor.
- Avoid complex political history.
- If students ask why she was queen, explain that God placed her in that role to serve others.

Grades 5–6

- Stress responsibility with influence.
- Avoid portraying reform as criticism alone.
- If students ask what reform means, explain that it means helping improve practices to align with Scripture.

Grades 7–8

- Stress the theology of servant leadership.
- Avoid political debates.
- If students ask about medieval Church practices, explain briefly and focus on Margaret's devotion.

DISCUSSION QUESTIONS

Grades 3–4

- How did Margaret help others?
- Why is kindness important?
- What does Micah 6:8 teach?
- How can you serve someone this week?

Grades 5–6

- How did Margaret use her position faithfully?
- Why is humility important in leadership?
- What does true charity look like?
- How does James 1:27 connect to her story?

Grades 7–8

- How does Margaret model servant leadership?
- Why is reform sometimes necessary?
- How does devotion fuel charity?
- Where might God be calling you to influence others positively?

CRAFT OPTIONS

Mercy Crown Craft

Age Range: Grades 3–8

Materials

Paper

Markers

Scissors

Step-by-Step

1. Draw and cut out a simple crown.
2. Write Micah 6:8 across the front.
3. Add words like “Mercy,” “Justice,” and “Humility.”
4. Decorate simply.

Purpose

Connects leadership with mercy.

Charity Tree Poster

Age Range: Grades 3–8

Materials

Large paper

Markers

Colored paper leaves

Step-by-Step

1. Draw a tree trunk and branches.
2. Write “Faith in Action” at the top.
3. Students write acts of service on leaves.
4. Attach leaves to branches.

Purpose

Encourages practical charity.

Servant Leadership Bookmark

Age Range: Grades 4–8

Materials

Cardstock strips

Markers

Hole punch

Yarn

Step-by-Step

1. Write “Walk Humbly with Your God.”

2. Add Micah 6:8 reference.
3. Decorate border.
4. Add yarn tassel.

Purpose

Reminds students of humble leadership.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read — Micah 6:8 (NKJV) “What does the Lord require of you but to do justly, to love mercy, and to walk humbly with your God?”
3. Writing prompt

Students write for 5–8 minutes on:

Prompt

“How can I use any influence I have to reflect justice, mercy, and humility?”

CLOSING PRAYER

Almighty God, who didst guide thy servant Margaret to rule with charity and humility, grant us hearts that serve and hands that help, through Jesus Christ our Lord. Amen.

COLORING PAGE



SAINTS – WEEK 11 - ST. JOSEPH

THEME: COURAGE, HUMILITY, AND TRUST IN GOD

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

Matthew 1:18–25

Matthew 2:13–15

Proverbs 3:5–6

MEMORY VERSE (NKJV)

“Trust in the Lord with all your heart and lean not on your own understanding.” —

Proverbs 3:5

Younger Option (Grades 3–4)

“Trust in the Lord.” — Proverbs 3:5

STORY

1. Joseph lived in Nazareth and worked as a carpenter. Though he descended from the royal line of King David, his life was simple and humble. He was engaged to Mary when he learned something that deeply troubled him — Mary was expecting a child.
2. Joseph knew he was not the father. According to the law and custom of his time, he had the right to expose her publicly. Yet Scripture describes Joseph as a just man. His first instinct was mercy, not anger. He chose humility over pride. He planned to protect Mary quietly rather than shame her.
3. Before Joseph acted, an angel appeared to him in a dream. The angel told him not to fear. The child was conceived by the Holy Spirit and would be called Jesus, for He would save His people from their sins.
4. Joseph faced a courageous decision. Accepting Mary meant accepting misunderstanding and risk. It meant trusting God’s word over his own understanding. Joseph obeyed.
5. He took Mary as his wife. He named the child Jesus. He embraced a calling he did not fully understand.
6. Later, after Jesus was born, Joseph received another warning in a dream: King Herod sought the child’s life. Again, Joseph acted immediately. He rose during the

night and fled to Egypt with Mary and the infant Jesus. He did not hesitate. He trusted.

7. Joseph's life is marked by quiet courage. He did not preach sermons or perform miracles. He protected his family. He worked faithfully. He listened carefully to God's guidance. His humility made room for God's greater plan.
8. Joseph reminds us that courage is not always loud. Sometimes courage looks like obedience when no one sees.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while keeping the meaning faithful.

- Joseph chose humility over public pride
- He trusted God even when confused
- Courage sometimes means protecting others
- Obedience requires action
- Trust grows when we rely on God's word

DOCTRINAL FOCUS

Trust and Providence

- God's providence means that He guides and sustains His people according to His will. Joseph did not understand everything, yet he trusted God's direction.
- Not blind fear.
Not reckless action.
Trust rooted in God's promise.
- Christian courage is grounded in confidence in God.

CREED CONNECTION – THE APOSTLES' CREED

In the Apostles' Creed, we confess: "Born of the Virgin Mary."

Joseph's courage and humility protected the fulfillment of this promise. Through his trust, the Incarnation unfolded within history. His obedience supported God's redemptive plan.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

Courage in uncertainty

- Humility in difficult decisions
- Trust over fear
- God's guidance through Scripture
- Avoid This (All Ages)
- Speculating beyond Scripture

- Portraying Joseph as passive
- Turning obedience into rigid perfectionism

Grades 3–4

- Stress that Joseph trusted God even when he did not understand.
- Avoid complex legal or cultural discussions.
- If students ask why Joseph believed the angel, explain that God clearly guided him.

Grades 5–6

- Stress courage in doing the right thing.
- Avoid presenting Joseph as fearless — emphasize trust despite fear.
- If students ask why Joseph had dreams, explain that God sometimes used dreams in Scripture to guide His people.

Grades 7–8

- Stress providence and mature trust.
- Avoid implying obedience eliminates difficulty.
- If students ask why Joseph is not mentioned much later in Scripture, explain that his role was essential but humble.

DISCUSSION QUESTIONS

Grades 3–4

- What difficult choice did Joseph face?
- How did he respond
- What does it mean to trust God?
- How can you show courage?

Grades 5–6

- Why was Joseph’s decision courageous?
- How does humility appear in his story?
- What does Proverbs 3:5–6 teach us?
- Where is it hard to trust God?

Grades 7–8

- How does Joseph model quiet leadership?
- What does trust require when circumstances are unclear?
- How does providence appear in this story?
- What does courage look like in everyday life?

CRAFT OPTIONS

Trust Shield Craft

Age Range: Grades 3–8

Materials

Cardstock shield template

Markers

Scissors

Step-by-Step

1. Cut out a shield shape.
2. Write “Trust in the Lord” across the center.
3. Decorate with simple wood or carpenter symbols.
4. Add one word representing courage.

Purpose

Reinforces trust and courage.

Carpenter’s Obedience Bookmark

Age Range: Grades 3–8

Materials

Cardstock strips

Markers

Hole punch

Yarn

Step-by-Step

1. Cut bookmark shape.
2. Write Proverbs 3:5–6 on front.
3. Decorate with simple wood-grain lines.
4. Add yarn tassel.

Purpose

Connects daily work and trust.

Journey to Egypt Map

Age Range: Grades 4–8

Materials

Outline map

Colored pencils

Ruler

Step-by-Step

1. Color the land.

2. Mark Bethlehem and Egypt.
3. Draw arrow showing escape.
4. Label “Trust and Courage.”

Purpose

Shows active obedience.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read — Proverbs 3:5 (NKJV) “Trust in the Lord with all your heart...”
3. Writing prompt

Students write for 5–8 minutes on:

Prompt

“What situation in my life requires courage, humility, and deeper trust in God?”

CLOSING PRAYER

Almighty God, who didst strengthen thy servant Joseph in courage and trust, grant us humble hearts and steadfast faith, through Jesus Christ our Lord. Amen.

COLORING PAGE

ST. JOSEPH



SAINTS – WEEK 12 - ST. MARY, THE MOTHER OF OUR LORD

THEME: OBEDIENCE, HUMILITY, AND TRUST IN GOD’S PROMISE

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

Luke 1:26–38

Luke 1:46–55

John 19:25–27

MEMORY VERSE (NKJV)

“Behold the maidservant of the Lord! Let it be to me according to your word.” — Luke 1:38

Younger Option (Grades 3–4)

“Let it be to me according to your word.” — Luke 1:38

STORY

1. Mary lived in the small town of Nazareth in Galilee. She was young, likely a teenager, and engaged to be married to Joseph. Her life would have appeared ordinary and quiet.
2. One day, the angel Gabriel came to her with astonishing news. She had found favor with God. She would conceive and bear a Son, and His name would be Jesus. He would be called the Son of the Highest and would reign forever.
3. Mary was troubled and confused. She asked how this could happen, since she was not yet married. Gabriel explained that the Holy Spirit would come upon her, and that the child would be holy — the Son of God.
4. Mary faced an enormous decision. Accepting this calling would bring misunderstanding and risk. In her culture, an unexpected pregnancy could bring shame. Yet Mary did not respond with fear or refusal. She answered, “Behold the maidservant of the Lord! Let it be to me according to your word.”
5. Mary’s obedience was not passive. It was courageous trust. Later, Mary visited her cousin Elizabeth, who rejoiced at her arrival. In response, Mary sang what we call the Magnificat — a song of praise declaring that God lifts the humble and keeps His promises.

6. Mary gave birth to Jesus in Bethlehem. She witnessed His growth, His ministry, and ultimately His suffering. At the cross, she stood near her Son as He gave His life for the world.
7. Mary's life was marked by humility, faith, and endurance. She trusted God's word before she saw its fulfillment. She bore Christ into the world — and remained faithful even when the path was painful.
Mary is honored not because she is divine, but because she believed God's promise and obeyed.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while keeping the meaning faithful.

- Mary responded to God with obedience
- Trust often comes before understanding
- God lifts the humble
- Faithfulness may include suffering
- Mary points us to Christ

DOCTRINAL FOCUS

The Incarnation

- The Incarnation means that God the Son became truly human while remaining truly God. Jesus is fully God and fully man.
- Mary is called Theotokos, meaning “God-bearer,” because the child she bore was truly God in the flesh.
- Mary is not worshiped. She is honored as the faithful mother of our Lord.

CREED CONNECTION – THE APOSTLES’ CREED

In the Apostles’ Creed, we confess: “Born of the Virgin Mary.”

This statement protects the truth of the Incarnation. Jesus truly entered human history. Mary's obedience became part of God's plan of salvation. When we confess the Creed, we remember that salvation came through real history, real obedience, and the real humanity of Christ.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

- Mary's humility
- Obedience to God's word
- Trust before understanding
- Christ as the center of the story

Avoid This (All Ages)

- Exaggerated Marian devotion beyond Scripture
- Reducing Mary to a passive character
- Turning the lesson into sentimentality

Grades 3–4

- Stress that Mary said yes to God.
- Avoid theological complexity about the virgin birth beyond Scripture.
- If students ask why Mary was chosen, explain that God often chooses humble and faithful hearts.

Grades 5–6

- Stress obedience despite uncertainty.
- Avoid presenting Mary as perfect or sinless without explanation.
- If students ask whether Mary is to be worshiped, explain that Christians worship God alone.

Grades 7–8

- Stress Incarnation doctrine and Theotokos meaning.
- Avoid drifting into denominational debates.
- If students ask about Marian doctrines outside Anglican teaching, answer carefully and remain within Scripture and the Creeds.

DISCUSSION QUESTIONS

Grades 3–4

What did the angel tell Mary?

- How did Mary respond?
- Why was her answer brave?
- What does it mean to trust God?

Grades 5–6

- Why might Mary have been afraid?
- What does her response teach about obedience?
- What is the Magnificat about?
- How does Mary point to Jesus?

Grades 7–8

- Why is the Incarnation central to Christian faith?
- How does Mary's obedience shape salvation history?
- What does humility look like today?
- How can we respond faithfully to God's call?

CRAFT OPTIONS

Fiat Calligraphy Page

Age Range: Grades 5–8

Materials

Cardstock

Pencils

Fine-tip markers

Rulers

Step-by-Step

1. Write Luke 1:38 in large script.
2. Decorate the first letter.
3. Add simple border designs.
4. Highlight the word “Let it be.”

Purpose

Encourages meditation on obedience.

Magnificat Praise Banner

Age Range: Grades 3–8

Materials

Paper

Markers

String

Tape

Step-by-Step

1. Write “My soul magnifies the Lord” across the page.
2. Decorate with stars or simple patterns.
3. Attach a string to hang as a banner.

Purpose

Encourages praise.

Nativity Silhouette Art

Age Range: Grades 3–8

Materials

Black paper

White paper

Scissors

Glue

Step-by-Step

1. Cut a simple silhouette of Mary holding baby Jesus.
2. Glue onto contrasting backgrounds.
3. Write “Born of the Virgin Mary” at the bottom.

Purpose

Reinforces Incarnation visually.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read — Luke 1:38 (NKJV) “Behold the maidservant of the Lord!
Let it be to me according to your word.”
3. Writing prompt
Students write for 5–8 minutes on:

Prompt

“Where might God be asking me to trust Him, even before I understand the outcome?”

CLOSING PRAYER

Almighty God, who didst choose the blessed Virgin Mary to bear thy Son, grant us humble and obedient hearts that we may receive thy word with faith, through Jesus Christ our Lord. Amen.

COLORING PAGE



SAINTS – WEEK 13 - ST. NICHOLAS OF MYRA

THEME: GENEROSITY, COMPASSION, AND QUIET CHARITY

SCRIPTURE AND STORY READING (GUIDED)

Have a student or teacher read the assigned Scripture passage (NKJV or Bible used in class). Then read the story together. The story may be read aloud by the teacher, read by students in sections, or paraphrased for younger grades.

Teachers may paraphrase for younger students while keeping the meaning faithful.

SCRIPTURE

Matthew 6:1–4

Luke 6:35–36

2 Corinthians 9:7

MEMORY VERSE (NKJV)

“But when you do a charitable deed, do not let your left hand know what your right hand is doing.” — Matthew 6:3

Younger Option (Grades 3–4)

“Give, expecting nothing in return.” — Luke 6:35

STORY

1. Nicholas was born in the third century in the city of Patara, in what is now modern-day Turkey. His parents were faithful Christians who raised him in the teachings of Christ. From an early age, Nicholas was known for his kindness and compassion.
2. When Nicholas was still young, his parents died during a plague. Though he was left with an inheritance, he chose not to spend his wealth on comfort or luxury. Instead, he remembered the words of Jesus about caring for the poor and storing treasures in heaven.
3. One story tells of a man who had three daughters but no money to provide for them. Without help, they faced hardship and shame. Nicholas learned of their situation and decided to help secretly. Under cover of night, he delivered bags of gold to the family’s home, leaving them where they would be found. He did not seek praise or recognition. He desired only to help.
4. Nicholas continued this pattern of quiet generosity throughout his life. He became bishop of Myra and cared deeply for his people. He defended the truth of the Gospel, encouraged believers during persecution, and remained known not for power, but for mercy.
5. Nicholas understood that Christian giving is not about attention or applause. It is about reflecting the generosity of God. He gave because Christ had given to him.

6. Over time, stories of his kindness spread. Though legends later grew around his name, the heart of Nicholas' life remains clear: faithful generosity, quiet charity, and compassionate leadership rooted in Christ.

KEY HIGHLIGHTS TO EMPHASIZE AS YOU RETELL THE PASSAGE

Key highlights to emphasize as you retell the passage: Teachers may paraphrase for younger students while keeping the meaning faithful.

- Nicholas chose generosity after personal loss
- He gave secretly, without seeking praise
- Christian charity reflects God's mercy
- Giving should come from a willing heart
- True generosity is rooted in Christ

DOCTRINAL FOCUS

Christian Charity

Charity is not merely kindness. It is love expressed in action for the good of others.

Scripture teaches that giving should be done quietly and sincerely, not for recognition.

- Not giving to be seen.
- Not giving to feel superior.
- Giving because we have first received from God.
- Christian generosity reflects the heart of Christ.

CREED CONNECTION – THE APOSTLES' CREED

In the Apostles' Creed we confess, "I believe in the communion of saints." Nicholas lived as part of that communion — **loving, serving, and strengthening the Church**. His life reminds us that faith is not only confessed with words but lived through acts of mercy and generosity.

TEACHER FOCUS & CAUTIONS FOR THIS LESSON

Stress This (All Ages)

- Giving should be sincere
- Generosity flows from gratitude
- Kindness does not require recognition
- Christians reflect God's mercy

Avoid This (All Ages)

- Turning Nicholas into a holiday cartoon figure
- Overemphasizing legends rather than virtue
- Reducing the lesson to "be nice" without grounding it in faith

Grades 3–4

- Stress that Nicholas helped people quietly.
- Avoid complicated historical debates.
- If students ask whether Nicholas is Santa Claus, gently explain that later traditions grew from stories about his generosity, but our focus is his Christian faith.

Grades 5–6

- Stress the difference between generosity for praise and generosity from love.
- Avoid romanticizing wealth as automatically virtuous.
- If students ask why he gave secretly, explain that Jesus teaches humility in giving.

Grades 7–8

- Stress generosity as a spiritual discipline.
- Avoid moralizing without a Gospel connection.
- If students ask about legends, explain that while some stories grew over time, his historical reputation for charity is well documented.

DISCUSSION QUESTIONS

Grades 3–4

- Why did Nicholas give money secretly?
- What does Jesus teach about giving?
- How can you show kindness quietly?
- Why does God want us to help others?

Grades 5–6

- What motivated Nicholas to give?
- Why is secret generosity important?
- How does Matthew 6 challenge our hearts?
- What is one way you can give without being noticed?

Grades 7–8

- How does Christian charity differ from simple kindness?
- Why does pride sometimes attach itself to generosity?
- How does giving shape spiritual growth?
- How does generosity reflect the character of God?

CRAFT OPTIONS

Secret Giving Envelope Craft

Age Range: Grades 3–8

Materials

Small paper envelopes

Anglican Saints Curriculum

Markers

Stickers (optional)

Paper slips

Step-by-Step

1. Decorate the outside of the envelope with the words “Give in Secret.”
2. Write Matthew 6:3 on the front.
3. On slips of paper, students write one quiet act of kindness they will do this week.
4. Place the slip inside the envelope.

Purpose

Encourages private generosity.

Charity Heart Bookmark

Age Range: Grades 3–8

Materials

Cardstock

Scissors

Hole punch

Ribbon or yarn

Markers

Step-by-Step

1. Cut a heart shape from cardstock.
2. Write 2 Corinthians 9:7 on the heart.
3. Decorate with simple patterns.
4. Punch a hole at the top and tie ribbon.

Purpose

Reminds students that giving should be cheerful.

Giving Tree Reflection Poster

Age Range: Grades 4–8

Materials

Large paper

Markers

Brown and green paper (optional)

Step-by-Step

1. Draw or assemble a tree trunk and branches.
2. Students write acts of generosity on leaves.
3. Attach leaves to branches.
4. Display in classroom.

Purpose

Visual reminder of a community shaped by generosity.

JOURNALING PAGE (GRADES 7–8; OPTIONAL 5–6)

Ideal for Grades 7–8, optional Grades 5–6

Materials

Journals or lined paper

Pens

Step-by-Step

1. Introduce journaling.
2. Have students re-read — Matthew 6:3 (NKJV) “But when you do a charitable deed, do not let your left hand know what your right hand is doing.”
3. Writing prompt

Students write for 5–8 minutes on:

Prompt

“What would it look like for me to practice generosity this week without anyone knowing?”

CLOSING PRAYER

Almighty God, who didst teach thy servant Nicholas to reflect thy mercy through generous love, grant us hearts that give freely and quietly for thy glory; through Jesus Christ our Lord. Amen.

COLORING PAGE

